

B-Skill Ltd

Inspection report

Unique reference number: 50585

Name of lead inspector: Howard Foster HMI

Last day of inspection: 8 July 2010

Type of provider: Independent learning provider

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Information about the provider

1. B-Skill was established in 2000 to provide vocational courses in Tyne and Wear. It specialises in vocational courses for adults in cleaning and support services and in pre-vocational courses for young people. It expanded during the decade after it was established, opening offices in Droitwich in the West Midlands, Central London and Newcastle upon Tyne, as well as training centres throughout England. In the past year, B-Skill has undergone significant restructuring as the government funding available for training has fallen. The company now has offices in Newcastle and Droitwich, and training centres in Blyth and South Shields. Some staff have been made redundant and others have new responsibilities. A director and the senior manager responsible for quality improvement have recently left the company. It is now managed by two directors with a team of managers, one of whom is responsible for adult training in cleaning and support services, another for the pre-vocational training, a financial manager and a new business improvement manager. About 5% of B-Skills business is in non-government funded training.
2. B-Skill has 143 young people on pre-vocational Entry to Employment (E2E) programmes. Thirty of them are trained by two subcontractors, Springboard and South Tyneside Metropolitan Borough Council. The others are based in the Blyth and South Shields training centres. They are working towards qualifications in subjects including construction, customer care, hair and beauty, sport and leisure and warehousing. Funding for these learners is provided by the Young People's Learning Agency. In total, B-Skill has 364 adult learners on Train to Gain programmes working towards level 2 qualifications in cleaning and support services or local environmental services. They are all employed by organisations, mostly in the north-east of England or in the Midlands. These programmes are funded by the Skills Funding Agency and by the European Social Fund.
3. Many of Tyneside's traditional industries such as shipbuilding and mining have been replaced by growth in the service sector. A high proportion of employment is in the public sector. Educational achievement is low and social deprivation is high. Unemployment is rising in all the areas where B-Skill operates.
4. The following organisations provide training for learners on behalf of B-Skill:
 - Springboard
 - South Tyneside Metropolitan Borough Council

Type of provision	Number of enrolled learners
Provision for young learners: Entry to Employment	143 learners
Employer provision: Train to Gain	364 learners

Summary report

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

Overall effectiveness of provision	Grade 4
Capacity to improve	Grade 4
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	4
Safeguarding	3
Equality and diversity	3
Subject Areas	Grade
Health, public services and care	4
Preparation for life and work	3

Overall effectiveness

5. The overall effectiveness of the provision is inadequate. The quality of provision has declined since B-Skill's previous inspection; some strengths identified then have not been maintained and areas for improvement have not all been resolved. However, a satisfactory proportion of learners achieve their qualification or progress into other training and work. Learners enjoy learning, develop good work skills and increase their confidence.
6. Well-qualified and experienced tutors provide good individual on-the-job coaching to learners and, in Train to Gain, are highly responsive to working patterns when making assessment visits. However, the quality of teaching, learning and assessment is not consistent and their planning in health, public services and care is often inadequate. Targets set for learners are not sufficiently clear to help them understand what they need to do. Tutors do not always review progress against targets sufficiently frequently and employers are not always involved in the process. Those learners assessed as needing support for their literacy, numeracy or language do not always receive specialist help sufficiently promptly. B-Skill has well-established, good relationships with many large employers in the health, public services and care sector. Tutors provide satisfactory support to learners, and in preparation for life and work, very effective mentoring helps learners overcome their main barriers to learning.

7. Recently, B-Skill sought to expand its provision, but this became unsustainable, creating some financial instability and a lapse in the company's quality assurance procedures. The quality of provision was not monitored adequately. B-Skill has begun to tackle the challenges it faces by appointing new staff and restructuring, but it was too soon for inspectors to judge how effective these actions were at the time of the inspection. B-Skill has comprehensive safeguarding policies and procedures, staff are well trained and learners generally feel safe. Arrangements to promote equality and diversity are satisfactory, relationships are respectful and learners have a satisfactory understanding of their rights and responsibilities.

Main findings

- The success rate in health, public services and care is satisfactory. The rate in 2008/09 varies significantly between regions. In preparation for life and work, the progression rates into further learning and work are satisfactory.
- Preparation for life and work learners enjoy their learning and significantly improve their personal and social skills during the programme. Learners develop good practical skills in health, public services and care. They learn new ways of carrying out their jobs.
- Tutors are well qualified, have substantial recent industry experience and provide good individual on-the-job coaching to learners. Teaching, learning and assessment are all satisfactory in preparation for life and work. Planning of learning and assessment in health, public services and care is inconsistent and in many cases is inadequate.
- Targets on individual learning plans and on learners' review records are not precise. They contain insufficient information about the learning that is needed to successfully achieve identified learning goals. Progress reviews are often too general to be useful and do not always include employers. The monitoring of learners' progress is weak.
- Initial assessment of learners' literacy and numeracy skills is satisfactory although not always completed early enough, delaying the provision of support they need. Initial assessment of language skills is not satisfactory and some learners have difficulty understanding the programme.
- B-Skill has good, long-standing relationships with many large employers in the health, public services and care sector. Tutors are highly flexible in carrying out assessment visits; highly experienced and well-respected staff develop and maintain very good relationships with both employers and learners, ensuring that the needs of the learners and the employers are effectively met.
- Support for learners is satisfactory overall. In E2E, personal support for learners is particularly good. It makes effective use of external agencies and uses mentoring very effectively to address learners' immediate barriers to learning. However, learners do not always receive prompt support for literacy and numeracy and those with language needs do not have adequate specialist ESOL support.
- The leadership of B-Skill has been weak in recent years when the company pursued a strategy of expansion. The directors allowed the premises and

management and administration costs to grow to an unsustainable level, which created serious financial stress when funding for training declined. It was too early for inspectors to judge the impact of recent developments intended to tackle this.

- Financial concerns have undermined confidence between B-Skill and its subcontractors. Whilst the terms of subcontractors' service level agreements are explicit, B-Skill does not monitor their work adequately.
- The company's policies and procedures for safeguarding are comprehensive and reflect current legislation satisfactorily. Staff training is prioritised and adequate arrangements are in place to supervise staff should Criminal Record Bureau clearance be delayed. Staff understand safeguarding procedures and their responsibilities in cases of disclosure. Learners know how to report problems and generally feel safe.
- B-Skill has satisfactory arrangements to promote equality and diversity. Staff training includes an equality qualification or a basic teaching qualification that enhances their diversity knowledge. Staff reinforce equality and diversity well in progress review meetings. Learners have a satisfactory understanding of their rights and responsibilities. The company analyses data effectively to monitor the participation and performance of different groups.
- The quality of the provision varies significantly between regions. B-Skill has allowed its quality improvement systems to lapse. It does not systematically implement established procedures, such as the observation of teaching and learning. Internal verification arrangements are poor and not used to provide feedback about learners' progress when during the programme.

What does B-Skill need to do to improve further?

- Ensure learners' progress is monitored effectively, to enable them to complete qualifications within the planned time, by setting clear and measurable targets on learning plans, involving employers fully in the review process and using progress information from the internal verification process to provide feedback.
- Improve the quality of teaching, learning and assessment to good or better by more effective use of the observation of teaching and learning process, better planning involving initial assessment results, discussions with learners and where appropriate with employers, and use of employers' other training programmes.
- Ensure that learners receive prompt initial assessment of their needs and that those identified as needing additional support for literacy, numeracy or language are allocated adequate specialist support to benefit from the programme without delay.
- Place financial security and the quality of the learners' experience at the heart of the business strategy, in place of the previous focus on business expansion.
- Build an effective partnership with the subcontractors and implement the service level agreements fully to improve the way in which they are managed and monitored.

- Re-establish effective and comprehensive quality improvement arrangements consistently throughout the country, including self-assessment and quality improvement planning, the observation of teaching and learning and robust internal verification arrangements.

Summary of the views of users as confirmed by inspectors

What learners like:

- enjoying doing a qualification for the first time
- improving their working standards, particularly in health and safety
- knowing they are doing things properly
- developing communication skills with customers
- gaining confidence
- feeling more valued as employees.

What learners would like to see improved:

- a more sector-specific booklet for health and safety training
- more frequent workplace visits by tutors
- tutors fitting in with their shift patterns better.

Summary of the views of employers as confirmed by inspectors

What employers like:

- regular contact with tutors
- the excellent industry knowledge of B-Skill's staff
- the flexible approach to supporting learners.

What employers would like to see improved:

- more formal updates to inform employers of learners' progress.

Main inspection report

Capacity to make and sustain improvement

Grade 4

8. B-Skill does not have adequate capacity to make and sustain improvements. At the time of the previous inspection in June 2006, the provision was good and leadership and management were good. The overall effectiveness and the standard of leadership and management have fallen substantially. Many of the quality improvement arrangements have been allowed to lapse. New quality assurance arrangements are planned, and new staff have been appointed, but it is too early to have confidence in their effectiveness in making improvements.
9. The company has a defined self-assessment process which involves contributions from staff, learners and employers. The most recent self-assessment report, covering the year to August 2009, has been overtaken by events and is out of date. The development plan contains no actions after the end of 2009. The grades in the self-assessment report are too optimistic. A short position statement was written for this inspection with revised grades but inspectors found these to be still too high.

Outcomes for learners

Grade 3

10. Outcomes for learners are satisfactory. In 2008/09, the overall success rate in health, public services and care was 77%. Rates of completion within the planned time were 61%. The rates vary significantly between regions. In preparation for life and work, the progression rates into further learning and work are satisfactory at 58%. The qualification success rate varies between centres and is 59% overall.
11. Preparation for life and work learners enjoy their learning and significantly improve their personal and social skills during the programme. They quickly learn to work independently and progress to more challenging tasks. They demonstrate high levels of confidence and motivation. Learners develop good practical skills in health, public services and care. They learn new ways of carrying out their jobs. Employers are pleased with the increased standard of learners' work. Learners generally feel safe. B-Skill's staff check that most learners use safe working practices from the beginning of their programme. A small number of learners had late risk assessments and were not provided with adequate personal protective clothing.

The quality of provision

Grade 3

12. Tutors are well qualified and have substantial recent industry experience. Employers respect their expertise and frequently seek their guidance on operational matters. Individual on-the-job coaching of learners by tutors is good. However, although teaching, learning and assessment are all satisfactory in preparation for life and work, B-Skill has been slow to improve the planning of learning and assessment in health, public services and care since its previous inspection. These are not of a consistently good standard, and in many cases

are inadequate. In preparation for life and work tutors take account of learners' individual needs and interests and incorporate them into their teaching for most sessions. However, the planning of learning and assessment in health, public services and care is vague and does not clearly identify the planned activities.

13. Targets on individual learning plans and on learners' review records contain insufficiently precise information about the learning that is needed to achieve identified learning goals successfully. Progress reviews are often too general to be useful. The monitoring of learners' progress is weak, sometimes late, and does not include employers sufficiently in the process. The records contain little detail, and contain nothing to suggest that learning plans are revisited to identify further training and development needs.
14. The process for initial assessment of learners' literacy and numeracy skills is satisfactory although not always completed early enough to enable learners to receive additional learning support from the beginning of their programme. Learners' with ESOL support needs do not receive adequate specialist language support.
15. B-Skill has well-established links with many large employers in the health, public services and care sector. Tutors' responsive and highly flexible approach to carrying out assessment visits is valuable in meeting the needs of the learners and their employers. In preparation for life and work, the range of qualifications provides a comprehensive choice of programmes that satisfactorily meet the needs and interests of learners. B-Skill works closely with a range of employers, colleges and apprenticeship providers to improve the number of learners progressing into further learning and work.
16. Support for learners is satisfactory overall, although in preparation for life and work, personal support for learners is particularly good and includes mentoring that is very effective in addressing learners' immediate barriers to learning. Links with a wide range of external support agencies, information and guidance services and health services are used effectively to support learners.

Leadership and management

Grade 4

17. In recent years, B-Skill's strategy of expansion has adversely affected the provision and financial stability as the premises, management and administration costs grew to an unsustainable level. This created serious financial stress when funding for training declined. The board does not include external members to question and challenge the directors' decisions. The risks inherent in the expansion were not sufficiently assessed. In 2009 a new financial manager with a brief to reduce costs joined the company. The value for money of the provision is poor but it has improved as costs have been reduced. The director and managers have focused on maintaining the level of support given to learners through a period of major upheaval. They have taken decisive action to keep the company in business. The company has been reorganised, premises have been closed and staff have been made redundant.

18. B-Skill leads a consortium of E2E providers, subcontracting part of its provision to four other local providers, of which two currently have learners. Financial concerns have undermined confidence between B-Skill and its subcontractors. B-Skill has thorough and explicit service level agreements with its subcontractors. Despite this, some operational staff are unclear about their rights and duties in managing and monitoring subcontractor's performance. They do not exercise their right to request essential information, neither do they oversee the quality of subcontractors' work sufficiently.
19. The company's highly-experienced and well-respected staff develop and maintain very good relationships with both employers and learners. They provide good role models for learners, who develop a strong sense of pride, worth and professionalism from their example. The company develops staff well and encourages them to expand their expertise. Leaders are using the recent restructure positively to refocus the provision, by introducing new job roles or by redefining existing job roles, to meet the needs of the company. Staff benefit from a wide range of relevant training which often leads to qualifications. Staff have good opportunities to progress within and beyond their job roles.
20. The company has comprehensive and sensible policies and procedures for safeguarding which reflect current legislation. Staff training has taken place and further regular updating and training is planned. A single central register of Criminal Records Bureau checks is maintained and kept up-to-date. Where clearance is delayed, satisfactory arrangements are made to ensure that staff are supervised when dealing with learners. Staff have a satisfactory understanding of safeguarding procedures and of their responsibilities in cases of disclosure. Learners have information on safeguarding and know that they can report problems. Learners generally feel safe, and most learners are safe. However, in a few cases, risk assessment is carried out late, and learners do not have the necessary personal protective equipment from the beginning of their programme.
21. B-Skill has satisfactory arrangements for the promotion of equality and diversity. Its comprehensive policies, procedures and guidelines go beyond compliance and are adequately promoted to staff and learners. Staff have satisfactory levels of training, with some staff already qualified and others working towards an equality-focused qualification. New staff are assessed for their knowledge of equality and diversity and given tailored training to fill any gaps. The basic teaching qualification, being taken by all teaching staff, strengthens their knowledge of equality and diversity. The company uses data effectively to give an overview of the targeting, participation and performance of different groups. Particularly hard-to-reach learners on E2E programmes, such as ex-offenders, have good opportunities to access training and qualifications. Local initiatives, rather than company strategy, support targeting, such as when an individual member of staff makes contact with a school. Learners have good, respectful working relationships with staff and with each other. They have a satisfactory understanding of their rights and responsibilities. Staff reinforce equality and diversity well in progress review meetings.

22. B-Skill collects feedback from learners on a regular basis. It has taken some positive action in response to feedback, particularly by making improvements to the E2E learners' environment. It uses feedback satisfactorily to make judgements in its self-assessment report.
23. The quality of the provision varies significantly between regions. B-Skill has allowed its quality improvement systems to lapse. It does not systematically implement established procedures. For example, initial assessment does not always identify learners' literacy, numeracy and language support needs. Observations of teaching and learning record grades that do not match the judgements; this is not picked up through a moderation process. Internal verifiers do not systematically follow procedures. Tutors are not always clear about learners' progress. Internal verification is poor; most internal verification takes place at the end of the programme, which prevents learners benefitting from the internal verifiers' feedback about their progress. Learners are at risk of leaving or of failing to complete their programmes on time. Managers do not use data sufficiently to plan improvements and data are not always presented succinctly and usefully for operational staff. The company has recognised this weakness, and has recruited a new business improvement manager.

Subject areas

Health, public services and care

Grade 4

Context

24. B-Skill has 364 adult learners on Train to Gain programmes, working towards level 2 qualifications in cleaning and support services or local environmental services. Learners are employed in a range of public and private organisations throughout the country, with the majority in the north-east of England and the Midlands. The programme is managed by one national manager and five tutors who train and assess the learners.

Key findings

- Learners develop good practical skills. For example, many experienced cleaners are surprised to find how much they can improve the way they carry out their job through training. They enjoy being professionally trained, which is a new experience for many, and they are more confident and proud of their work. Employers find the standard of learners' work improves during the programme.
- In the year 2008/09, the success rate was satisfactory overall at 77%. The rate varied between regions. For example, the success rate of learners in the north-east region was 88%, in the West Midlands it was 80% and in London it was 46%, compared with a national average of all providers in the same year of 83%. The rate of completion within the planned time was low at 61% in 2008/09, although the rate has improved this year and was 67% during the inspection. Regional variations are less marked in the current year.
- Learners feel safe in their work and use the safe working practices that they learn during their training programme. A significant number of learners demonstrate improved awareness of health and safety and hygiene. In the West Midlands, a small number of learners had not had an assessment of risks carried out until two months after they started the programme and they were not provided with adequate basic personal protective clothing.
- Tutors are well qualified and provide good individual on-the-job coaching to learners. Employers respect their substantial recent industry experience well and frequently seek their guidance on operational matters.
- Initial assessment is satisfactory for most learners, but not for those with English as a second language. In some cases, tutors rely on other learners to act as interpreters. Pictorial materials are also used but are not adequate to support these learners.
- Planning of learning and assessment is inconsistent and in many cases is inadequate. This was identified as an area for improvement at the last inspection. Learning plans contain insufficient detail. They are vague and too general. They do not clearly identify planned activities, in some cases listing no more than the words 'underpinning knowledge' as an action.

- The monitoring of learners' progress is weak. Employers have little input into the learners' progress reviews. In some regions, reviews are carried out as much as two months late. The records of the progress reviews lack detail; they contain nothing to suggest that learning plans are revisited or further training and development needs are identified.
- B-Skill has good, long-standing relationships with many large employers. Tutors are highly flexible in carrying out assessment visits, which is valuable in meeting the needs of the learners and their employers. For example they visit learners working night shifts at the start or end of their shift. Cleaners in schools are visited more frequently in term time because they may not be working during school holidays.
- Tutors provide satisfactory support for their learners. Advice and guidance are routinely given, although in an informal manner that lacks structure. Tutors provide details of specialist support agencies to learners if appropriate; they give them guidance on progression in their job roles and towards gaining further qualifications.
- The management of this subject area nationally is weak. Tutors are responsible for the training and assessment of an excessive number of learners, more than 70 learners each in most cases, over a wide geographical area. New staff are being recruited to rectify this.
- The start of some learners' programme is delayed for up to eight weeks or more after they are enrolled. During this period they are not given health and safety information, no individual assessment of risk takes place and their protective clothing is not checked. The quality of record keeping in learners' files is inconsistent, with a number of documents not completed or missing significant data.
- Internal verification is poor. One region has had four different internal verifiers over the previous 24 months, each introducing a new system, which has led to confusion. No internal verifier has been based in this region since May 2010 and all verification has taken place at the end of the programme, preventing learners benefitting from the internal verifiers' feedback about their progress during the programme.

What does B-Skill needs to do to improve further?

- Improve the monitoring of learners' progress to help all learners to achieve their qualification by the intended end date.
- Encourage employers to take an active part in the learners' progress reviews and give employers regular feedback on their learners' progress.
- Plan the training more effectively using information from learners' initial assessment and discussions with employers and learners, so that their individual learning plan is well informed and makes use of their employers' training programmes.

- Ensure learners, for whom English is not their first language, have an appropriate initial assessment of their needs and are given adequate specialist support to understand the programme.
- Establish comprehensive arrangements for quality assurance and ensure that these are implemented effectively and consistently between regions in order to improve the standard of delivery of the Train to Gain programme.

Preparation for life and work

Grade 3

Context

25. B-Skill has 143 learners on E2E programmes in the Tyneside area at two of its own training centres and at its subcontractors. The B-Skill training centres are in Blyth and South Shields. B-Skill currently has learners with two of the four subcontractors with which it has agreements. The programme offers preparation for work in construction occupations, customer service, sport and leisure, hair and beauty, literacy and numeracy and personal and social development.

Key findings

- Learners enjoy their learning and significantly improve their personal and social skills during the programme. They quickly learn to work independently and progress to more challenging tasks. They demonstrate high levels of confidence and motivation. They feel safe and adopt safe working practices.
- The progression rates into further learning and work are satisfactory at 58%. The rate of achievement of qualifications in literacy and numeracy is satisfactory overall at 59%, although this varies between 49% and 80% at different sites. It is too early to judge the success rates of qualifications introduced by B-Skill in 2009/10. Attendance at learning sessions at B-Skill's training centres is satisfactory.
- Teaching, learning and assessment are all satisfactory. In most sessions, tutors take account of learners' individual needs and interests and incorporate them into their teaching. In some sessions, activities do not sufficiently take account of learners' current skill level and knowledge.
- Targets on individual learning plans and on learners' review records are not precise. They provide insufficient guidance on what actions learners need to take to successfully achieve the learning goals. Reviews are often too general to be useful.
- Initial assessment of learners' literacy and numeracy skills is satisfactory although not always completed sufficiently early. Currently, B-Skill has no specialist tutor to help learners develop these skills, although temporary alternative arrangements are in place. Learners' work is assessed and verbal feedback is provided promptly.
- B-Skill's introduction of a range of qualifications in 2009/10 provides a comprehensive choice of programmes that effectively meet the needs and interests of learners. Every Child Matters themes and safeguarding are an integral part of the programmes offered.
- Close work with a range of employers, colleges and apprenticeship providers has improved the number of learners progressing into further learning and work.

- Particularly good personal support for learners uses mentoring very effectively to tackle learners' immediate barriers to learning. A wide range of external support agencies, information and guidance services and health services are used effectively to support learners.
- Communication and team working among staff are good. Team meetings are successful in identifying ways in which to improve the programme. A learners' forum has led to improvement in facilities for learners. Ways to integrate Every Child Matters themes into lessons have been agreed and introduced. Good staff training supports these developments.
- Arrangements to observe teaching and learning are satisfactory. However, written records often focus too much on teaching practice and insufficiently on learning. Grades do not always match the judgements made in the text.
- B-Skill does not sufficiently monitor its subcontractors' quality and contract performance. Comprehensive service level agreements are in place. They identify clearly B-Skill's responsibilities in managing and monitoring its subcontractors, but these required checks are not carried out.
- Promotion of equality and diversity is satisfactory. Learners' understanding of equality and diversity is checked at their progress reviews and discussed by staff at team meetings. Safeguarding arrangements are satisfactory.

What does B-Skill need to do to improve further?

- Further increase the numbers of learners progressing into further learning and employment by developing closer working with other learning providers, more links with employers, and increasing the use of short-term placements.
- Ensure that learners' targets in their learning plans and at progress review meetings clearly and precisely define what learners need to do to achieve their learning goals.
- Raise the overall quality of teaching and learning so that the less effective sessions match the better ones; ensure all sessions include a range of activities that meet the needs and interests of learners, taking into account the initial assessment of their skill levels and knowledge.
- Improve the quality of observations to ensure that learning is evaluated as well as teaching, and ensure that the judgements fed back to the tutors correspond to the observation evidence recorded.
- Improve the management and monitoring of subcontractors, so that professional judgements are made on their performance and the quality of their provision as well as contract compliance checks.

Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's quality 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 funding bodies, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
27. Inspectors used individual interviews and telephone calls. They talked to learners in the training centres and in the workplace. They talked to employers and to representatives of the subcontractors. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

B-Skill 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	507	143	364
Overall effectiveness	4	3	4
Capacity to improve	4		
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?	2		
How safe do learners feel?	3		
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	4
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?	3		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	4	3	4
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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