

Landmark Training Ltd

Inspection report

Unique reference number: 52925

Name of lead inspector: Harmesh Manghra HMI

Last day of inspection: 20 August 2010

Type of provider: Independent learning provider

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Information about the provider

1. Landmark Training Limited (Landmark) is a registered charity and company limited by guarantee based in Stratford, East London. It offers publicly funded training primarily to young people aged 14 to 25 living in East London. It holds contracts with the Skills Funding Agency and the Young People's Learning Agency to offer the Entry to Employment (E2E) programme as well as Apprenticeships and Train to Gain provision in business administration, customer service and retail. It also works with local schools to re-engage young people aged 14 to 16 into learning. The chief executive, supported by a team of three directors, six managers and thirty five staff, provide learning to the learners.
2. Most of Landmark's learners come from the London Boroughs of Newham and Tower Hamlets. Newham is rated sixth most deprived English local authority district with double the national average unemployment. Some 41% of the borough's adults are out of work and 40% of the residents are under 25. Child poverty, including risk to health, is second worst in England. Some 61% of the local population is from minority ethnic groups. In 2008/09 some 47% of the learners of Newham achieved five GCSEs at grades A* to C.
3. The largest employers in the borough are the local authority and the health service. Newham is experiencing the largest economic and infrastructure development in Europe to regenerate. This includes 58 regeneration projects to develop transport, infrastructure, hospitality and retail projects amounting to a £19 billion investment. These include the 2012 Olympics, the regeneration of Stratford international train station, Canning Town and the developments in the Royal Docks.
4. The following organisations provide training on behalf of Landmark Training:
 - Chelmar Training
 - Springboard Trust Bromley
 - Skills for Growth
 - Greenwich Theatre.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	12 part-time learners
Foundation learning, including Entry to Employment Way to Work	405 full-time learners 160 part-time learners
Employer provision: Train to Gain Apprenticeships	26 learners 330 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject areas	Grade
Preparation for life and work	2
Business administration and law	2

Overall effectiveness

5. Outcomes for learners are good. Learners improve their confidence and self-esteem significantly by participating in learning. They develop high levels of social and vocational skills that improve their future prospects for employment and study. Progression into further education, training and employment is good for all learners. Retention rates are improving. However, they have been low for apprentices and E2E learners.
6. Teaching and learning are satisfactory with good on-the-job training and assessment for the apprentices. Highly experienced external speakers engage, enthuse and motivate E2E learners to teach them new skills and improve their attitude to life and work. Teachers, however, do not make effective use of available technology to engage learners fully into theory lessons at the centre. Off-the-job training for the apprentices is not well structured and the content of training is not sufficiently challenging for many apprentices. Programmes provide a good match between the needs of the learners and the employers alike. Landmark has developed outstanding partnerships with an extensive range of agencies and employers to benefit the learners. Support on personal and study matters is good.
7. Landmark has good capacity to improve the provision. It provides good value for money by making a strong contribution to reduce the number of learners not in education, employment and training. The promotion of equality and diversity is good, as the learners with significant barriers progress into education and employment. Learners make an excellent contribution to improve their learning programmes. Well qualified and highly experienced staff work extremely well as a team and use their knowledge, skills and enthusiasm to raise learners' aspirations. Landmark does not make sufficient use of wide-ranging data to further refine the design of the programmes and improve the progression rates. Target setting in learners' progress reviews is poor in many cases. Staff do not make an accurate record of the discussions and the targets agreed.

Main findings

- Learners' outcomes are good. Success rates for advanced apprentices are high. Progression rates for foundation learners are good and improving. Success rates for apprentices have improved and are currently around national averages.
- The overall standard of learners' work is good. Learners increase their confidence, communication and team working particularly well.
- Teaching and learning are satisfactory. Assessment practices are good. External speakers provide a broad range of stimulating sessions on various topics. Most teaching staff are highly experienced and hold relevant teaching or vocational qualifications. Tutors do not, however, make sufficient use of available information learning technology (ILT) to make lessons exciting and fun.

- Learner progress reviews are satisfactory. Target setting in progress reviews, however, is too general and not sufficiently focused on improving the progress rates for the learners or removing barriers to progress. Staff do not accurately record the targets to provide a clear picture of the learners' progress.
- Apprenticeship programmes provide a good match to meet the needs of the learners and their employers. Similarly, E2E learners enjoy and learn from a broad range of activities, with particularly effective visits and activities with national and international corporations. However, they do not have sufficient opportunities to gain experience in work placements and demonstrate their skills.
- Partnership working is excellent. Learners benefit from the strong partnerships with regional and local agencies and employers.
- Care, guidance and support for learners are good overall. Support for learners on work-based learning programmes is outstanding. Learners on E2E programmes receive particularly good pastoral and study support.
- Landmark has an extensive range of data available, which it uses well to monitor performance and set and achieve targets. However, it does not make sufficient analysis of the data to review the take up of its provision, planned programmes and outcomes, other than qualifications and progression rates.
- The quality improvement plan is thorough. However, some targets are unrealistic. For example, Landmark aims for achieving 100% positive outcomes for the E2E learners and 100% teaching to be good. Many action points are repeated against several improvements. Landmark measures completion of tasks rather than evaluating their impact.

What does Landmark Training Ltd need to do to improve further?

- Improve the quality of targets set for learners, so that they know what they need to do and the deadlines for work to be completed by, to further improve success rates on apprenticeship programmes and progression rates for E2E learners.
- Increase the confidence of teaching staff to use information learning technology (ILT) more effectively to improve the quality of teaching and engage learners more fully.
- Increase the number of work experience placements for E2E learners to give them greater opportunity to practise and gain further employability skills.
- Conduct a more thorough analysis of available data to monitor the take up of the provision, evaluate it and make necessary improvements.
- Ensure that all staff fully complete all aspects of learner records to give an accurate account of the learners' and organisational performance.
- Set more realistic and succinct targets in the quality improvement plan that staff fully agree to, relate the actions closely to specific action plans and measure their impact on learning, rather than completion of actions.

Summary of the views of users as confirmed by inspectors

What learners like:

- the extensive support from highly skilled teachers and key workers
- the excellent training from external speakers
- the pleasant and safe learning environment
- the value of the contacts with the world of work, the visits, external speakers and placements
- the improvements in confidence, self-esteem and morale.

What learners would like to see improved:

- the amount of social space available for recreational purposes
- the range and frequency of external visits and trips
- the time taken for the delivery of the certificates gained
- the content, structure and quality of the off-the-job training for apprentices
- the opportunities to learn from other learners through workshops.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the support and training for their employees
- the quality of the apprentices supplied at a time of staff shortages
- the help to support the employees to perform their job roles better
- the high standard of the apprentices' work and their ability to undertake a variety of roles.

What employers would like to see improved:

- the disproportionate amount of time spent on reviewing a few learners' progress
- the recent changes in staffing that impacted adversely on their employees' progress
- the link between on- and off-the-job training.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Landmark has continued to make good improvements to its provision since its previous inspection in 2007. It has successfully dealt with all the areas for improvement identified at its previous inspection, whilst doubling its provision. The provision in business administration has improved to good. Success rates have rapidly improved for advanced apprentices. The rates of positive outcomes for E2E learners have been maintained to good level, despite the worsening economic climate. Landmark has been particularly effective at securing employment for unemployed learners on apprenticeship programmes. The relocation to new and much larger premises has improved the quality of experience for the learners. Landmark has also employed many new well qualified staff. Staff development is extensive and is now clearly focused on improving teaching and learning. Quality improvement processes are thorough and working well to improve the provision.
9. The self-assessment process is inclusive and the resulting self-assessment report is highly accurate. Managers used broad-ranging evidence including data, views of the learners and staff to provide a multi-dimensional view of Landmark. The quality improvement plan to maintain strengths and rectify areas for improvements is thorough. Judgements in the self-assessment report matched closely with the inspection findings. Inspectors awarded a higher grade for the provision in business administration and law.

Outcomes for learners

Grade 2

10. Outcomes for learners are good. Success rates have been improving since the previous inspection. These are currently good for advanced apprentices and satisfactory for apprentices. Progression rates for E2E learners remain good. Learners aged 14 to 16 achieve good levels of literacy and numeracy qualifications and over 50% achieved two or more qualifications.
11. The overall standard of learners' work is good. Learners enjoy their time with Landmark and improve their self-confidence, communication skills and ability to work in teams. The E2E learners have improved motivation to achieve and enjoy sharing their skills with other learners. Achievements of learners are very well celebrated during weekly meetings with presentations of awards. Attendance is satisfactory and improving.
12. Learners develop very effective employability skills. Apprentices progress well within their workplaces, with positive examples of learners gaining positions in national and international companies whilst on work placement, or after completing their apprenticeship training. Learners feel safe and apply safe working practices in lessons and at work. They are familiar with protocols for internet safety and travel.

13. Learners are encouraged to lead healthy lifestyles. Landmark uses its well-established links with external agencies to provide sessions on aspects of relationships, sexual health and managing and improving their behaviour. Learners' behaviour is impeccable. Learners are provided with breakfast when they attend the training centre if they need it.
14. Learners are very effectively involved in the local community and with specific projects, such as the London-wide 'City Safe' and 'London 'Citizens' campaigns. They proactively undertake fundraising activities for specific causes that they themselves decide on. They collected funds for the Pakistan Flood Relief during inspection week.
15. Landmark conducts thorough analysis of the participation and achievement of learner cohorts by age, gender, ethnicity and disability. Women learners on advanced apprenticeship programmes are performing better than men. Apprentices aged 16 to 18 are performing poorly compared to the learners aged 19 to 25. Landmark is fully aware of the reasons for the variations and has taken appropriate action to improve the situation.

The quality of provision

Grade 2

16. On-the-job training and assessments for apprentices are good and developed in close consultation with the employers. Assessors use their extensive occupational experience as well as multimedia resources well, to extend learners' knowledge and skills. Teaching and learning on the E2E programme and off-the-job training for apprentices are satisfactory. Whilst there are satisfactory ILT resources, not all teachers are confident in using these. Recently introduced e-portfolios are widely used by apprentices.
17. Initial assessment is comprehensive and initial diagnostic assessments clearly identify the support needs of learners. Support for completion of key skills is highly relevant to the learners' job roles and learners develop high level skills promptly. Assessment practice is particularly good and arranged flexibly to meet the needs of the apprentices and employers. Progress reviews for apprentices are thorough, but the targets set for all learners are not always specific enough to usefully inform them about their progress, or what they need to do before their next review.
18. Apprenticeship programmes are suitably tailored to meet the needs of both learners and employers. Landmark has introduced team leading as a direct result of local need. A broad range of activities and projects are offered to E2E learners, with an extensive range of visits out to partner organisations, which raises their aspirations and motivation to succeed. However, there are insufficient opportunities for work tasters or work placements. Learners make extensive use of enrichment activities to teach and learn new skills and activities from staff and their peers.

19. The excellent range of well-established partnerships benefit learners enormously. They range from small training providers and voluntary sector organisations to large national and international companies. Partners are particularly effective in helping to develop learners' employability skills through, for example, the Biz Academy, visits to a range of companies and through work placements. Landmark also plays a valuable role with a wide range of strategic partnerships and alliances, where they share good practice with other providers.
20. Care, guidance and support from staff and employers are good. Key workers support E2E learners particularly well and provide appropriate pastoral support for apprentices when needed. They use links with external support agencies very effectively. Key workers and training staff work well as a team and share information about learners' progress or any barriers that they are encountering through regular weekly meetings. Review documentation for E2E learners, completed by both key workers and trainers, does not always adequately record specific targets that usefully informs learners of what they need to do to progress further.
21. Landmark has acted positively to improve its information, advice and guidance function. For example, key workers and other staff have, or are undertaking, level 3 qualifications in advice and guidance. The provider has a satisfactory range of careers resources, including college prospectuses and useful websites for careers information and jobsearch activities. Learners have access to new and donated good quality clothes for interviews if they need them.

Leadership and management

Grade 2

22. Landmark has a very clear mission and vision to be the top provider of education and training for the disadvantaged young people in East London. It has established its reputation by consistently achieving good outcomes for its learners. A highly positive and supportive culture, with sound values to place learners at the heart of all its operations, are the hallmark of Landmark. Strategic planning is thorough. Landmark has established its niche by developing a range of programmes and services that provide a safety net for learners between the ages of 14 to 25. Operational management of the programmes is strong with highly effective team working. Landmark has an extensive range of data available, which it uses well to monitor performance and set and achieve targets. However, it does not make sufficient analysis of the data to analyse and review its planned programmes and outcomes.
23. The board of trustees is highly experienced and committed to the development of Landmark. The members give their time and expertise freely to set the direction and monitor the performance against a clearly defined set of performance indicators. They stay in regular contact with the company and its learners.

24. Procedures for safeguarding all learners up to the age of 18 and vulnerable adults meet and exceed all current government requirements. These include safer recruitment, thorough and regular checks on all staff through the Criminal Records Bureau, regular training for staff, stringent risk assessment of workplaces, activities and tasks. Links with the external agencies for referral and support are well established. Learners make good use of knowledge about safeguarding matters to protect themselves in their daily lives and at work. They feel well protected in a safe learning environment in the centre and their workplaces. Health and safety checks are thorough. Landmark promotes safe working practices well.
25. Landmark has had commendable success over the past years in narrowing the achievement gap for some of the most disadvantaged learners. For example, 78% of the learners on the E2E programme have been either expelled from their school and/or college or left before completing their studies. They have flourished in a supportive learning environment and have found clear direction to their lives. Landmark has successfully broken down the stereotypical barriers of male and female roles. Inspectors observed women undertaking boxing lessons and men learning sewing. Some of the ex-learners of Landmark are now employees of the company. All staff and managers have sound understanding of equality and diversity that are regularly updated through training. Equality and diversity are well promoted through lessons and insightful displays of learners' work in the centre. Support for the learners to recognise bullying and harassment and overcome barriers is good too. Landmark works well with the employers to improve their understanding of equality and diversity matters, such as devising equal opportunity policies and highlighting the support requirements of their learners. However, they do not make sufficient checks with the learners about the implications of equality and diversity in their job roles and how they might handle difficult customer service roles.
26. User engagement, particularly of learners, to support and improve learning, is excellent. Learners took an active part in the inspection by warmly welcoming the inspection team and briefing them about their 'college' and the significant impact it has had on their lives. They have great confidence in the company staff and managers to carry out suggested improvements promptly. Employers are very complimentary about the level of communication and support that Landmark has provided to their employees. The extensive range of partners speak highly of the proactive approach of Landmark to carry out improvements.
27. A comprehensive range of quality improvement processes is highly effective at monitoring and evaluating performance and tackling areas for improvement. Landmark observes all stages of the learners' journey with a view to monitor, evaluate and improve their experience. Audits are thorough, as managers correctly identified the need for improvements in target-setting and record keeping. Observers make sound judgements on the quality of teaching and learning in their observations and support teachers appropriately through a broad range of staff development.

Subject areas

Preparation for life and work

Grade 2

Context

28. During the inspection week, 88 learners aged 16 to 18 were on the E2E programme. A further 36 learners are on a European Social Fund course entitled 'Way to Work', a part-time programme that allows learners an extended period to focus on progression into employment or full-time education and training. Over 52% of learners come from the most deprived postcodes in the borough. Teaching takes place at the main provider site. Two full-time managers, supported by seven tutors and four full-time key workers, provide study and pastoral support for the learners.

Key findings

- Outcomes for learners are good. All learners make good progress in their learning, particularly since 78% of learners have had very poor learning experiences at school and/or college. Progression to work or further education or training for the current learners on both programmes is good despite the poor economic conditions. Several learners are due to progress to college courses.
- Retention rates and achievement of literacy and numeracy qualifications for all learners, including for those who leave without a positive outcome, are satisfactory and improving.
- Learners make very good progress to develop their personal, social and employability skills. Their attitude and behaviour are exemplary. Learners develop a positive outlook on life and demonstrate highly polished interpersonal skills at job interviews. Learners exude confidence when talking to their peers or adults. Through excellent team working, they make substantial contribution to various community projects.
- Learners develop strong research, communication and employability skills through visits to major employers in the City of London. Large corporations provide highly effective coaching and support. An extensive range of enrichment opportunities are well organised to allow learners to pursue different interests and engage in activities such as boxing, debating and sewing.
- Attendance and punctuality overall is satisfactory and improving. Too many learners do not attend classes on a regular basis. Some tutors do not accurately record class registers. Recent management actions are having a positive impact.

- The quality of provision is good. Overall teaching and learning are satisfactory. In the better sessions, tutors use a range of effective strategies to motivate learners and accelerate their learning. However, some tutors do not make sufficient use of ILT to engage and motivate learners. Feeling safe in a calm and structured learning environment, learners produce a high standard of work.
- Monitoring and recording of learners' progress against specific and measurable goals are not effective. Reviews provide a general overview of learners' overall progress. It is difficult to measure progress since the targets are not individual and specific to them. Many learners continue to face similar problems without a clear timescale and objectives to resolve matters.
- Landmark provides a good range of well-structured and organised activities and programmes to motivate learners and engage them into a wide range of learning and development opportunities. They develop a strong understanding of business, commercial sector and employability skills. However, learners do not have sufficient work placements to help them to practise these skills in real work situations.
- Partnership work with employers and other organisations is outstanding. Relationships with employers and other partners are dynamic and highly effective. Staff from partner organisations have an excellent understanding of the needs of learners and are committed to supporting their progression. They deliver high quality, inspirational sessions for learners and promote ambition.
- Support and guidance for learners are good. Key workers and teaching staff work well together to provide support to learners and monitor their progress on a weekly basis. They provide high-quality additional support to learners in small groups to help them progress faster.
- Landmark has invested significantly in employing and improving the skills of its tutors and key workers, as well as acquiring a broad range of learning resources. All staff work very effectively to prepare the learners for the world of work. Learners make an excellent contribution to improve the quality of the programmes alongside their tutors and key workers.

What does Landmark Training need to do to improve further?

- Further refine and fully implement effective strategies to improve the retention of learners so that more learners complete their programme.
- Increase the competence and confidence of staff to use the range of ILT resources to engage and motivate learners.
- Improve the quality of the learner reviews by ensuring targets are specific, measurable and used as a tool to challenge and motivate learners and that review records are complete, up to date, accurate and fit for purpose.

- Increase the number of workplace opportunities to ensure that learners are able to further develop and consolidate their employability skills.

Business administration and law

Grade 2

Context

29. Landmark has 78 learners working towards qualifications in business administration and law. Business administration has 50 apprentices of whom 13 are on an advanced apprenticeship programme. Of the 12 apprentices on customer service, 10 are on an apprenticeship programme. A further 15 learners are on Train to Gain programmes at level 2. One apprentice is working towards a level 2 qualification in team leading. Landmark has placed the unemployed apprentices with a range of employers from small general practices to large corporate employers in the City of London.

Key findings

- Outcomes for learners are good. Key skills attainment is good at 83%. Technical certificate attainment for advanced apprentices is outstanding and satisfactory for apprentices. Overall success rates for a small number of apprentices aged 19 to 24 have improved rapidly. Success rates for apprentices are satisfactory and close to national averages.
- Learners develop good personal and vocational skills. They grow in confidence and move to positions of increasing responsibility. They become highly motivated and progress rapidly to complete their qualifications, often well ahead of the planned completion date. They become valuable members of the workforce as they make good use of higher level computing and enhanced customer services skills.
- Progression to employment and further education is good. In the period 2009/10, 70% of advanced apprentices and 66% of apprentices progressed either into employment or to higher level programmes. Of the 100 non-employed apprentices recruited in 2009/10, 71% progressed into employment and 83% of these remained employed at the end of their programme. Learners' attendance and punctuality are good.
- Employers provide high quality on-the-job training. The quality, content and structure of off-the-job training, however, is not meeting the needs of all apprentices. They attend the Landmark centre to take part in off-the-job training and enrichment activities on a weekly basis. However, many learners use this time as a 'catch-up' session.
- Assessment practice is good. Highly experienced and qualified assessors use a variety of assessment methods including ILT to help learners to progress rapidly. They develop learners' skills, extend their knowledge through stimulating discussions and confirm achievement of standards. Not all learners are comfortable with uploading their evidence onto their e-portfolios, monitoring their own progress and identifying the gaps in learning.

- Reviews are good and well supported by employers who contribute detailed reports of learner progress and set clear targets related to the wider opportunities in the workplace. However, most target setting on reviews is too general and does not stretch or challenge the learner.
- Landmark has excellent partnerships with employers to benefit and support learners. After comprehensive analysis of learners' skills, assessors promptly match learners with employers. Learners are quickly moved to other employers should the placements be found to be unsatisfactory. The company has extended its portfolio of qualification by including team leading. Employers value the excellent relationship with the assessors.
- The on-programme and after-care support for learners on study and pastoral matters from employers, key workers and assessors is outstanding. Employers offer their time and resources generously to ensure that the apprentices make good progress. Tutors support Train to Gain learners with additional language needs well to complete their programme.
- Leadership and management are good. A small team of well-qualified training consultants work closely together to provide a high quality learning experience. Regular monthly meetings update staff on changes to the curriculum. Continuing professional development is good and updating for key issues is regular. Internal verification is robust. Resources are sufficient to meet the needs of all learners.
- Landmark promotes equality and diversity well to its learners and employers. Learners develop their knowledge greatly through extensive discussion during induction. Staff check learner knowledge during the review process. Learners feel empowered as staff incorporate their views fully in improving the programme and teaching sessions.

What does Landmark Training need to do to improve further?

- Improve success rates for apprentices by engaging them fully into more clearly targeted off-the-job training.
- Further develop learner skills and confidence so that they make more efficient use of the e-portfolio system to monitor their own progress, identify gaps in their learning and gather appropriate range of evidence to make faster progress.
- Further improve learner progress by ensuring that targets set on reviews and assessment plans are specific, personal to the learner and challenging.

Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's chief executive officer, 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.
31. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

Landmark Training Ltd

Learning types: 14 – 16: Alternative provision; 16-18 Learner responsive: Foundation learning tier, including Entry to Employment; 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	202		
Full-time learners	166	124	78
Part-time learners	36		
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*	2		
How well do learners make a positive contribution to the community?*	2		
Quality of provision	2	2	2
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?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	1		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
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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