

E. Quality Training Ltd

Inspection report

Unique reference number: 51623

Name of lead inspector: Judy Birkenhead HMI

Last day of inspection: 29 July 2010

Type of provider: Independent learning provider

Address: E. Quality Training Ltd
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Information about the provider

1. E. Quality Training Limited (EQT) is a private training provider in North Staffordshire. EQT has a contract with the Skills Funding Agency to deliver Entry to Employment (E2E) and 16-18 apprenticeship programmes. It provides foundation and level 2 apprenticeships in hair and beauty therapy and health public services and care. Hair and beauty therapy is a new programme. Due to small numbers, the apprenticeship in health, public services and care was not graded at this inspection.
2. The business operates out of two training centres in Hanley and Newcastle-under-Lyme. The Newcastle base is the main administration centre. Two directors, who are also the company owners, manage the company supported by nine staff.
3. Following the previous inspection two industry standard training salons for the delivery of the new hairdressing programme were built on the two sites. Pre-16 learners from local schools access these facilities as part of a flexible learning curriculum. The majority of the provider's provision is government funded although some commercial programmes are delivered in the area of teacher training.
4. At re-inspection in 2006 all aspects of the provision were judged to be satisfactory. EQT made reasonable or significant progress in addressing the inspection themes identified for the monitoring visit in 2008.
5. Stoke-on-Trent is the second most deprived local authority in the West Midlands. Over 23% of the working age population have no qualifications compared to 16% in the West Midlands and 12% nationally. Unemployment at 10% is higher than the national rate of 7.4%.
6. EQT is subcontracted to Stoke-on-Trent City Council to provide education for key stage 4 pupils at the risk of exclusion and also young apprentices in health public services and care.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Entry to Employment	51 learners
Employer provision: Apprenticeships	21 apprentices

Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Hairdressing and beauty therapy	3
Employment training – E2E	3

Overall effectiveness

7. The overall effectiveness of E. Quality Training Ltd provision is satisfactory. Directors provide satisfactory leadership. The company has developed new areas of work following the previous inspection and management has focused well on sustaining the entry to employment programme whilst addressing national priorities. Outcomes for learners are satisfactory. Trends in retention, achievement and progression are satisfactory and improving. Learners feel safe and enjoy learning.
8. The quality of provision and teaching and learning are satisfactory. Learners have a positive attitude to learning but too many sessions lack pace and challenge. Assessment practice is satisfactory overall but weak in hairdressing at level 2. Partnerships are strong and used well to support learners' needs. Tutors provide very effective personal support for learners with multiple barriers to learning and employment.
9. Leadership and management and quality improvement arrangements are satisfactory. EQT responds well to national priorities and develops staff's skills appropriately to support new curriculum developments and learners understanding of these key changes. It promotes equality and diversity well to support disaffected young learners but does not use data sufficiently to

measure the performance of groups or reinforce learners' understanding. Arrangements to safeguard learners are good.

Main findings

- Outcomes for employability and vocational courses are satisfactory. Trends in retention, achievement and progression are satisfactory and improving.
- Learners on the E2E programme develop good personal and social skills. They significantly improve their behaviour and time-keeping, their ability to work individually and in teams and greatly increase their self-confidence.
- Learners feel safe and enjoy learning. Learners feel safe at the training centres and on work placement and have a good understanding of their rights and responsibilities.
- Teaching and learning are satisfactory. Learners are motivated, engaged and have a positive attitude to learning but there is insufficient pace and challenge in classroom-based sessions.
- Assessment practice is satisfactory overall but some assessment practices in hairdressing level 2 are ineffective. Tutors feedback to learners is insufficiently developmental and target setting not used effectively to monitor progress.
- Partnerships are successful in providing learners with good access to specialist information and guidance services to meet their needs. They are effective in engaging vulnerable young learners and those who have previously had a negative experience of education.
- Care, guidance and pastoral support are good. Staff provide very effective personal support for learners, many of whom face significant barriers to learning and employment. They communicate effectively with learners and gain their trust and respect.
- Senior managers respond well to national and regional priorities to implement key changes and are highly pro-active in regional networks. The use of data is improving but the specific use of data to set staff challenging targets is still weak.
- Safeguarding is good. Arrangements to safeguard vulnerable young learners are robust and actions to respond to learners welfare concerns are highly effective.
- Equality and diversity are satisfactory. EQT has a strong commitment to provide access to employment and training for disaffected young learners with complex barriers to learning. Learners' understanding of equality and diversity is insufficiently reinforced.
- Engagement with users to support improvement is satisfactory. Pre-inspection questionnaires revealed a high level of learner and employer satisfaction. EQT recognises it needs to consult more actively with learners and employers across the learner programme.

- Self-assessment is satisfactory. The process involves all staff. The self-assessment report, apart from hairdressing, is detailed and broadly accurate. Quality improvement planning is effective but target setting is weak and some aspects of the quality cycle insufficiently embedded.
- EQT provides good value for money and uses finances well to support learners. The provider has recently invested in provider-led programmes with industry standard salons and good welfare accommodation for learners.

What does E. Quality Training need to do to improve further?

- Set challenging performance targets for staff as well as senior managers and continue to make better use of available data to analyse the gaps in performance and recruitment of different groups of learners.
- Fully equip all staff with appropriate skills and knowledge to enable them to secure improvements in promoting and reinforcing learners' understanding of equality and diversity.
- Continue to implement plans to train learner representatives, to formalise informal learner feedback processes and to involve employers more in the planning of on and off-the-job training.
- Ensure staff have a good understanding of quality cycle activities across the learner programme and facilitate their more active involvement in improvement activities by making their role in improvement activities much clearer.
- Support staff to plan and implement effective strategies to increase the challenge and pace in learning and training sessions by improved planning for differentiation in lesson plans and better sharing of good practice identified through the observation process.

Summary of the views of users as confirmed by inspectors

What learners like:

- the small groups where they have much more individual attention
- the tutors who are fantastic
- the lack of bullying
- the trusting environment and family atmosphere
- the interesting training sessions at the centre
- the support they receive from staff in dealing with problems and difficulties
- working in small groups
- the patient tutors
- the practical work
- being treated like an adult.

What learners would like to see improved:

- more support to find work placements
- a bigger dining room
- more information advice and guidance on the new qualification in hairdressing
- more varied activities in off-the-job training in hairdressing
- more hairdressing models to work on.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good communications with E. Quality Training
- the helpful staff at the centre
- knowing who to contact at the centre and getting to know them
- getting the right apprentice for the salon in hairdressing.

What employers would like to see improved:

- more opportunities to contribute to planning learning
- more information about the learners' progress in hairdressing
- more opportunities for learners to be assessed.

Main inspection report

Capacity to make and sustain improvement Grade 3

10. Capacity to improve is satisfactory. Progress following the re-inspection has been satisfactory. Overall retention, achievement and progression rates have improved over the last three years and are now satisfactory. Systems to monitor quality activities are more developed and action planning is highly effective but target setting is an area for improvement. Staff have good industry skills and experience which benefit learners. E2E provision continues to improve and is satisfactory. The apprenticeship programmes are fairly new but learners are making satisfactory progress.
11. EOT makes satisfactory use of the self-assessment process to identify areas for improvement. The majority of actions for the 2009 self-assessment report have been completed with supporting focused action plans. The self-assessment process is reasonably inclusive. The overall strengths and areas for improvement are broadly in line with inspection findings although some strengths are no more than one would expect. The text is overly descriptive and not sufficiently evaluative and some grading is over generous. Staff are involved in self-assessment but do not have sufficient involvement or ownership of subsequent quality improvement activities. The provider uses data satisfactorily across the report. However, subject reports do not evaluate progress, trends or performance across different groups.

Outcomes for learners Grade 3

12. Outcomes for learners are satisfactory overall. Trends in retention, achievement and progression are satisfactory and improving. The development of learners' personal and social skills is good on E2E. Progression into further education, training and employment is satisfactory. Learners make satisfactory progress improving their literacy and numeracy skills but achievement of nationally-recognised qualifications is low. Achievement of vocational qualifications at national vocational qualification (NVQ) level 1 is also satisfactory. Hairdressing learners are making satisfactory progress on the level 2 apprenticeship programme.
13. Learners feel safe and enjoy learning. Learners report that they are free from harassment and bullying. They have a good understanding of their rights and responsibilities in employment, on work placements and in the training centres. Health and safety is promoted well. Hairdressing learners use their understanding of health and safety to good effect in the salons.

The quality of provision

Grade 3

14. The quality of provision is satisfactory overall. Teaching and learning is satisfactory. Tutors develop a good rapport with their learners who are motivated, engaged and have a positive attitude to learning. Learners greatly benefit from working in small groups and receive good individual attention. Vocational theory sessions are linked effectively to learners' practical work which is well organised and replicates the working environment well. However, classroom-based sessions are not sufficiently challenging to ensure all learners fully extend their skills and understanding. Lesson observation reports do not always make it clear how and when identified improvements will be achieved. EQT recognises that opportunities are missed to develop learners' literacy and numeracy skills throughout the programmes.
15. Assessment practice is satisfactory overall but not always sufficiently effective in helping learners to progress on the level 2 hairdressing programme. Target setting has greatly improved on the E2E programme and most tutors set clear, relevant and measurable targets with learners, which cover all aspects of their programme. In hairdressing, however, learners' individual learning plans do not have sufficient detail and tutors miss opportunities to use targets effectively. Learners do not have sufficient focused feedback to help them develop and portfolio work is often unmarked.
16. Arrangements to meet the needs and interests of learners and employers are satisfactory. Learner and employer satisfaction is high. EQT provides good opportunities for young learners to acquire a foundation level vocational qualification and to progress onto nationally-recognised vocational qualifications. Learners who are not yet ready for employment are able to complete a qualification in employability skills. Arrangements for training and assessment are flexibly arranged to meet employer needs. However, too many learners are not progressing as quickly as they could towards their learning goals and there is insufficient employer involvement in training and assessment.
17. EQT links with partners and specialist agencies are highly effective in removing barriers to learning and providing young learners with realistic and achievable progression opportunities. EQT has well-established and very effective partnerships with a wide range of employers, agencies and groups. Its strong links with local schools provides effective progression routes for excluded and disadvantaged young learners. Links with employers are growing gradually and placements are vetted thoroughly to provide a high quality experience for learners. Employers recruit their apprentices through an interview process and trial period and are highly supportive of their young learners. Learners benefit from being treated as a permanent member of staff.
18. Care, guidance and pastoral support are good. Staff provide very effective personal support for learners, many of whom face significant barriers to learning. Learners' personal circumstances are accommodated effectively to enable them to stay on programme. Financial advice, guidance and support is given to assist those in need of help, for example, with payments for bus fares.

Many specialist agencies provide appropriate advice and guidance through classroom-based workshops on sexual health, drugs, alcohol abuse and other issues identified by learners. Learners' welfare is a high priority and EQT liaises well with employers to ensure learners are allocated mentors in the workplace.

Leadership and management

Grade 3

19. Senior managers respond well to national and local priorities. They have a good understanding of developing agendas for change and use this well to prepare staff for demands such as the new qualification frameworks. Staff development and training is appropriately focused to meet priorities such as safeguarding, functional skills, foundation learning and professional standards in teaching and learning. All staff are registered with the Institute for Learning. The director of curriculum is highly active in the Staffordshire Provider Network. Good use is made of this link to keep abreast of regional developments and share practice with other providers. Strategic planning is satisfactory. The business plan reflects local priorities and is focused on learners. However, the level of detail and analysis to support future decision making and planning is weak.
20. EQT makes insufficient use of data to set challenging targets. Strategic targets are set in the business plan and their progress reviewed and reported annually. These targets do not link, however, to operational targets for staff. Data is accurate and thorough but staff do not make best use of data reports to systematically highlight learners at risk of leaving and those making slow progress. Targets are not used sufficiently at programme level to raise standards of learner performance.
21. Safeguarding is good. EQT meets government requirements for the safeguarding of children. Safeguarding is prioritised, policies and procedures implemented well and robust risk assessments carried out to safeguard all learners. Learners have strong safety awareness and feel safe in the workplace and in classroom-based sessions. The designated officer and deputy have completed level 2 training. Staff working with learners have completed level 1 training. All staff have enhanced Criminal Record Bureau checks. The central list shows appropriate checks are routinely carried out. EQT is well prepared to meet the Independent Safeguarding Authority vetting and barring requirements. Staff action to identify and respond to learners' welfare is particularly strong. The provider has a zero tolerance to bullying and harassment and internet safety is included in the curriculum.
22. Equality and diversity are satisfactory. EQT has a strong commitment to ensure access to employment and training for all learners. Staff fully support and promote this aspiration. They motivate disaffected learners to aspire towards achieving qualifications and employment. They plan the curriculum well to address learners' barriers to training and employment. EQT sets targets arising from equality and diversity impact measures. These are set and reviewed annually. However, EQT recognises that it does not use data sufficiently well to improve the performance of different groups of learners or give staff sufficiently

clear guidelines to embed literacy and numeracy across the curriculum. It has also identified that the staff profile does not currently reflect that of learners. EQT has clear actions to address these issues in the equalities action plan for 2009/10.

23. Learners' knowledge and understanding of equality and diversity is insufficiently reinforced at reviews. It is introduced at induction and embedded in many curriculum learning activities but questions at reviews are too brief and learners' recall of equality and diversity is variable. Staff complete a wide range of useful equality and diversity training and have access to useful resources and case studies. However, this is not used effectively in reviews. Learners have a satisfactory understanding of the appeals and complaints processes.
24. EQT's engagement with users to support and promote improvement is satisfactory. Pre-inspection questionnaires revealed a high level of learner and employer satisfaction. Employers value the level of communication with EQT and the responsiveness and flexibility of assessor visits but they are insufficiently involved in the planning and co-ordination of training. Learners have many informal opportunities, including the suggestion box, to discuss areas for improvement with their assessors and to influence the content and delivery of their training sessions. Learners' views are responded to promptly and improvements made. However, termly satisfaction questionnaires have limited opportunities for comments on specific aspects of training. EQT recognises the need to improve the collection of learner and employer feedback. It piloted and evaluated the learner representative role and further training is planned to enable young learners to fulfil their roles more effectively. The provider is also reviewing its method of collecting learner and employer views across the learner programme.
25. EQT makes satisfactory use of the self-assessment process to identify areas for improvement. Quality assurance activities have improved following the appointment of a new office manager who has increased the frequency of quality audits and observations and started to analyse the effectiveness of quality assurance activities. EQT has a good range of appropriate quality assurance activities but staff's role in these is insufficiently clear. EQT does not systematically evaluate the impact of quality activities. It has failed to identify the poor internal verification and assessment practice in level 2 hairdressing and the lack of pace and challenge in teaching and learning.
26. Value for money is good. EQT uses finances well to support learners. Attendance levels are improving with the 'no show no pay' scheme monitored by the office manager. EQT has thorough financial management and has substantially reinvested in a new build programme. Learners benefit from industry standard hairdressing salons which better support learner progression. Each site has a common room and well equipped kitchen for learners' exclusive use. EQT ensures sufficient time and attention is given to small groups of learners in sessions to enable vulnerable learners to develop their confidence and self esteem in a trusting environment.

Subject areas

Hairdressing and beauty therapy

Grade 3

Context

27. Currently 21 learners are working towards a level 2 apprenticeship in hairdressing and two are men. One of the apprentices is employed by their placement provider. This is very new provision and at the time of inspection no learners had reached their predicted end date.

Key findings

- Learners make satisfactory progress towards achieving the apprenticeship framework. Most have completed the required key skills and employment rights and responsibilities components. They are currently progressing towards completing a level 2 hairdressing qualification at a satisfactory pace.
- Learners enjoy their learning both at the training centres and in their work placements. They show good levels of confidence when providing services and demonstrate appropriate practical skills for the length of time in training. Although learners' portfolios are well organised, worksheets are often incomplete. Learners miss opportunities to showcase their achievements through witness testimonies and photographs.
- Learners state that they feel very safe and are free from harassment and bullying both at the training centre and at work due to the strong emphasis that the provider places on tackling these issues. They have a satisfactory understanding of health and safety and effectively put this into practice in the salon with clients and colleagues.
- Teaching and training are satisfactory. Training in salons is good. Employers provide regular opportunities for learners to practice on models and take time to explain the theory behind techniques. Classroom sessions do not provide sufficient variety and challenge to stretch all learners. Practical sessions are well organised but tutors miss opportunities to develop key employability skills or check learners' understanding.
- Assessment practice is weak. Individual learning plans lack detail of learners' long term learning goals. Targets set in progress reviews are not sufficiently focused to improve learners' performance and progress. Employers are not formally involved in reviews. Feedback to learners lacks clear guidance on steps to improve. Portfolio work is often unmarked.
- The range of provision is satisfactory. The apprenticeship provides appropriate progression for learners who complete level 1 and is at a level suitable for learners who wish to progress into employment as a hairdresser. Learners also take part in additional training provided by product companies, and attend industry trade shows.

- Learners value the good pastoral support from tutors. Learners' personal circumstances are considered and accommodated effectively to enable them to stay on programme and continue with their learning. Tutors use effective strategies to engage employers in supporting learners. One learner is with an employer who provides the necessary time off for her to attend regular medical appointments.
- Initial assessment is satisfactory. All learners complete an initial screening to assess their literacy and numeracy levels. Support with basic skills is provided promptly, is appropriate to learners needs and ensures that the majority of learners are able to complete the key skills component of the framework successfully and in good time.
- Equality and diversity training is satisfactory. It is provided for learners at induction. Learners understanding of equality and diversity is not sufficiently checked or developed during off-the-job training and in progress reviews. Trainers do not encourage learners to reflect on their understanding of equality and diversity issues specific to the hairdressing industry.
- Resources are good. Training salons are modern and realistic and tools and equipment provided are up to date and in good working order. Trainers are well qualified and employers provide good quality experiences by ensuring learners have access to a range of models. Two of the employers are experienced teachers and others demonstrate a good understanding of effective training.
- Internal verification is not sufficiently effective in improving the standard of training and assessment. Feedback from internal verification is infrequent and insufficiently focused on the quality of assessment decisions, the quality of feedback and actions for improvement.
- Self-assessment is satisfactory. It is an inclusive process and involves all staff. Learners and employer views are sought to inform the report although they are not actively involved. The report identifies some of the strengths identified by inspectors but not the areas for improvement.

What does E. Quality Training need to do to improve further?

- Raise the standard of training by developing a challenging and varied range of learning activities to meet the needs, interests and abilities of learners.
- Improve assessment practice and the quality of feedback to learners by planning assessments with employers and learners, providing regular developmental feedback to learners on the outcome of assessment and ensuring targets for improvement are linked to training plans.
- Improve the impact of quality assurance by producing detailed quality improvement action plans. Ensure better monitoring and use of actions resulting from internal verification, internal audits of learners' personal files and lesson observations.
- Provide opportunities for learners to use and further develop their understanding of equality and diversity issues in a hairdressing salon.

Employability training - E2E

Grade 3

Context

28. In the 2009/10 contract year, there were 105 leavers from the E2E programme. Of these, 101 were female, 26 declared a learning disability and or difficulty and six were from a minority ethnic group. At the time of the inspection, 51 learners are on the E2E programme and of these 48 are female. Learners are based at training centres in Newcastle-under-Lyme and Hanley and also attend work placements.

Key findings

- The development of learners' personal and social skills is good, as is their achievement of nationally-recognised qualifications in personal and social development. Learners improve their behaviour and time-keeping, their ability to work individually and in teams and greatly increase in self-confidence. Learners also significantly improve their speaking and listening skills.
- The progression of learners from E2E into further education, training and employment is satisfactory. Learners' progress in developing vocational and employability skills is satisfactory, as is their achievement of vocational qualifications in hairdressing and childcare at level 1. Learners make satisfactory progress in improving their literacy and numeracy skills, although their achievement of nationally-recognised qualifications is low.
- Learners feel safe at the training centres and on work placement and have a good understanding of their rights and responsibilities. Learners enjoy their learning. They develop a satisfactory understanding in relation to their own health and well-being and contribute to community based activities.
- Teaching and learning is satisfactory. Tutors develop good relationships with learners and demonstrate a good understanding of their individual backgrounds. They plan interesting activities for learners and make good use of a wide range of learning resources. Learners are well motivated, and greatly benefit from working in small groups and receiving good individual attention.
- In-house training does not always take sufficient account of learners' individual needs and abilities, particularly the more able learners. Work is not always sufficiently challenging to ensure that all learners fully extend their skills and make good progress. The development of learners' writing and numeracy skills is not given a sufficiently high profile across all aspects of learners' programmes.
- The quality and recording of progress reviews is satisfactory overall. Target setting has greatly improved and most tutors set clear, relevant and measureable targets with learners, which cover all aspects of their programme. However these are not always sufficiently challenging, particularly with regard to learners' planned completion of external qualifications.

- E. Quality Training has well-established and very effective partnerships with employers, schools, statutory and voluntary agencies, community groups and local networks, which helps them to meet learners' individual needs very effectively.
- Individual care, guidance and support are good. Learners have good access to specialist information and guidance services. Staff provide very effective personal support for learners, many of whom face significant barriers to learning. Learners also greatly benefit from staff's good local knowledge and wide-ranging links with other support agencies.
- Leadership and management are satisfactory. The provider promotes and implements local and national priorities and initiatives well, with senior managers taking a very pro-active role in local and regional networks. It demonstrates a good understanding of the impact and implications of changes in external strategy and funding arrangements, for both the organisation and for learners.
- Managers have generally made good progress in carrying out changes to the curriculum in response to the implementation of foundation learning from September 2010. The provider is now able to provide learners with opportunities to access a good range of externally accredited qualifications. Further work is required in relation to the introduction of functional skills.
- Learners' understanding of equality and diversity is satisfactory, although work to reinforce and develop learners' understanding at progress reviews is too brief. All staff pay good attention to meeting learners' individual needs, which is central to the culture of the organisation. The use of data to monitor performance by different groups is underdeveloped.
- Tutors do not use target setting sufficiently. Plans to implement more thorough processes to improve the monitoring of learners' progress and target setting are not yet fully in place. Data is accurate and accessible, but managers do not yet make sufficient use of it to secure improvements across the E2E programme.

What does E. Quality Training need to do to improve further?

- Continue to improve further E2E progression rates and learners' achievement of vocational, literacy and numeracy qualifications.
- Ensure that in-house training is sufficiently challenging, particularly for the more able, in order to ensure that all learners make good progress and achieve qualifications in a timely way.
- Fully implement planned improvements in literacy and numeracy across all aspects of the E2E programme, particularly to secure improvements in the development of learners' writing and numeracy skills.
- Improve the systematic monitoring of learners' progress, particularly in relation to their achievement of external qualifications and ensure that tutors and learners work to more challenging targets.

Information about the inspection

29. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's director of curriculum, 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), 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.
30. 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. Inspectors collected evidence from programmes in each of the three subject areas the provider offers.

Record of Main Findings (RMF)
E. Quality Training 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	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	72	51	21
Part-time learners	0	0	0
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*	3		
How well do learners make a positive contribution to the community?*	3		
Quality of provision	3	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?	3		
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	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	n/a		
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?	3		
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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