

Hartlepool Sixth Form College

Inspection report

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Name of lead inspector: Bob Busby HMI

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Type of provider: Sixth Form College

Address: Hartlepool Sixth Form College
Brinkburn
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Information about the provider

1. Hartlepool Sixth Form College was established in 1985 and is situated close to the town centre. The college is based on the Brinkburn Site (a mansion house built in the 1900s), surrounded by parkland and adjacent to the college's extensive playing fields with access to other facilities, including a sports hall and a swimming pool. Phase one of an expensive new build has just been completed. Phase two will be completed in August 2010. The college is the only specialist sixth form college in Hartlepool.
2. The college provides a range of AS, A-level and BTEC courses; CACHE certificate and diploma courses in child care; vocational courses at level 3; a small number of courses at level 2; and a few part-time adult courses. The college's law department also offers Institute of Legal Executives (ILEX) courses and the first year of a law degree, and a foundation degree in conjunction with Sunderland University.
3. Most of the learners come from the five local partner 11 to 16 schools in Hartlepool, with increasing interest from schools both north and south of the area. The college is also starting to recruit increasing numbers of international learners, particularly from China. There are currently 863 learners on roll, aged 16 to 18, almost all of them full time and most studying on advanced-level courses. There are also 42 adult learners, almost two-thirds of whom study part time. Just over half the learners are female. The vast majority of learners are of White British origin.
4. The locality includes areas which are disadvantaged, and the proportion of unemployed people in Hartlepool between October 2008 and September 2009 was 11.5%, which is higher than the proportion for the north east (9.2%) and the national rate of 7.4%. In 2009 approximately 49% of pupils achieved five GCSEs at grades A* to C including English and mathematics, slightly below the national average for maintained schools. The area has low levels of ethnic diversity, with 98% of residents in the White British group, compared with 96.4% for the north east and 87% for England.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Further education (16 to 18)	857 full-time learners 6 part-time learners
Provision for adult learners: Further education (19+)	16 full-time learners 26 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	1
Equality and diversity	2
Subject areas	Grade
Science and mathematics	2
Business, administration and law	2

Overall effectiveness

- The college's overall effectiveness is good. Outcomes for learners and the quality of provision are both good, as are leadership and management. The college has shown that it has satisfactory capacity to improve. The college is making good progress in improving the quality of teaching and learning. The college's promotion of equality and diversity is good. Arrangements for ensuring that learners are safe are outstanding. The college has made satisfactory progress with some of the areas for improvement identified at the previous inspection. Differentiation to meet individual needs in some lessons and the promotion of equality and diversity are now good. However, low retention rates and weaknesses in self-assessment action planning remain areas for improvement in a few subject areas. The quality of accommodation and resources to support teaching and learning have improved significantly and are now excellent. Learners have good access to information technology to support their learning. Provision in each of the subject areas inspected is good. However, overall success rates within the college have declined over three years and are slightly below national rates. The college still needs to reduce the number of learners leaving their programme without achieving their qualifications, particularly on AS-level programmes.

Main findings

- Outcomes for learners are good. Learners' attainment of qualifications and learning goals is satisfactory. Success rates for 16 to 18-year-olds on A-level qualifications are consistently high and learners make good progress. However, the overall college success rates on long courses for 16 to 18-year-olds declined slightly over the last three years and are now just below national rates.
- Success rates are particularly high in information and communication technology (ICT), preparation for life and work, and product design in engineering. However, low retention in health, public services and care; leisure, travel and tourism; history, philosophy and theology; and in social sciences, depresses success rates in these areas.
- Learners make good progress towards achieving their qualifications and produce work of a very high standard. They develop good teamwork and social skills and demonstrate a high level of understanding of key concepts.
- The college encourages its learners to be aspirational, and progression into higher education (HE) is high. Approximately 80% of learners progressed to HE in 2008/09.
- Young men and women succeed at a similar rate. Success rates for most Asian groups are consistently above the national averages for similar groups and above the average for the college. In 2008/09 success rates for learners who had declared a learning difficulty/disability/health issue were below success rates for learners aged 16 to 18 who had not declared any issues. The college monitors closely the success rates of different groups.
- Not enough learners studying for AS-level qualifications complete their courses successfully. Success rates for 16 to 18-year-olds following AS-level qualifications declined by five percentage points in 2008/09 and are now below the national rate. Value added on AS-level qualifications was low in 2008/09. Success rates for key skills qualifications were well below national rates at all levels in 2008/09.
- Retention rates are low. The overall college retention rates on long courses for learners aged 16 to 18 have improved slightly in the last year but remain 4.7 percentage points below national retention rates.
- Teaching, learning and assessment are good. Resources to support teaching and learning are excellent. The learning environment is attractive with many outstanding facilities. Technology is widely available throughout the college, although it is not always used to its full potential. Teachers use a wide range of motivating teaching strategies but there is insufficient focus on consolidation of learning and an over-reliance on open questions to check learners' progress.
- There is a good range of provision to meet learners' needs. A wide range of AS and A2 subject provision is available to learners, along with some GCSE subjects, complemented by good enrichment opportunities for learners. The college has developed several effective partnerships, which improve learners' chances of progress and success.

- Support for learners is good. Initial and diagnostic tests accurately identify additional learning needs and lead to timely support. However, the quality and precision of targets set for learners is variable. Learners' transition from school to college is well supported. Careers advice is good and high numbers of learners progress into higher education.
- Leadership and management are good. The Principal, governors and senior leaders provide a clear vision and strategic direction to the college. Governors play an active part within the college and fulfil their responsibilities well. Persistent underperformance is tackled systematically. However, data are not always used effectively to set specific targets in performance management.
- Safeguarding is prioritised throughout the college and is outstanding. Learners feel safe. Significant resources are deployed very well to provide a safe and welcoming environment. The college works proactively with local schools to identify and support vulnerable young people before they join college. All staff are highly trained to level 2 and receive regular updating on safeguarding.
- Attention to aspects of equality and diversity is good. Learners' achievement is monitored by gender, ethnicity and disability at college level. Different groups of learners achieve broadly in line with each other but data are not always used consistently to analyse the performance of different groups of learners at departmental level.
- Leadership and management are good in many curriculum areas. Strong links exist with local schools and external partners to support and enhance learners' experience. The curriculum self-assessment reports are broadly accurate but the evidence does not support the college's own cross-college judgements.

What does Hartlepool Sixth Form College need to do to improve further?

- Improve retention rates. Ensure that staff in all subject areas follow up poor attendance effectively. Provide learners with the timely individual support and guidance they need to help them to complete their programmes. Embed thorough systems to set learners clear, challenging and realistic targets which are well monitored so that all learners have the opportunity to achieve their potential.
- Improve the consistency and quality of teaching and learning by developing teaching and learning strategies to maximise the potential of learning technologies across all curriculum areas. Share good practice in techniques to consolidate learning and check learners' understanding through skilful use of directed questions.
- Use data, including trends in data on learners' progress, critically, and more systematically, to evaluate the effectiveness of the college's work. Be more self-critical in assessing college performance in order that action plans for improvement are suitably challenging. Develop a more systematic analysis of the impact of the actions to raise achievement.

Summary of the views of users as confirmed by inspectors

What learners like:

- the good transition arrangements with schools, enabling learners to settle quickly into college life
- the wide range of teaching strategies used, making teaching sessions interesting and meeting individual needs
- high levels of individual support from very supportive college staff who are prepared to listen, in and out of lessons
- the availability of useful and relevant information through the virtual learning environment
- excellent learning facilities in the new building, particularly the access to IT
- the wide range of enrichment activities
- the equality and diversity week
- extra help with completion of applications for university entry
- feeling safe in the college.

What learners would like to see improved:

- the cramped teaching accommodation in the older classrooms within the temporary accommodation
- lower prices and better availability of healthy eating options
- better individual support in some classes to prepare for examinations
- the temporary arrangements to control the temperature in the new building (it gets too hot).

Main inspection report

Capacity to make and sustain improvement

Grade 3

6. The college is making satisfactory progress in improving the quality of provision. However, the overall success rate has declined slightly in the last three years and is now slightly below national rates. Success rates in most subject areas have improved to at least satisfactory but are low in a few subject areas. Value added is variable across the college; it is high on A-level qualifications, applied AS level and applied GCE single award but was low on AS-level courses in 2008/09. Curriculum self-assessment reports are broadly accurate. Progress towards improving the quality of teaching and learning is good. The quality of accommodation and resources to support teaching and learning has improved significantly and is now excellent. Curriculum management is good in many areas. The use of data to support improvement is insufficient. The college has made satisfactory progress towards rectifying some of the key areas for improvement identified at the previous inspection.

Outcomes for learners

Grade 2

7. Outcomes for learners are good. Learners' attainment of qualifications is satisfactory. Success rates for 16 to 18-year-olds on A-level qualifications are consistently high and slightly above the national average. However, the overall college success rates on long courses for 16 to 18-year-olds declined over the last three years and are now almost three percentage points below national rates. Success rates are particularly high in engineering, information and communication technology, and preparation for life and work; but they are low in health, public services and care; leisure, travel and tourism; history, philosophy and theology; and in social sciences.
8. Learners make good progress towards achieving their qualifications and produce work of a very high standard. They develop and use good teamwork and social skills during group work and demonstrate a high level of understanding of key concepts which they apply successfully in solving problems and completing coursework. Value added is high on A-level qualifications, applied GCE AS level and applied GCE single award but was low on AS-level courses in 2008-09.
9. Not enough learners studying for AS-level qualifications complete their courses successfully. Success rates for 16 to 18-year-olds following AS-level qualifications declined by five percentage points in 2008/09 and are now below the national rate. Success rates for key skills qualifications were well below national rates at all levels in 2008/09.
10. There is little difference between success rates for male and female learners aged 16 to 18. Success rates for most Asian groups are consistently above the national averages for similar groups and above the average for the college. Although normally comparable within the college, in 2008/09, success rates for

learners with learning difficulties and/or disabilities were below success rates for other learners. The college monitors closely the success rates of different groups.

11. Retention rates are low in the college. The overall college retention rates on long courses for learners aged 16 to 18 have improved very slightly in the last year but remain 4.7 percentage points below national rates.
12. Progression into HE is good. Approximately 80% of learners progressed to HE in 2008/09. The college successfully promotes progression to HE to most learners and raises aspirations.
13. Learners feel very safe and appreciate the college's measures to protect them and provide a safe learning environment. A course in learning to drive safely is a popular addition to the enrichment programme. The college's arrangements to safeguard learners at the college are outstanding. Most learners participate enthusiastically in activities to raise money for charities or to support the local community through voluntary work.

The quality of provision

Grade 2

14. The quality of provision is good. Teaching, learning and assessment are good. Resources at the main college site are excellent. The range of personal computers and paper-based resources in the library, which is well used by learners, is good. Learners can borrow laptops from the college for home use. Teachers are enthusiastic, show good and up-to-date subject knowledge, and display a good awareness of examination requirements and curriculum developments. Technology is widely available to enhance learning, although it is not always used effectively.
15. Teachers use a wide range of motivating and interactive teaching strategies, but there is insufficient focus on the consolidation of learning to support long-term progress and success. Learners receive constructive feedback on their work, and actions are identified which help learners achieve their target grades. There is, however, an over-reliance in lessons on the use of undirected questions to check learning. Initial and diagnostic tests are used appropriately to identify additional learning needs and as a result timely additional support is provided.
16. Individual learning plans are used by most staff but the quality and precision of targets set for learners are variable. The college has moved this year from an electronic plan to a paper-based version but this is still being embedded and is not consistently and effectively applied across the college.
17. The provision meets the needs and interests of learners well. A good range of AS and A2 subject provision is available, along with some GCSE subjects. A limited range of vocational programmes has been developed in response to

local needs. There is, however, extensive vocational provision nearby and the college refers learners when appropriate.

18. The range of enrichment opportunities is very good. This year, 500 learners have participated in enrichment activities, of whom 85 were health and social care learners, for whom it was compulsory work experience. There are high levels of participation in sport and a work placement programme linked to local schools.
19. The college uses partnerships well to develop its provision. Partnerships with local feeder schools are particularly effective. Nominated link tutors work well with specific schools; they attend parents' evenings and other school events. There are also good relationships with HE institutions, the local authority and the health authority, which enable learners to access work placements and improve their chances of entry to HE.
20. The care, guidance and support offered to learners are good. They receive a wide range of support to help them progress. There are very good arrangements for learners' transition from partner schools. A three-day bridging programme allows learners to attend college pre-enrolment, to help them make appropriate subject choices. Induction is thorough and opportunities exist for learners to transfer between courses. Learners value the support they receive, particularly through the individual tutorial sessions. Minimum expected grades are used well in lessons to drive attainment.
21. Careers advice and guidance are highly effective. High and increasing numbers of learners complete UCAS applications and successfully secure a place at university. Approximately 80% of college learners progressed to HE last year, and the number of learners applying to HE this year is high. There is a positive culture about aspiring to HE throughout the college.

Leadership and management

Grade 2

22. Leadership and management are good. The Principal, governors and senior leaders provide a clear vision and strategic direction for the college. Raising aspirations and improving learners' performance are central to the college's ambitions. The college works well with external agencies to develop provision. Successful links have been established with France and China and the college has an increasing number of learners from overseas. Communication throughout the college is good. Teams work well together and are supportive of each other. Persistent underperformance is tackled systematically. However, data are not always used effectively to set specific targets in performance management. Targets specified in the self-assessment action plan are often not specific enough to enable their impact to be monitored.
23. Governors are committed and enthusiastic and bring a good range of appropriate skills and experience to their work with the college. Governors fulfil their legal responsibilities well. They monitor effectively the financial health of

the college. Monitoring of the academic performance is good but a more precise analysis of learners' achievement would help provide further challenge.

24. Safeguarding is prioritised throughout the college and is outstanding. Learners feel safe and value the college's approach to ensuring their well-being. Significant resources are deployed very well to provide a safe and welcoming environment. The college works proactively with local schools to identify and support vulnerable young people before they join college. There are strong links with many external agencies. All staff are highly trained to level 2 and receive regular updating on safeguarding. Key staff undergo intensive training to use a multi-agency database to highlight at-risk children and vulnerable adults. The college meets all its legislative requirements. There are robust policies and procedures and these are reviewed annually. A senior manager sits on the local safeguarding board. The tutorial programme includes many aspects of safeguarding but further work is needed to provide a consistent and more high profile approach to internet safety.
25. Staff are well trained in important aspects of equality and diversity. Staff and learners celebrate diversity during diversity week, which brings the whole college together in a range of enjoyable multicultural activities. Learners' achievement is monitored by gender, ethnicity and disability at college level. Different groups of learners achieve broadly in line with each other but data are not always used consistently to analyse the performance of different groups of learners at departmental level. The college has introduced a range of initiatives to promote equality and diversity through teaching and learning but it is too early to judge their impact.
26. Leadership and management are good in many curriculum areas. The curriculum self-assessment reports are broadly accurate but the evidence does not support the college's own cross-college judgements. Some strengths are overstated. The self-assessment report does not sufficiently consider the impact of weaker performing subject areas on the cross-college judgements and grades.
27. Learners' views are canvassed systematically and acted upon to help improve provision. The college has been responsive to requests for new enrichment activities. Strong links exist with local schools to help transition and take forward initiatives such as developing modern foreign languages, including Mandarin. Sporting links are particularly effective and learners benefit from working with professional coaches in football, rugby, netball and basketball.
28. High priority is given to ensuring that there are excellent resources in the classroom and for independent study. The learning environment is attractive, with many outstanding new facilities. Financial management is good. The college will generate a small surplus for the first time in many years. The college embraces the sustainability agenda. Staff deployment is good and teachers give freely of their own time outside lessons. The college provides good value for money.

Subject areas

Science and mathematics

Grade 2

Context

29. Over 500 learners are enrolled on programmes in biology, chemistry, mathematics, physics and psychology. Most learners are full time, aged 16 to 18 and are on AS- or A-level programmes. GCSEs are offered in mathematics and biology with 45 enrolments in mathematics and 32 in biology. Fifty-six per cent of learners are female.

Key findings

- Almost all learners on A-level courses are successful and most learners achieve the grades expected from their prior attainment. On A-level psychology, learners make particularly good progress.
- Success rates on AS programmes are variable. They are outstanding in chemistry, satisfactory in biology, physics and psychology, and have declined and are low in mathematics. Learners make satisfactory progress in all AS subjects other than chemistry, where learners make good progress.
- In 2009 the proportion of learners achieving A* to C grades in GCSE biology and mathematics fell, and both are now below the national average.
- Learners enjoy their studies and feel safe in the college and when working in laboratories. Learners develop good teamwork and social skills. Coursework is satisfactory or better.
- Teaching and learning are good. Teachers are well qualified and have good subject knowledge. Most lessons involve a range of activities that motivates learners and sustains their interest. Teachers regularly check learners' understanding and progress. Information and learning technology (ILT) is sometimes used to good effect to support and reinforce learning, although its benefits are not always fully exploited. The virtual learning environment is regularly used by learners to complement classroom learning.
- Learners' progress is assessed regularly and teachers' comments on written work help learners understand what is needed to make improvements. Learners' progress is monitored against their target grades and additional subject support is provided quickly when performance falls below these grades.
- An appropriate range of advanced-level courses in science and mathematics is offered and this provides progression to HE. The proportion of learners progressing from an AS subject to the equivalent A-level subject is low, except in chemistry. The range of intermediate level courses is limited.
- Partnerships with local secondary schools are good. Science and mathematics staff attend local subject networking groups. They teach lessons and provide revision sessions and master classes in local schools. College staff are aware of

school curriculum developments that will affect future entrants to the college, and adapt the college curriculum in response to these.

- Support for learners is good. Teachers give of their time freely to provide informal individual assistance and they offer extra revision sessions in the evenings, during holidays, and at weekends to prepare learners for external examinations. Learners are given a great deal of help and advice in their subject-specific applications to university, such as medicine.
- Leadership and management are good. Communication within and between the separate subjects is effective. Continuing professional development is focused on improving teaching and learning, and good practice is shared within and between subjects.
- Self-assessment is insufficiently rigorous and a more consistent approach is needed in the use of data to inform judgments. Resources are outstanding in the new building, and just satisfactory in temporary accommodation, where the lack of some facilities has had an adverse effect on learners' ability to undertake practical work.

What does Hartlepool Sixth Form College need to do to improve further?

- Improve retention in AS mathematics by further developing the rigorous induction and support programme for learners who have limited algebraic skills.
- Increase the percentage of learners achieving A* to C grades in GCSE biology and mathematics to at least the national average for similar colleges by extending strategies which have been used successfully on other courses to improve performance.
- Improve the rigour of self-assessment through better data management and the use of data to drive up standards.

Business, administration and law

Grade 2

Context

30. Currently 226 learners, predominantly 16 to 18-year-olds, are enrolled on business, administration and law programmes. Of these, nine study GCSE business, with 150 on AS- and 67 on A-level courses in business and law. Five learners study a national diploma in business which the college introduced this year. There are 123 female and 103 male learners. The law department also offers Institute of legal executives (ILEX) courses, a foundation degree, and the first year of a law degree in partnership with Sunderland University.

Key findings

- Success rates are high on A-level courses, with pass rates at 100% in business and law. Pass rates on GCSE business are good with 59% gaining high grades. Retention rates on AS-level business and law declined over three years and are below national averages. However, in-year retention has improved and is now close to national average. Attendance is 91% but during the inspection attendance at some classes was considerably lower than the college target of 90%.
- Learners' progress on law is good, relative to their prior attainment but learners on business do not always make the progress expected of them. Eighty per cent of A-level learners progress to HE. Learners' progress in lessons is good and they demonstrate a high level of understanding of key concepts, for example, decision making in business and the law of nuisance.
- Learners enjoy their learning, and work effectively together in groups and during role plays. Learners feel safe at college and they know how to seek advice. They make a positive contribution by getting involved in fund raising for a number of charities and some undertake voluntary work, for example, in local schools.
- Teaching and learning are good. Most teachers make productive use of case studies and topical issues to illustrate the application of theory and engage learners. Teachers use questions effectively to check learning and challenge learners. In the lessons observed, ILT, particularly interactive whiteboards, is used satisfactorily to support learning.
- A range of revision techniques is used in lessons in order to increase learners' confidence in preparing for examinations. Learners' needs are identified in the lesson plan, although the plan is not always implemented in the lessons. Opportunities are missed to find out what the learners already know about a topic.
- Assessment of learners' work is good. Written feedback from teachers clearly states what has been achieved and identifies what the learner has to do to achieve higher grades. Following feedback from learners, a broader range of

assessment methods has been introduced to meet the needs of individual learners, for example, blogs and scrapbooks.

- Links with other subjects, local university and employers are good. These broaden the learners' experience and bring more diversity to their learning. Law learners work with sociology and performing arts departments to explore stereotyping and discrimination. Guest speakers include magistrates, prison officers and external examiners.
- Subject-specific support is good. Learners are supported well, especially out of normal timetabled sessions, with one-to-one sessions, email, text and virtual learning environment contact. Revision sessions are based on learners' needs. In one-to-one sessions, the learners' target grades are monitored and reviewed.
- Learners' views are collected through course representatives on the Learner Council and from regular questionnaires. As a result there have been changes to provision, including improved timetables in law, and changes in teaching and learning approaches, including more information on the virtual learning environment, more group work, and more practical sessions in business.
- Leadership and management are good. Resources and accommodation are outstanding. Classrooms are well equipped and staff expertise is used effectively to improve the learners' experience. Communication is open and effective. Teachers share good practice within the team, cross-college, and with external partners. Staff development needs are identified, following informal and formal lesson observations. A strong culture of professional development exists.
- Equality and diversity week brought the whole college together and learners thought the whole college was connected and involved. They understood the importance of being part of a single community and gained valuable insights into other cultures, especially China.
- Self-assessment reports are broadly accurate. However, evidence to support judgements is not sufficiently clear. Areas for improvement are not always included in the action plan and the targets are not specific enough to be able to monitor the impact of actions taken.

What does Hartlepool Sixth Form College need to do to improve further?

- Improve retention on AS courses by closely monitoring and supporting learners who are at risk.
- Ensure that self-assessment clearly identifies areas for improvement, and that targets and data in action plans are specific enough to be monitored closely and ensure timely intervention.

Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's Vice Principal (Quality and Resources), as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners 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)

Hartlepool 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	873	857	16
Part-time learners	32	6	26
Overall effectiveness	2	2	2
Capacity to improve	3		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	3		
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?	1		
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?*	1		
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?*	2		
How effectively does the provider promote the safeguarding of learners?	1		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
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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