

East Norfolk Sixth Form College

Inspection report

Unique reference number: 130767

Name of lead inspector: Deborah Vaughan-Jenkins HMI

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Type of provider: Sixth form college

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Information about the provider

1. East Norfolk Sixth Form College is medium sized college located in Gorleston, Norfolk. The college's core business is academic programmes with virtually all of its further education provision funded by the Learning and Skills Council. The college is the main local provider of GCE A-levels covering courses in all subject areas with the exception of construction and education and training. The vast majority of students at the college are aged 16 to 18 years and follow full-time, advanced level courses. Around 320 students take GCSE subjects including retakes of GCSE mathematics and English. Adults make up around 1.5% of enrolments and study mainly on advanced level courses. The largest number of full-time enrolments is in science and mathematics and visual, performing arts and media. Overall, student enrolments have increased by around 20% since the last inspection. In 2009/10 the college was selected as one of ten national Football Association (FA) focus colleges.
2. Many of the nearby areas are characterised by relatively high unemployment and some pockets of high deprivation. Around 5% of full-time students enrolled at the college are of minority ethnic heritage, above that of the local population. In 2009, the proportion of school leavers with five or more high grade GCSEs including English and mathematics in Norfolk was 50%, broadly in line with the national average for England. Around 60% of the college's students however, come from schools who achieve below the national average. The college has relatively low admission criteria for a sixth form college. Its mission is, 'Excellence and care: working for the community'.

Type of provision	Number of learners in 2008/09
Young learner provision: 14-16	1 full-time learner
Further education (16-18)	1,560 full-time learners 12 part-time learners
Adult learner provision: Further education (19+)	28 full-time learners 49 part-time learners

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 3
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
• Safeguarding	2
• Equality and diversity	3
	•
Subject Areas	Grade
Science and mathematics	2
• Visual arts and media	2

Overall effectiveness

- East Norfolk Sixth Form is a good, highly inclusive college. It places its students' experience at the heart of its work and is successful at raising their aspirations and increasing their self-belief. All groups of students generally achieve very well and many make good or better progress in their subjects. In a small minority of subjects however, students' achievement is lower than expected. Behaviour is exemplary and a culture of respect between peers and staff is very well established. Students are prepared well for life after college, with many progressing onto further or higher education. Lessons are planned and taught effectively by enthusiastic and knowledgeable teachers. Students develop good attitudes to their study and are highly motivated. In a few lessons, not all students, particularly the most able, are stretched as much as they could be to achieve their potential. Coursework is assessed fairly and frequently although some written feedback is too brief. A wide range of academic programmes are available and are enriched by a significant variety of activities particularly in the field of sports. The college continues to be very successful in many local and national team sports competitions. The care and support provided, particularly the additional revision support, is of a high quality and greatly appreciated by students, many of whom view it correctly as key to their success.

4. Leaders and managers have fostered a positive 'can do' ethos in which students enjoy their education and thrive. Quality assurance arrangements are rigorous and management structures well defined for some aspects of the college's work, such as teaching and learning, and are bringing about sustained improvement. However, in other areas, such as aspects of target setting at college and departmental level, equalities monitoring and governance, arrangements are less thorough. In these areas, demonstrable, sustained improvements are less marked and more difficult to measure. The college's capacity to improve is satisfactory.

Main findings

- Outcomes for students are good. The majority of students achieve their qualifications successfully. The overall success rate at advanced level is improving steadily and is in line with that of other similar colleges. Student achievement in all fields is celebrated frequently and enthusiastically across the college.
- The progress students make is good and, in some subjects such as physical education and photography, it is exceptional. Many subjects have an increasing proportion of high grades. In a small minority of subjects success rates and/or high grades are low and the progress students make is less marked.
- Students' cannot speak highly enough of their enjoyment of college. They generally attend well and display excellent attitudes to learning with positive, ambitious attitudes to life which provide a good basis for their future career development. Many students are the first to progress into either further or higher education.
- Students benefit greatly from the wide range of activities and information available to them to help them make informed choices about their own health and well-being. Students' involvement and national success in a range of sports activities is impressive. A satisfactory and growing range of opportunities exist for students to make a positive contribution to the college and its community.
- Teaching and learning are good. Working relationships between students and teachers are strong and support a positive learning ethos. Most lessons are designed to make learning enjoyable although a few do not stretch students to learn as much as they could in the time, particularly the more able. Assessment practice is good although some written feedback is too cursory.
- Support for students is good. Good information, advice and guidance are available to students from their first contact with the college based on strong relationships with partner schools. Comprehensive activities are in place to assist students to make informed post-16 choices. The planned promotion of equality and diversity through group tutorials is underdeveloped.
- Students benefit from extensive arrangements for academic and personal support to help them achieve their potential. Well-established systems, such as the study extension time (SET) and the commitment of tutors, contribute to a culture focused on learning and achievement. This is valued highly by students parents and carers.

- Leadership and management are good. The college's drive to raise expectations continues to be successful and remains at the heart of its work. The focus on excellence, care and working with the community is expressed formally in its mission and vision and underpins all the college does.
- Governance is satisfactory. Governors know the college well. They are fully involved in determining its strategic goals and understand what it needs to do to improve academically. Their grasp of finances and equal opportunities however, is an area for improvement.
- The promotion of equality and diversity is satisfactory. The college does a lot to tackle discrimination, prevent bullying and to promote positive attitudes to people with disabilities and/or learning difficulties and from different racial groups. However, its action plans have been too imprecise. Furthermore, it does not check thoroughly enough that all actions are implemented. Overall, its management and monitoring of equal opportunities has been too piecemeal and uncoordinated.
- Self-assessment is well established and mostly accurate. Quality improvement arrangements and plans for some key aspects of the college's work such as teaching and learning are sound. In some cases however, quality improvement plans and subsequent actions to bring about improvement lack ambition and are too imprecise to be measurable. Some strengths in the self-assessment report were overstated.
- Engagement with students and stakeholders is good. The college takes full account of what its students, staff and parents/carers think. It is rigorous in following up their views and publishes clear actions and outcomes in response. Many improvements have been secured as a result. The annual student conference, drawing on the opinions of a cross section of students, is a significant strength.

What does East Norfolk Sixth Form College need to do to improve further?

- Continue to scrutinise and monitor closely the reasons for underperformance ensuring all students, particularly the most able, are stretched through lessons. Share the best practice in teaching and in written feedback that exists in the college in order to improve success rates, high grades and increase the progress made by students.
- Improve the rigour, consistency and formality of governors' monitoring of the college's work, particularly relating to finances and equality and diversity, by following a detailed annual business cycle; and by reviewing all governance procedures to ensure governors can discharge effectively their supervisory role.
- Ensure consistency in the planning and monitoring of equality and diversity across all aspects of the college's work, by strengthening management arrangements to secure coherence and formality; increasing the planned promotion through the curriculum and sharing best practice and ensuring all targets to promote equality are precise and measurable.

- Improve the effectiveness of all quality improvement plans by ensuring they are measurable, specific, sufficiently ambitious, and time bound; by ensuring a fully critical approach in all areas of the college and by reflecting on whether actions and targets identified are a credible measure to remedy weaknesses.

Summary of the views of users as confirmed by inspectors

What learners like:

- the help and guidance in preparing for university and real life after college
- the quality of support available, particularly study extension time (SET)
- the knowledge and expertise of teaching staff
- all staff who go the extra mile to support them
- the positive and friendly learning environment
- the extensive range of sports enrichment
- the culture of respect that exists amongst and between staff and students
- the fact that they really enjoy college life.

What learners would like to see improved:

- the quality of teaching in a very small minority of lessons
- more support for students applying for a gap year or those leaving vocational courses
- the overcrowding of social areas and use of mobile teaching rooms
- the communication by the student association on exactly what has been improved from students' suggestions.

Summary of the views of external stakeholders as confirmed by inspectors

What external stakeholders like:

- the responsiveness to changing curriculum needs
- strong partnership working
- the good reputation of the college within the community
- professionalism in helping students to make informed choices
- contributions to engaging hard to reach students
- good and open communications at all levels.

What external stakeholders would like to see improved:

- no areas of improvement identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

5. The college's capacity to improve is satisfactory. The good progress made by most students has been at least sustained since the last inspection and outcomes remain good. The college has a clear vision which is shared amongst governors, staff and students alike. Self-assessment, including departmental self assessment, is broadly accurate and identified most areas for improvement, although several strengths were overstated and some actions to rectify identified weaknesses are too imprecise. A minority of targets for improvement are insufficiently ambitious. Governors have a sound grasp of students' achievements although their oversight of finances and equal opportunities is less comprehensive. Not all senior managers have been appraised. This was raised at the last inspection. Students', staff's and parents' views are used very effectively to secure improvements.

Outcomes for learners

Grade 2

6. Overall success rates have been improving steadily over time. For students aged 16 to 18, success rates were high on intermediate level and at the high national average for colleges of a similar type at advanced level with consistently outstanding achievement for supplementary and/or short courses. Success rates for the small number of those aged 19 or over are very high and improving at all levels. The overall achievement of high grades is in line with that found nationally although in some subject areas, such as visual arts and media, the achievement of high grades is very good. Students very much enjoy their learning and the majority make good progress in their time at college. Many students make very good progress in relation to their starting points, particularly but not exclusively, on GCE A level and vocational programmes. Inspectors' observations confirmed the good or better progress in most of the lessons seen with students demonstrating very good attitudes to learning. In a small minority of subjects, including general studies, success rates, progress and/or high grades are low. The total number of students retained on BTEC and GCSE courses has been consistently below average over time although college in-year data indicates marked improvements in both.
7. The college has improved its analysis of the performance of different groups of students. It identified correctly, for example, that the achievement gap between genders remains negligible and that students who declare a specific learning difficulty and/or disability and those in receipt of additional learning support achieve at least in line with their peers. Other vulnerable groups, such as looked after children and the small number of students in danger of becoming homeless, perform well, although these are not explicitly reported through the self-assessment report. Outcomes for the largest minority ethnic groups are good and at least in line with the college average. For a few, much smaller groups, such as Black African students however, the performance is more

uneven and although these are identified clearly by the college not all actions to improve are explicit enough.

8. Students develop very good levels of self-confidence and team-working skills which contribute positively to their future economic well-being. They leave college enthused and determined to succeed in the world. The majority of students are mature, thoughtful and are highly articulate in expressing their views and suggestions. Students feel very safe and show a high degree of respect for each other and college staff. They generally attend well and their behaviour is excellent in and around the college. Around two thirds of advanced level students are successful in progressing to higher or further education on completion of their programmes although the proportion of unknown destinations is high.
9. Information and opportunities to enable students to make informed choices about their own health and well-being are widespread. This is particularly well supported through the college's very strong commitment to, and involvement in, sport. Participation by all types of students in sport locally and nationally is impressive. A growing range of opportunities exist for students to take on additional roles and responsibilities particularly within college and in the local community. Students' contribution to sustainable development is less extensive.

The quality of provision

Grade 2

10. Teaching and learning are good. This agrees with the college's self-assessment. Lessons are well planned and taught by knowledgeable, enthusiastic teachers. Many lessons are planned exceptionally well to promote students' independent learning, ensure active participation, and use questioning techniques appropriately to check students' breadth and depth of understanding. Students are eager to learn and the very positive rapport between students and teaching staff is particularly conducive to learning. A minority of lessons however, do not challenge students enough, particularly the most able, to help them maximise their progress in the time available. Resources to support learning are good. Information and learning technology (ILT) is used to very good effect in some subjects to augment teaching and learning, although this is not consistent across all subjects.
11. The promotion of equality and diversity through lessons has improved and is integrated well into several subjects such as mathematics, although it is not yet consistently or effectively planned across all subjects. Opportunities to reinforce equality themes in lessons are often missed. The college's process for monitoring the quality of teaching and learning is effective in sharing much good practice across subjects, although it does not yet capture or share the best practice in equalities promotion in lessons as effectively as it could.
12. Overall, assessment is good and used well to support and reinforce learning. The vast majority of students are clear about their target grades and what they need to do to achieve them. The quality of written feedback on most students' work is comprehensive and helpful in some subjects but in a few subjects

feedback is more cursory and less useful in directing improvement. The identification of additional learning support needs is good. It is undertaken early, is accurate, and the assessment is used well to plan timely and effective specialist support, including support for students with health conditions or specific learning difficulties and/or disabilities.

13. The college meets the needs and interests of students well through a wide selection of courses and good progression opportunities. Joint working with the Connexions service, schools and the local authority to reduce the number of disengaged young people is effective. The enrichment programme is good and well attended, both in curriculum areas and across the college. Opportunities for involvement in sports, for both male and female students, are outstanding. Many college teams have been highly successful in regional and national competitions. The college's partnership working with relevant stakeholders, including the local authority and voluntary organisations, is strong, wide ranging and at the core of its strategy. The principal and other staff are very effective leaders of such developments, which are of direct benefit to students. Partnership working with employers is underdeveloped.
14. Support and guidance for students are good. Students benefit from extensive arrangements for academic and personal care and support. Tutors are very committed and give generously of their time. Target setting and the monitoring of student performance through individual tutorials are effective. Group tutorials are generally well attended and viewed positively by students although the focus on cultural diversity and wider equality themes is insufficient. Guidance for those students applying to university is comprehensive but is less so for those choosing to follow a different route such as employment. Additional learner support is managed effectively. Staff are well qualified and give good individual support in lessons and in discrete groups. Financial support and counselling are well publicised and monitored frequently.

Leadership and management

Grade 2

15. Leadership and management are good. Raising young people's aspirations is at the heart of the college's work and is championed actively by the principal and staff. Students continue to make very good progress, taking account of their starting points. A broad range of activities and events creates a culture where young people learn that, irrespective of their background, they can succeed in their education, at work and in life. The sustained celebration of students' success further promotes a culture of ambition. The strategic development plan sets out the key priorities and targets for the college to achieve its vision and takes full account of the national context and local needs.
16. Governors are involved closely in establishing the strategic direction of the college. They know the college very well and understand the challenges it faces. They monitor academic performance carefully. Scrutiny of the college's finances is, however, too informal. Similarly, the monitoring of equal opportunities is insufficiently thorough. Governors are aware of the need to remedy other procedural shortcomings.

17. Arrangements for safeguarding young people are good. The college's policy is thorough and is supported by useful guidance for staff and students. A safeguarding committee regularly oversees its effectiveness. All staff receive updated training annually. Appropriate checks on all staff are in place on a single central register and the college has detailed plans for meeting the requirements of the new vetting and barring scheme. Students feel overwhelmingly safe. The approach to health and safety is rigorous and the number of incidents or 'near misses' is low.
18. The college's approach to equality and diversity is satisfactory. Discrimination and bullying are not tolerated in any form. A good range of events, visiting speakers and debates serve to promote racial equality and positive attitudes to disability. A recent consultation with student representatives focussed on equality and diversity and provided mature and constructive suggestions for further development. The composition of the staff and governors reflects broadly the student population. Access for students with limited mobility is satisfactory. The college goes to great lengths to ensure young people with disabilities can join the college community. The analysis of data relating to students' performance is systematic and any gaps in achievement are minimal. The examination of data relating to staff however is underdeveloped. Many examples of creative teaching which embed equality and diversity exist within the curriculum, although the planning for this across all subjects is not yet consistent. Action plans to support the implementation of race, gender and disability equality schemes are insufficiently detailed and are not monitored effectively. Impact assessments are not comprehensive.
19. The college makes highly productive use of student and staff views. The actions and outcomes in response to these surveys are set out clearly in the self-assessment report. The college organises an annual conference to consult a representative group of students on key matters. It also seeks and uses the opinions of parents and carers well.
20. Procedures for quality assurance are effective. The self-assessment report is comprehensive and broadly accurate. Several strengths however, are overstated and some actions to remedy weaknesses lack precision. The self-assessment cycle is clear and well established. Arrangements for validating judgements and lesson observations are good. Inspectors largely agreed with the college's view of the quality of teaching and learning. The college makes good use of lesson observations to disseminate good practice at training sessions, but the analysis of teaching and learning at departmental level is less well developed. Overall, curriculum management is good.
21. The quality and availability of resources and accommodation are at least satisfactory and much is good. A small proportion of accommodation is cramped, particularly social space for students. Overall, the college deploys its resources well to enhance the students' learning environment and experience. Sustainability and its promotion do not yet have a high profile. The college provides good value for money.

Subject areas

Science and mathematics

Grade 2

Context

22. The college offers free standing mathematics qualifications, GCSE mathematics and science and GCE AS and A-level biology, chemistry, human biology, mathematics, further mathematics and physics. Earth sciences and psychology are also offered but were not part of the scope of this inspection. Most students, with 1,418 enrolments, are aged 16 to 18, and 37 enrolments are by adult students.

Key findings

- Outcomes for students are satisfactory. Overall success rates are broadly average. Success rates in GCSE science, GCE AS and A-level further mathematics and A-level biology are high. The proportion of students achieving grades A and B in advanced level mathematics is particularly high.
- The success rate in AS human biology is low and declining. Students' progress compared with their prior attainment is good in advanced level mathematics but less so in biological sciences. Students attend lessons well and retention is at least satisfactory in all subjects with very high retention on A-level programmes.
- Students' work is mostly of a good standard and inspectors' observations confirmed they make satisfactory or better progress in lessons. Students find the college to be a very safe and welcoming environment and enjoy their studies. All necessary health and safety issues are implemented systematically in laboratories.
- Teaching and learning are good. In the best lessons, a variety of approaches and effective use of ILT motivate students and support learning. Assessment of progress in these lessons is good with effective questioning to check individuals' understanding. Some lessons, however, do not challenge the more able students sufficiently and a minority lack variety and regular checks on learning.
- The quality of assessment of students' work varies. Many teachers provide very detailed comments that help students understand what they need to do to improve, but in other cases feedback is more limited.
- Teachers provide excellent academic support for students. They are generous with their time outside lessons to help students. Extra support and revision sessions are provided outside timetabled lessons and these, combined with the monitoring of performance, help to raise students' academic standards. Students commented that this was something they particularly valued and enjoyed about the college.
- A broad range of subject options is enhanced by an extensive range of enrichment activities. An appropriate range of subject-specific activities complements college-wide activities. These include field trips and visits to

universities and hospitals to gain access to specialist scientific equipment. Many of these activities rely on partnerships formed with local schools, the University of East Anglia and local NHS hospitals.

- Good progression and destination data are gathered and analysed. Around two thirds of all students progress successfully to the next level of education. Students value the high level of support the college provides to help them progress to university.
- Curriculum leadership and management are good with effective communications between the faculty head and departmental managers and a coordinated approach to managing the curriculum. However, departmental meetings are inconsistent, with the best being focussed clearly on students and learning but others less so.
- The college has a good range of learning resources. Science and mathematics are taught in a well resourced suite of laboratories and dedicated base rooms. All classrooms have good ILT facilities and where appropriate, good technician support.
- Self-assessment reports are largely accurate in the identification of issues but some strengths are overstated and the response to some areas for improvement are not self-critical enough. Self-assessment reports make good use of feedback from student questionnaires.

What does East Norfolk Sixth Form College need to do to improve further?

- Ensure that teachers use a range of learning activities which motivate and challenge all students, including the more able in order to support all students to achieve their potential.
- Address inconsistencies in assessment and teaching and learning by sharing good practice across the range of subjects and remedy inconsistencies in assessment and teaching and learning in order to ensure students receive consistent experience and expectations.
- Ensure all departmental meetings, particularly in human biology, are focussed on students and learning in order to underpin continuous and sustained improvements in student outcomes.

Visual arts and media

Grade 2

Context

23. The college offers a range of GCE AS and A-level subjects. At intermediate level, GCSE subjects are available and include media, photography and art and design. Vocational qualifications are offered in media through a national award and a national certificate in media production. Some 946 students aged 16 to 18 and 23 adult students are enrolled on courses in the subject area.

Key findings

- Outcomes for students are good. Success rates were high on several programmes in 2008/09 with improvements to well above average in GCE A-levels in graphic design, photography and media studies and in AS communication and culture. Success rates on most other courses are close to the national averages with the exception of GCSE art and design where the success rate fell to well below average in 2008/09.
- Most students make good progress from their starting points and observations by inspectors confirmed students' good progress in many lessons. The proportion of students achieving high grades is very good and improving on most courses although low and/or declining in a small minority.
- Students' practical work is of a high standard. Sketchbook and research work in fine art and textiles is good, with experimental and exploratory techniques used well along with mixed media and varying scale. Students are encouraged to use a wide range of skills and techniques to produce imaginative and competent artistic work.
- Teaching and learning are good. Project briefs provide stimulating opportunities for creative investigation and focus on areas of personal interest. In most lessons teaching staff plan challenging activities to enable students to progress swiftly. However, in a minority of lessons, the development of self-evaluative and analytical skills is insufficient and students are not always challenged to stretch their thinking.
- In many subjects, feedback to students is frequent, detailed and useful to guide students to achieving higher grades. In a few subjects written feedback does not focus enough on how students can improve their work.
- Students' needs and interests are met well through an extensive range of courses with good progression. The curriculum is further enriched by opportunities to achieve additional qualifications and many students take advantage of the additional learning time in studios to extend and develop their skills and their work.
- Support for students is good. Students feel safe and secure in what they describe as a very supportive environment. They enjoy coming to the college and have a strong commitment to learning. Additional support sessions in the studios are used widely by students to improve their outcomes and grades.

- Leadership and management are good. The self-assessment reports are broadly accurate and quality improvement plans identify clearly actions which are leading to improvement. Opportunities are, however, missed to share best practice across the subject area particularly in teaching and assessment. Student views and feedback are listened and responded to quickly through effective tutorial links.
- Equipment and resources are satisfactory with good access to computers and a range of equipment and materials although a few rooms are cramped and in need of refurbishment. Students' work is celebrated frequently and displayed prominently throughout the college with opportunities to exhibit locally and work with local galleries.

What does East Norfolk Sixth Form College need to do to improve further?

- Secure greater consistency between courses in success rates, high grades and progress performance by ensuring that all actions in the improvement plan are implemented and by sharing good practice across all subjects and levels, particularly in teaching and learning and written feedback.
- Improve students' self-evaluation and analytical skills by ensuring all students are challenged sufficiently in lessons to extend their thinking through for example increased opportunities for student-led discussions to feedback constructively on the work of their peers.

Information about the inspection

24. One of Her Majesty's Inspectors (HMI) and 4 additional inspectors, assisted by the provider's deputy principal, as nominee, carried out the inspection. Inspectors also took account of the college'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.
25. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and stakeholders 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 college offers.

Record of Main Findings (RMF)
East Norfolk Sixth Form College

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners			
Full-time learners	1680	1649	30
Part-time learners	48	26	22
Overall effectiveness	2	2	2
Capacity to improve	3		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	3		
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?*	2		
How well do learners make a positive contribution to the community?*	3		
Quality of provision	2	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?	2		
Leadership and management	2	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?*	3		
How effectively does the provider promote the safeguarding of learners?	2		
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?	2		

*where applicable to the type of provision

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