

NLT Training Services Ltd

Inspection report

Unique reference number: 53535

Name of lead inspector: Robert Hamp HMI

Last day of inspection: 14 May 2010

Type of provider: Independent learning provider

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Information about the provider

1. NLT Training Services Ltd (NLT Training) is a group training association and a registered charity and has a board of trustees elected by the organisation's members. Membership is drawn from local engineering companies that make a commitment to train their employees through the organisation. NLT Training has two sites, one in Scunthorpe, and one in Chesterfield which includes an engineering training centre. NLT Training offers apprenticeship and Train to Gain programmes in engineering and manufacturing technologies, warehousing and distribution, business administration and information and communication technology (ICT).
2. NLT Training also works with local secondary schools providing young apprenticeship programmes and has a small number of learners on an Entry to Employment programme. These programmes and its ICT provision were not inspected.
3. Contracts with the East Midlands and Yorkshire and Humberside Learning and Skills Council account for three quarters of the provider's training income. Since the previous inspection the number of Train to Gain learners has grown from 40 to 606 in 2008/09. The company employs 62 staff, 46 of whom are based in Chesterfield and 16 in Scunthorpe. Around a quarter of the learners are female and approximately 2% are from minority ethnic groups.
4. The following organisations provide training on behalf of NLT Training:
 - Chesterfield College
 - Derby College
 - North Nottingham College
 - West Nottingham College
 - North Lincolnshire College
 - West Lindsey College

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16 Entry to Employment	46 full-time learners
Employer provision: Train to Gain Apprenticeships	596 learners 445 apprentices

Summary report

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

Overall effectiveness of provision	Grade 4
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Capacity to improve	Grade 4
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	Grade
Outcomes for learners	4
Quality of provision	3
Leadership and management	4
Safeguarding	3
Equality and diversity	3

Subject Areas	Grade
Engineering and manufacturing technologies	3
Warehousing and distribution	3
Business administration	4

Overall effectiveness

- NLT Training is inadequate. Outcomes for learners, leadership and management and capacity to improve are inadequate. Senior managers have not provided the leadership to manage the effective expansion of the provision. Success rates for apprentices across all programmes are generally satisfactory. However, overall success rates and completion within planned end dates in business administration and for advanced apprentices in engineering are well below national rates. Many learners do not achieve their qualification in the agreed time. The quality of the overall provision is satisfactory. The quality of teaching and training is satisfactory and staff are highly skilled and experienced. Partnership working with local industry and schools is good. Safeguarding arrangements and the promotion of equality and diversity are both satisfactory, although the promotion of equality and diversity at progress reviews is not effective. Learners report that they feel safe and are protected from harassment and bullying.

Main findings

- Outcomes for learners are inadequate. Success rates and completion within planned end dates for advanced apprentices and Train to Gain learners are low. A large proportion of learners do not achieve their qualifications within agreed timescales. Success rates for apprentices are satisfactory.
- Learners enjoy their learning and the standard of work is satisfactory with examples of good work in all subject areas inspected. Learners gain in confidence and are developing an appropriate range of skills. Employment opportunities for some learners are increased through gaining additional skills, widening job roles and additional responsibilities.
- Teaching, training and assessment are satisfactory. However, assessments are not always planned well in engineering. Learner progress reviews are thorough and are used effectively to assess progress against agreed targets. In warehousing and storage, target setting is sometimes weak. Learners' knowledge and understanding of health and safety and equality and diversity are checked, but are not promoted effectively during the review process.
- Most learners make satisfactory progress and achieve their intended qualifications. However, many learners' progress is slower than expected, particularly those who are trained and assessed solely in the workplace. In business administration the management of learners' progress is weak.
- Training and assessment staff are highly skilled with good industrial experience. Staff receive appropriate training and assessment qualifications according to their job roles. Learners respect the knowledge and skills of staff and value the important work skills they gain.
- Many learners receive additional support with numeracy and literacy to help them achieve their qualifications. This is not always formally recorded or monitored to allow its effectiveness to be checked and analysed for improvement purposes.
- NLT Training responds well to employers' needs. Good partnership arrangements exist with employers and with local schools. Pupils from local schools attend young apprenticeship training and many are recruited onto full apprenticeship programmes.
- Strategic leadership has failed to promote high standards and a culture that aspires to excellence. Management of the Train to Gain provision is inadequate. Learners were recruited onto the programme without ensuring there was a clear focus on the quality of the provision. Many left the programme early and timely success rates are well below national rates. However, recent success rates indicate an improving trend.
- Learners feel safe in their workplaces and many feel they are becoming more valued by their employers. Procedures for safeguarding young learners and vulnerable adults are appropriate.
- The self-assessment process is not well-established. Self-assessment has been sporadic and, until recently, was not a rigorous and inclusive process.

- NLT Training has satisfactory arrangements for promoting equality and diversity. It has an appropriate single equality scheme and carries out equality and diversity impact measures. Managers review an appropriate equality and diversity action plan, which contains clear targets for the recruitment and achievement of minority ethnic learners, women and people with disabilities.

What does NLT Training need to do to improve further?

- Develop management processes and systems to raise learners' retention and achievements.
- Further develop assessments and reviews to promote the development of learners' skills and to improve success rates.
- Develop ways of seeking and incorporating excellence into the management and delivery of the provision.
- Ensure that the strategic direction is focused on learners' experience and outcomes.
- Continue to develop quality improvement processes to apply to each stage of the whole learner journey and ensure that they contribute to self-assessment. Ensure that self-assessment and quality improvement are fully aligned with the company's strategic and business objectives.

Summary of the views of users as confirmed by inspectors

What learners like:

- the extra challenge during the working day
- being able to move on to the next qualification
- having a qualification as security against redundancy
- providing self-worth in employment
- pride in working towards a modern qualification
- regular visits to support and help with training and assessment
- an enjoyable training programme
- good tutors who explained things well.

What learners would like to see improved:

- smaller group sizes on the intermediate course
- numeracy support earlier in the programme, to help with mathematics on the technology certificate
- time given by employer to complete tasks
- more opportunities to link with others
- more practice and explanations

- more time at work to organise portfolio work.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the professionalism of the current assessor
- the high standard of academic work carried out by NLT Training
- having a good, reliable training provider
- the useful training that apprentices receive
- having a good awareness of learners' progress
- the helpful and obliging trainers, especially effective for learners not used to learning
- being provided with clear guidance and information.

What employers would like to see improved:

- more effective promotion in the workplace to encourage staff to start national vocational qualifications (NVQs)
- less intimidating literacy and numeracy tests for mature students
- progression route for advanced stores and warehouse
- progression route for ICT, as business is becoming IT dependent.

Main inspection report

Capacity to make and sustain improvement Grade 4

6. The quality of leadership and management, overall effectiveness and business administration provision have all declined since the previous inspection and are now inadequate. The company's equality of opportunity arrangements and its engineering provision have also declined and are now satisfactory. Management of Train to Gain provision is inadequate. Many learners leave the programme early and timely success rates are well below national averages. Overall and timely success rates on many apprenticeship programmes are either at or below national averages. The company recently reviewed its strategic direction but it is too soon to judge the impact of this review.
7. Quality assurance is insufficiently well-established. The observation of teaching and learning has not yet had a demonstrable impact on the provision. The company produced only three self-assessment reports since the previous inspection in 2005. The self-assessment process is sporadic and is not rigorous or comprehensive. The current self-assessment report fails to identify many of the areas for improvement found by inspectors. Self-assessment grades are too generous. NLT Training does not use self-assessment effectively to improve outcomes or the quality of provision. Many of the claimed strengths in the self-assessment report inspectors judged to be normal practice, and other proposed strengths were judged to be significant areas for improvement.

Outcomes for learners Grade 4

8. Outcomes for learners are inadequate. Success rates for apprentices in 2008/09 were 73%, which was broadly in line with the national average. Success rates for advanced apprentices were low at 56%. The proportion of apprentices achieving within their planned timescale is 6 percentage points above the national average in 2008/09, but is 27 percentage points below the national average for advanced apprentices.
9. Outcomes for the Train to Gain provision are low. Only 43% of engineering and manufacturing learners achieved within their planned timescale compared to 76% nationally. Overall success rates are also low. An outstanding 100% of warehousing and storage learners achieved their qualification in the planned time in 2008/09, however numbers on this programme are low. For Train to Gain business administration learners, the overall success rate and the rate of those achieving by their planned end date were low at 69% and 39% respectively. Success rates for the skills for life provision in 2008/09 were slightly below the national average.
10. Learners enjoy their training and develop good work-related skills and improve their self-confidence and motivation. Learners in warehousing and storage are able to improve their job prospects by developing work-related skills and taking

on additional responsibilities. The standard of learners' work is satisfactory with good examples in all subject areas inspected.

11. Learners have a satisfactory understanding of health and safety and adopt safe working practices. Learners confirm that they feel safe and protected from harassment and bullying.

The quality of provision

Grade 3

12. Teaching, training and assessment are satisfactory. Learners value their off-the-job training and enjoy its practical nature both in the workplace and at NLT Training. Assessors use coaching and professional discussion effectively to improve learners' confidence and understanding. Some of the training centre resources are in need of updating but are satisfactory to support the requirements of the training programmes. Training staff have good vocational expertise that they use effectively to enhance training, assessment and learning opportunities.
13. The coordination of on- and off-the-job training and the identification of assessment opportunities do not always involve employers. Assessment activities are often unplanned, relying on assessors being able to capture NVQ evidence when visiting learners in the work place. Assessors use questioning well to check learners' knowledge and understanding. Learners receive constructive feedback about their achievements and future action points are identified satisfactorily. Learners' understanding of equality and diversity is regularly checked, but staff do not always promote the awareness of equality and diversity sufficiently. The results of initial assessment are shared effectively with trainers who take account of individual learning styles.
14. The range of provision meets the needs of most learners well. Programmes are flexible, effectively fit into learners' working patterns and complement work activities.
15. Partnerships with employers and local schools are good, as recognised in the self-assessment report. Pupils from local schools attend the NLT training centre for the young apprentice programme in engineering. In 2008/09, 48% of the young apprentices progressed on to the intermediate apprenticeship programme. Communication with employers is good and many employers contribute well to learners' progress reviews. Employers value the contributions that learners make to their businesses and the support provided to them by NLT Training.
16. Personal support for learners is informal and not recorded systematically. In addition, the effectiveness of learner support is not evaluated. Learners value the regular contact and support they get from assessors. Key skills development is provided by specialist staff who work well with vocational training officers to ensure all work is relevant to the learners' programmes.

17. The quality of information, advice and guidance is satisfactory. Assessors provide some information, advice and guidance at learner progress reviews in relation to learners' opportunities and options to progress between course levels.

Leadership and management

Grade 4

18. Leadership and management are inadequate. Leaders and managers have not taken sufficient action to raise expectations, promote high standards and create a supportive culture that aspires to excellence. The company recently reviewed its strategic direction for the first time in nine years. The quality of leadership and management, capacity to improve and overall effectiveness have all declined and are now inadequate. The promotion of equality of opportunity has also declined and is now satisfactory. Provision in engineering and business administration has deteriorated. The company recruited learners onto the Train to Gain programme but did not focus sufficiently on the quality of the provision. Many left the programme early and the rates for completion by planned end date were well below national rates. Managers recognise that the Train to Gain programmes have not been effectively managed and have recently implemented measures to improve the provision, but it is too early to assess the impact of these measures.
19. Arrangements for safeguarding are satisfactory, as self-assessment recognises. All staff, including those providing administrative and support services, have received Criminal Records Bureau (CRB) checks. Training staff receive enhanced checks. An appropriate central record of all checks is maintained. The apprenticeship programme manager is the nominated safeguarding officer. Learners receive useful information about safeguarding during their induction. The safeguarding policy is used appropriately to ensure learners are safe at work, and liaison with workplace supervisors is effective. All staff have received appropriate training in safeguarding and have a satisfactory understanding of their role in implementing the safeguarding policy. NLT Training has made satisfactory progress in preparing to implement the Independent Safeguarding Authority Vetting and Barring requirements in 2010.
20. Arrangements for promoting equality and diversity are satisfactory. The company has an appropriate single equality scheme and carries out equality and diversity impact measures. Satisfactory use is made of the equality and diversity action plan, which contains clear targets for the recruitment and achievement of minority ethnic learners, women and people with disabilities. The use of data to monitor recruitment, retention and achievement by equality of opportunity categories is satisfactory. Recent analysis has found that there is no significant achievement gap between different groups, but it does note the need to attract females and minority ethnic learners on some programmes. For example, the proportion of women on Train to Gain engineering provision is generally good, although females are poorly represented on engineering apprenticeships. The young apprenticeship programme has been successful in encouraging school-aged girls to apply for apprenticeships in engineering. Staff

have received satisfactory training in equality and diversity. Induction for learners promotes effectively their understanding of equalities. However, staff do not always use reviews well to promote equality and diversity issues with learners.

21. NLT Training has satisfactory arrangements for engaging with users to support and promote improvements. However, learners' and employers' feedback has not been fully analysed or used to plan for improvements over the past few years. A new learner and employer engagement strategy has been introduced that enables learners and employers to be consulted through questionnaires and appropriate actions are taken to identify and respond to concerns. Learners also participate in focus groups, resulting in improvements to facilities. No learner representative was available for consultation on this inspection and learners do not meet regularly with staff to consider the quality of provision that they receive.
22. The self-assessment process is insufficiently well-established. Only three self-assessment reports have been produced since the previous inspection in 2005. Self-assessment has been sporadic and is not rigorous or comprehensive. A draft self-assessment report was produced in 2009 following an internal review of training provision. This report was critical of many aspects of performance and senior managers made substantial revisions to it. The current self-assessment report fails to identify many of the strengths and areas for improvement found by inspectors. Self-assessment grades are too generous. Insufficient weight is given to the poor timely success rates for Train to Gain learners. Self-assessment is not used effectively to improve outcomes or the quality of provision. Many of the claimed strengths in the self-assessment report inspectors judged to be normal practice, and other strengths were judged by inspectors to be significant areas for improvement. The company did not provide grades for safeguarding, outcomes for learners or quality of provision. The only grades awarded by the inspection team that matched the self-assessment report were for warehousing and distribution and equality and diversity.
23. NLT Training provides inadequate value for money. Success rates for learners on Train to Gain programmes are poor and rates for completion within planned end dates are very poor. The proportion of learners on apprenticeship programmes who have exceeded their planned period of study is too high. Overall and timely success rates for apprentices in business administration and for advanced apprentices in engineering are well below national rates. The company has experienced difficulties in recruiting and retaining staff in some areas, particularly in electrical engineering.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

24. Currently 260 learners are working towards qualifications at intermediate and advanced levels in engineering and manufacturing technologies. Of these 91 are on Train to Gain programmes, 49 are apprentices and 120 are advanced apprentices. Most apprentices are aged 16 to 18 and most are males. NLT Training delivers training and assessment in the Chesterfield training centre and in workplaces across the East Midlands and Yorkshire and Humber areas.

Key findings

- Outcomes for learners are satisfactory. In 2008/09 success rates and rates for apprentices who complete within agreed timescales has improved to significantly above the national average. Success rates for advanced apprentices are low but have improved significantly for 2009/10 and are now close to the national average. Train to Gain success rates are low but have improved significantly in 2009/10. Progress for current learners is satisfactory.
- Learners develop good engineering and employment skills at NLT Training and practical skills are also developed well in the workplace. In some cases competence levels exceed those required by the qualification. Learners' portfolios show good knowledge and understanding of the theoretical aspects of engineering. Work is presented very clearly with good drawings and photographs.
- Learners enjoy their learning and feel safe at work. NLT Training and employers give a high level of priority to safe working practices. Learners receive effective training in anti-bullying and are beginning to receive guidance about safeguarding.
- Most learners benefit from gaining additional work-related qualifications such as abrasive wheels requirements, safe lifting techniques, electrical regulations training and business improvement techniques. Most apprentices progress well onto higher level qualifications such as higher national certificates and foundation degrees.
- Teaching and learning are satisfactory. A satisfactory system for observing teaching and assessment has recently been introduced and all staff have been observed. However, observation of assessors by internal verifiers is sporadic. Lessons are graded following observations but the results are not analysed systematically to help bring about improvements to standards.
- Assessment is satisfactory. However, employers are insufficiently involved in the co-ordination of on- and off-the-job training and the identification of learning and assessment opportunities. Assessment activities are thorough and well recorded but are not well planned. Assessment for some electrical apprentices

is weak due to staff shortages. Learners' progress records are incomplete and are inconsistently recorded.

- The training needs of learners and employers are met very well. Learning programmes develop good knowledge and practical skills. Progression from young apprenticeships through to advanced apprenticeships is good.
- Partnerships with schools and employers are effective. Recruitment of females onto apprentice programmes from schools is increasing. On- and off-the-job training for advanced apprentices is insufficiently planned. Training plans for off-the-job training are not always shared with employers and in some companies there is no formal on-the-job training plan.
- Learners receive satisfactory guidance and support. Individual apprentices receive good levels of support when necessary. However, it is insufficiently recorded and reviewed
- Operational management is satisfactory. Communications within the training workshop are good and annual programme reviews are undertaken effectively by the whole team. Improvement planning is good and is implemented effectively. Managers have taken appropriate action to address low success rates on the Train to Gain programme. The self-assessment report is insufficiently accurate and the grade awarded was too generous. The promotion of equality and diversity in the workplace is insufficient.

What does NLT Training need to do to improve further?

- Increase overall success rates and timely completion rates by improving progress monitoring and supporting learners who are making slow progress.
- Make sure that assessments for electrical work provide sufficient opportunities for learners to demonstrate their progress.
- Improve the recording of all support activities to enable better monitoring and analysis and improvement opportunities.
- Provide better coordination opportunities for on- and off-the-job training to improve learners' training opportunities.
- Improve the awareness of equality and diversity in the workplace by increasing learners' knowledge and understanding through specifically focussed learner progress reviews.

Warehousing and storage

Grade 3

Context

25. Currently 28 learners are on intermediate warehousing programmes. One learner is female, two have additional learning needs and two have a declared disability. Twenty-six learners are on Train to Gain programmes and two are apprentices. Training and assessment are mainly carried out in the workplace.

Key findings

- Outcomes for learners are satisfactory. In 2008/09, Train to Gain success rates were broadly average and the completion rate within agreed timescales was high at 100%. However, both rates have declined this year.
- Learners are well motivated and keen to complete their qualifications. Many are making satisfactory progress towards achieving their goals and a few are making good progress. Learners' portfolios are well organised and written work is of a good standard. Attendance and timekeeping are good.
- Safeguarding is prioritised well. All learners have good awareness of safe working practices. The provider reinforces this well with effective activities that cover topics such as warning signs and regulations in the workplace.
- Learners achieve good standards of work which enable them to work effectively in a variety of distribution roles. They demonstrate good skills in moving and storing goods. Many learners have progressed further in their employment to more complex job roles and increased responsibilities.
- Training and assessment are satisfactory and are well planned. Useful worksheets help learners to prepare for assessment. Training staff deliver effective individual coaching in the workplace.
- Target-setting is not always sufficiently clear. Learners are not always clear about their progress and what they need to achieve to complete their qualification on time.
- The range of provision is satisfactory at meeting the needs and interests of users. Learners in positions of responsibility are able to move on to intermediate team building or advanced management NVQs. Train to Gain learners achieve additional key skills. For one employer, the Train to Gain programme has been successfully adapted to fit around peak delivery months.
- The quality of care, guidance and support is good. Particularly good use is made of initial assessments to plan personalised learning. Experienced practitioners mentor and coach learners very well in the workplace.
- Leadership and management are satisfactory. The self-assessment report is broadly accurate. Internal verification is helping to raise standards and most learners are making satisfactory progress. Managers promote a supportive culture that is appreciated by staff and learners. Equality and diversity are not promoted in the workplace.

What does NLT Training need to do to improve further?

- Make sure all short-term targets have sufficient detail for learners to clearly understand what to do.
- Ensure equality and diversity is promoted in the workplace and recorded.

Business administration

Grade 4

Context

26. Forty-one learners are following apprenticeships in administration at intermediate or advanced level. Fifty-seven learners are working towards NVQs on Train to Gain programmes at level 2 in administration or management, with 29 learners at level 3. All learners are employed. NLT Training staff carry out most training and assessment in the workplace.

Key findings

- Outcomes for learners are inadequate. Overall apprenticeship success rates are low and a low proportion achieve in their planned time. In 2008/09, success rates declined to 61%, nine percentage points below the national average. The proportion of learners completing within the planned period of study has declined. In 2008/09, only half of the apprentices completed their programme within the planned timescale.
- Train to Gain programmes have very low overall success rates and a very low proportion of learners achieve in the planned time. On the administration management NVQs at level 3, completions within planned end dates are low at 40%, compared with a national rate of 67%.
- Learners are well-motivated and enjoy their learning. Apprentices produce well-structured portfolios of evidence for assessment. They use grammar and punctuation accurately. Learners on Train to Gain programmes improve their understanding of how their role contributes to their employer's business.
- Learners develop good work-related skills. Employers understand and appreciate the improvement in learners' value to their business. Many learners use the knowledge they gain on their programme to make improvements in practices at work. Train to Gain learners demonstrate satisfactory knowledge of their specialist area of work and produce work of a good standard.
- Teaching and learning are satisfactory. Support for learners is satisfactory. The company assesses learners to ensure that support arrangements match their needs but this is not always done effectively.
- Trainers are appropriately skilled and knowledgeable. They reinforce learning well in the workplace. They review learners' progress carefully and systematically check progress before setting targets for the next review. They communicate well with learners' workplace supervisors. NLT Training carefully plans and delivers its induction for learners to ensure that they have a good understanding of their programme.
- Assessment of learners' progress is satisfactory. However, available data are not always used to set targets and monitor progress. Learners receive constructive guidance on how to improve. Internal verification arrangements are satisfactory.

- Provision meets the needs and interests of users. Learners have a satisfactory range of programmes and learning approaches that meet their differing needs. Off-the-job training is well-planned and covers the requirements of the technical certificate as well as key skills in communication and numeracy.
- NLT Training has long-standing relationships with local employers that work well in supporting young people into jobs. Many local employers with apprenticeship vacancies regularly recruit from NLT Training's list of candidates.
- Leadership and management are inadequate. Management of learners' progress is weak and success rates are low. Communications are not always effective. The systems for monitoring learners' progress towards achievement lacks consistency and many learners do not achieve in the planned timescales. The self-assessment report was not accurate and did not identify some key issues and areas for improvement.
- Promotion of safeguarding and equality and diversity are satisfactory. Each site has a designated manager responsible for safeguarding. NLT Training uses induction effectively to make learners aware of the support available if they have concerns about their treatment or safety. However, assessors pay insufficient attention to equality and diversity in learners' reviews.

What does NLT Training need to do to improve further?

- Make better use of available data to set targets and monitor learners' progress.
- Improve learners' overall and timely success rates by recruiting learners onto appropriate programmes and promptly identifying and removing obstacles to progress.
- Improve learners' understanding of safeguarding and equality and diversity by developing learning materials that place these issues in a relevant vocational context.

Information about the inspection

27. Three of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Standards and Compliance manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
28. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews.

Record of Main Findings (RMF)

NLT Training Services Ltd

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	277	277
Part-time learners	211	211
Overall effectiveness	4	4
Capacity to improve	4	
Outcomes for learners	4	4
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	4	
How well do learners progress?	4	
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?*	n/a	
How well do learners make a positive contribution to the community?*	n/a	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
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	4	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4	
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	n/a	
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?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4	
How efficiently and effectively does the provider use its available resources to secure value for money?	4	

*where applicable to the type of provision

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