

Locomotion Limited

Inspection report

Unique reference number: 53094

Name of lead inspector: Elizabeth Warriner HMI

Last day of inspection: 19 March 2010

Type of provider: Independent learning provider

Address: The Old Bank
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Information about the provider

1. Locomotivation is a private company founded in 1999 and based in Poole, Dorset. It works with employers in the leisure industry throughout England. The two directors and a small management team run the business from their office in Poole. The remainder of the 40 staff work regionally with employers. Most take the role of training co-ordinator, which includes assessment and support. Locomotivation's national contracts are managed by the Learning and Skills Council in the south west.
2. The company's training co-ordinators support 582 apprentices. Many work away from home in sports and activity centres. Others are airport ground staff. Its Train to Gain contract began in 2007 and most of the 195 learners work in airports. These learners are working towards national vocational qualifications (NVQs) in team leading or aviation ground operations. The company was last inspected in 2007. at this inspection, good grades were awarded for all aspects except equality of opportunity, which was satisfactory. Leisure, travel and tourism were good, and engineering was satisfactory. This inspection did not inspect engineering, although some learners were interviewed by inspectors.
3. Learners' ethnicity reflects the communities where they work. Most apprentices in outdoor activities are White British, whereas a larger proportion of airport workers in Heathrow and Luton come from minority ethnic backgrounds.
4. The provider has no subcontractors, nor does it provide training for any other provider.

Type of provision	Number of enrolled learners in 2008/09
Employer provision:	
Train to Gain	642 learners
Apprenticeships	1,134 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	3
Subject Areas	
Sport, Leisure and Recreation	2
Business Management	2

Overall effectiveness

- Locomotivation's overall effectiveness is good. Leaders and managers plan and communicate well with their staff, setting and monitoring clear targets. Outcomes for learners are good. They develop useful skills which help them to progress. They have particularly good awareness of safeguarding. Programmes are very responsive to employers' and learners' needs. Locomotivation works very productively with partners to develop and improve the provision. Staff support learners well and are very accessible. Inductions are stimulating and memorable. Teaching and learning are satisfactory overall. Assessment is thorough and regular. Many training co-ordinators develop learners' skills with useful feedback that helps them to improve, but they do not share good practice sufficiently. Some progress reviews are too focused on compliance and not enough on learners' personal development. Equality and diversity is satisfactory. Despite many newly introduced materials and initiatives since the previous inspection, staff do not sufficiently reinforce equality and diversity during training and progress reviews.

Main findings

- Outcomes for learners are good. Transportation operations and maintenance success rates are consistently high. On other programmes they are satisfactory. Actions to improve success rates in sport and recreation have been very effective. In 2008/09 they were low at 52% following a difficult period in the leisure industry. A programme restructure in close collaboration with employers, increased success rates by 20 percentage points in the current year.
- Learners develop good practical skills that advance their careers. They enjoy their learning, developing self-confidence and the ability to motivate others. Some use learning as a stepping stone to progression. Others are newly promoted and gain the knowledge and understanding to work effectively in their new roles. Employers recognise and appreciate the benefits to their business.
- Sport and leisure learners show particularly good awareness of safety and safeguarding. They operate safely in hazardous environments and clearly understand how to protect both themselves and the people in their charge. They promote healthy lifestyles well in their communities. Many learners lead community activities such as Brownies and youth clubs in their spare time.
- Training and assessment are satisfactory, Inductions are comprehensive, memorable and enjoyable. They explain programmes well, introducing important topics such as safeguarding, equality and diversity. Managers encourage training co-ordinators to maintain their good specialist expertise, which they share effectively with learners.
- Regular, thorough assessment often provides learners with good guidance on how to improve. However, good practice is insufficiently shared. Although assessment fully meets awarding body needs, some assessors do not use learners' prior experience sufficiently to plan their programmes, and some reviews focus insufficiently on learning and development.
- Locomotivation offers programmes that are highly responsive to the needs of employers and learners. The qualifications are closely tailored to learners' job roles, offering the chance to gain accreditation in areas otherwise underrepresented in learning. Training co-ordinators understand learners' work patterns and arrange their visits flexibly to fit in with shifts and respond to commercial pressures.
- Locomotivation works particularly effectively with a wide range of partners. Productive national collaboration with other outdoor activity providers has produced well-designed qualifications to develop and assess learners' skills. Managers have used ideas developed within local provider networks and peer review groups well to improve the provision.
- Support for learners is good. Training co-ordinators visit frequently and learners can contact them easily at other times, including weekends. They help homesick young learners to stay on course, and give good advice and guidance on progression. They are supportive mentors for airport staff who work in stressful environments, ensuring they have time and a suitable space to study.

- Leadership and management are good. Managers provide clear direction through thorough, consultative planning. They monitor progress towards clear company-wide targets closely, and support good communications across the company through well-planned and recorded working groups and meetings.
- Senior managers use data well to analyse performance and set targets for improvement. Head office staff use centrally held data well. Quality assurance is thorough and effective. However, regional staff have insufficient access to timely and detailed data about learners' progress. Locomotivation has recognised this and is introducing a new web-based system to rectify the problem.
- The promotion of safeguarding is good. Legal requirements are met. Safeguarding and child protection policies are clear and concise, with appropriate guidance for staff. Detailed action plans are regularly reviewed and updated. Training for all staff is regularly reinforced. Locomotivation gives safeguarding, child protection and security a high priority and promotes them strongly to employers and learners.
- The development, promotion and monitoring of equality and diversity are satisfactory. Managers use data well to analyse the performance of particular learner groups. The learner handbook emphasises equality and diversity appropriately. Learners understand their rights and responsibilities, and staff act promptly to counteract bullying or harassment. Since the previous inspection, training materials have improved and enhanced procedures are in place. However, staff still do not sufficiently reinforce learners' understanding of equality and diversity throughout the duration of their programme.

What does Locomotivation need to do to improve further?

- Ensure that all staff can access and use detailed data to monitor and improve learners' progress.
- Improve the recording and use of prior learning and vocational skills experience to plan learners' individual programmes.
- Make more effective use of existing good practice to raise standards of training and assessment.
- Ensure aspects of equality and diversity are better reinforced and explained in the context of learners' work during formal progress reviews and training.

Summary of the views of users as confirmed by inspectors

What learners like:

- the way the NVQ brings theory and practice together
- very supportive staff who are willing to help with personal and training problems
- the development of their self-confidence in presenting and leading activities
- great job satisfaction from being outside seven days a week doing a job they enjoy

- gaining qualifications and improving career prospects
- flexible arrangements for the programmes that fit into work and shift patterns.

What learners would like to see improved:

- more opportunities to practise leading activities during induction
- more opportunities to work and record evidence independently and use technology more
- better feedback on their progress and performance.

Summary of the views of employers as confirmed by inspectors

What employers like:

- very responsive and good support from Locomotivation
- good communications with training co-ordinators
- flexibility and professionalism of training co-ordinators to meet training and support needs
- the way that Locomotivation helps them to improve their business
- close and effective participation in the development design and delivery of training programmes.

What employers would like to see improved:

- better sharing of information on learners' progress and performance
- more collaborative work to improve support for level 3 learners.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. Strategic and business planning is strong, including clear and accurate assessments of future risks and possible benefits. The self-assessment report provides a useful and accurate analysis of strengths and areas for improvement that is translated into a quality improvement plan. The staff development and appraisal system is well planned and effective. Effective action has led to improvements in success rates, particularly on sport, leisure and recreation programmes. Learner support is good. Poorly performing customer service provision has been discontinued. The company has strengthened its analysis of equality and diversity data to identify underperformance of particular groups. However, some areas for improvement identified at the last inspection two years ago have not yet been rectified. These include the reinforcement of equality and diversity during learners' progress reviews, consistent use of data to monitor learners' progress, and systematic gathering of learners' and employers' views to inform planning.

Outcomes for learners

Grade 2

7. Success rates are satisfactory but rising steadily. Learners in transportation operations and maintenance aviation ground operations continue to achieve high success rates. However, sport and leisure success rates were low in 2008/09 following a difficult period in the leisure industry. Well-targeted actions have raised achievement in this area by 20 percentage points in the current year and projected rates for 2009/10 are good. It is too early to predict achievement on team-leading programmes.
8. Learners progress well, enjoy their learning and develop skills that help them to advance their careers. Team leaders and activity leaders have energy, enthusiasm and the ability to motivate others. Employers appreciate learners' newly acquired expertise. Some learners are promoted as a result of their learning, and others use the programmes to develop the skills they need following promotion. Many learners gain a good range of extra qualifications to boost their employability.
9. Learners' and employers' awareness of safety is good. Learners work safely, often in high risk conditions, and understand their responsibility to safeguard others in their care. Locomotivation works closely with employers to ensure that health and safety is rigorously promoted and monitored.
10. Many sport and leisure learners contribute well to the communities where they are working. They promote healthy lifestyles through their work. Learners in several areas lead activities for local children and young people outside their working hours.

The quality of provision

Grade 2

11. Teaching, learning and assessment are satisfactory. Inductions are comprehensive, memorable and fun. Formal lessons are stimulating and well planned. Assessment is thorough and frequent. Some training co-ordinators make good use of technology to gather evidence. Many provide learners with useful written and verbal feedback on their performance and how to improve it. However, some reviews focus too much on tasks completed and too little on measuring and developing learners' skills and knowledge. A few training co-ordinators use a narrow range of assessment methods which can limit learners' rate of progress.
12. Initial assessment identifies learners' literacy and numeracy needs appropriately. Locomotivation provides specialist individual support when needed although other staff do not always use the results effectively to plan training. However learners vocational knowledge is not systematically measured and so cannot be consistently used to inform development plans.
13. Programmes are exceptionally well designed to meet the needs of learners and employers. They are tailored very effectively to learners' job roles. Training co-ordinators have good vocational knowledge and experience and use it well to support learners and engage with their employers. They visit frequently and at convenient times, for instance to take account of shifts. Locomotivation is instrumental in developing appropriate training for workers who might not otherwise have access to opportunities for accreditation.
14. Locomotivation works particularly effectively with a wide range of partners. Effective collaboration with employers and sector skills councils enables them to jointly deliver highly customised programmes. Employers are very complimentary about their symbiotic relationship with Locomotivation, seeing the company as a responsive and flexible partner that helps them to improve. Training co-ordinators benefit greatly from participating alongside employees in specialist training sessions. Partnerships with provider networks, sector bodies and industry are very productive. Meetings of the local provider health and safety network and the regional provider peer review group have contributed good ideas which clearly led to improvements in the provision.
15. Support for learners is good. Learners can easily contact training co-ordinators in between their frequent visits. Training co-ordinators are very approachable and responsive. Many sport and leisure apprentices who are away from home for the first time are encouraged to persevere because of the good support they receive.. Airport staff who work in very pressured working environments receive good mentoring support from training co-ordinators, who ensure that they have time and a suitable space to study. Training co-ordinators are very familiar with the commercial environments where they operate and give good careers advice and guidance on progression.

Leadership and management

Grade 2

16. Leadership and management are good. Senior managers provide clear direction for the company. Business and strategic planning is consultative and thorough.

The company has strong expertise in the leisure industries and has clear plans to maintain this focus. Senior managers closely monitor progress towards clear targets. Communications across the company are good and are supported by an informative newsletter and a well-planned and recorded range of working groups and team or staff meetings. The company has an appropriate range of policies covering all the important aspects of its work. Locomotivation and the employers it works with both give health and safety a high priority.

17. Senior managers use data well to analyse performance and set targets for improvement. Senior management team meetings pay close attention to success rates, leavers, and financial targets. They identify areas causing concern and agree actions to address these. The head office team use centrally held data well, but developments to the management information system mean that timely data to enable regional staff to monitor learners' progress are not easily accessible. In a few cases, training coordinators and managers have devised their own data system to monitor progress. However managers are introducing a new system to give all staff equal access to reliable information.
18. The quality assurance system is thorough and effectively enables managers and staff to monitor the quality of the work closely. The self-assessment report presents a largely accurate picture of provision. Inspectors agreed with almost all of the judgements and grades included in the report. Internal verification is sufficiently robust to maintain vocational standards. Internal verifiers support training coordinators well but good assessment and training practice is not shared widely enough across the company. For example, there is a narrow range of assessment approaches in some areas.
19. The promotion of safeguarding is good. Safeguarding and child protection policies are clear and concise, giving good guidance about recognition of areas for concern, how to address these and who to involve when necessary. There is a detailed action plan to improve safeguarding further. The company meets the legislative requirements regarding safeguarding. All staff receive appropriate training and certification, which are regularly reinforced both formally and informally. The company has male and female designated safeguarding officers. Employers are very aware of safeguarding and their own rules are very strict about learners not working alone with children. Learners show particularly good awareness of safety and safeguarding. Learners generally operate safely in what are relatively hazardous environments.
20. The development, promotion and monitoring of equality and diversity are satisfactory. Policies and procedures are in place and kept up to date. Managers analyse performance data well to identify potential areas of underachievement by particular groups of learners. Locomotivation noted that seasonal workers and those on short-term contracts found it difficult to achieve their qualifications within their working time. They collaborated successfully with employers and awarding bodies to negotiate a more intensive programme, supporting learners to gain accreditation which enables them to move to other work when the season ends. The learners' handbook pays good attention to equality and diversity issues. Bullying and harassment are not tolerated, and learners understand their rights and responsibilities at work. Since the last inspection, improved teaching and training materials have been developed and used.

Equality and diversity are effectively discussed and promoted during induction. However, further work is still needed to ensure that equality and diversity are consistently and effectively reinforced across all centres and with all learners.

21. Locomotivation provides good value for money. Resources for learners are generally good. Training co-ordinators are well qualified for the vocational work they undertake. Learners make generally good progress towards achieving their qualifications on well-planned programmes. Recent actions have had a clear impact on success rates, which have improved significantly this year and are now generally above national averages.

Subject areas

Sport, leisure and recreation

Grade 2

Context

22. Locomotivation has 368 learners on sport, leisure and recreation programmes. There are 319 apprentices, 28 advanced apprentices, and 21 Train to Gain learners. Around 40% of learners are female. Approximately 75% are activity leadership apprentices employed by a large company. These learners are young adults who live and work in its activity centres. Others study operational services, coaching, teaching and instructing, sports development and operational management in sport and leisure centres.

Key findings

- Outcomes for learners are good. Success rates of programmes completed within the agreed timescale have risen significantly this year. They were low in 2008/09 at 51% following a challenging period in the leisure industry. However, current data indicate a rate of 72% in 2009/10. Staff understand the reasons for some slow progress of learners at level 3 and actions are in place to rectify the issue. Learners achieve a good range of additional accreditation, including qualifications in coaching and the NSPCC safeguarding award. Learners' portfolios, especially in activity leadership, include a good range of evidence.
- The development of learners' interpersonal, communication and coaching skills is good. Learners employed in instructing and teaching roles work very confidently, independently and in small teams, often with young children experiencing activities for the first time. They communicate their enthusiasm well to motivate their charges, leading activities on high-ropes courses, quad biking, or in sports centres as duty staff, pool lifeguards and session leaders.
- Literacy and numeracy needs are appropriately identified at the start of the programme. Learners successfully complete the key skills element of programmes, but some learners have the potential to achieve key skills above the minimum requirement. However, learners' vocational skills and experience are not formally measured and hence are not used sufficiently to plan their development.
- Learners' awareness of safety and safeguarding is particularly good. They are well able to operate safely and to protect others whom they supervise. They use appropriate personal protective equipment and work hard to avoid potential hazards to themselves and others in the workplace. Learners are very aware of child protection procedures when working with young children.
- Training in the workplace is good. Much is delivered by employers and for most learners it is integrated well with assessments. Locomotivation provides specialist literacy and numeracy support when needed. However, lesson planning in some theory lessons gives insufficient focus to meeting individual

learners' needs and some sessions lacked pace and challenge. Staff and learners make limited use of technology to support learning.

- Assessment is effective, well recorded and thoroughly planned. Most training co-ordinators use learners' working activities effectively to observe performance. They use questions skilfully to develop understanding, giving comprehensive feedback on how to improve. However, some training co-ordinators use accredited experience and employers' own training insufficiently to contribute to NVQ progress, especially at level 3. They rely too heavily on paper-based evidence and involve learners insufficiently in recognising how their evidence meets the NVQ standards.
- Progress reviews are effective and learners have a clear understanding of the tasks they need to complete by the next review. Training co-ordinators check learners' understanding of health and safety. They also touch on equality and diversity. However these topics are not discussed in sufficient detail or put into a working context.
- Locomotivation offers programmes that are highly customised and well planned to meet employers' and learners' needs. Learners leading sports activities in remote locations, shift workers in sports centres, and seasonal workers gain the opportunity to accredit their skills at work and boost their employability.
- Partnership work is very strong and effective. Managers and training co-ordinators work closely with employers to ensure training and learning are effectively planned. Locomotivation worked productively with the sector skills council and other providers to develop a technical certificate that is appropriate and practical. Locomotivation contributes effectively to the national outdoor skills academy.
- Training co-ordinators provide good support and have good relationships with learners. Some training co-ordinators work flexibly at weekends to support learners' work patterns. Training co-ordinators support and counsel learners living away from home, who are homesick and thinking of leaving their employment. Initial advice and guidance are strong, clear and effective in selecting programmes to meet learners' needs.
- Leadership and management are satisfactory. Locomotivation has implemented effective actions to improve outcomes for learners, and there are positive indications of improvements to success rates in 2009/10. Communication with training co-ordinators in the workplace is effective.
- The monitoring of learners' progress at management level is inconsistent, sometimes lacking detailed targets and milestones. Regional staff do not use data effectively to analyse performance or overall learner success. Some training co-ordinators maintain their own effective records, but there is no common system to provide a consistent picture for staff and employers.
- The self-assessment report is accurate, identifying strengths and areas for improvement matching those seen by inspectors. The internal verification system meets awarding body requirements, but is not used sufficiently as a developmental tool to improve quality. Some areas for improvement identified

by the previous inspection, for instance the use of data, have not yet been remedied.

What does Locomotivation need to do to improve further?

- Improve the availability and use of detailed data on learners' progress and achievement for Locomotivation staff and employers.
- Improve the use of learners' prior learning and vocational skills experience to plan their programmes more effectively, especially at level 3, and involve them more closely in mapping their achievements against NVQ performance criteria and amassing further evidence.
- Ensure aspects of equality and diversity are better reinforced, in the context of learners' work, during progress reviews.
- Ensure that good practice is shared to improve staff skills in planning to meet individual learners' needs, and provide sufficient challenge for all learners.

Business management

Grade 2

Context

23. Locomotivation has 142 Train to Gain learners on programmes leading to NVQs in team leading and management. Most work as aviation ground staff for a large employer who provides most of their formal training. A few work in hotels and leisure centres. Around 43% of learners are female. Team leading NVQs were first introduced in October 2009 and are delivered at level 2 and 3 in the workplace

Key findings

- Outcomes for learners are good. Learners make good progress. Many are young adults who are newly promoted to supervisor and team leader roles. They enjoy their learning and find it valuable in developing their job skills. This programme is new, so very few learners have yet completed. Success rates so far appear satisfactory.
- Learners develop good team leading skills. They are very motivated to succeed. They improve their skills, knowledge and behaviour in the workplace. They appreciate the opportunity to gain accreditation at work so that they can advance their career.
- Learners feel safe. Safe working practices are promoted effectively throughout their training programme. Airport workers undergo thorough employer training in safety and security, which training co-ordinators continually reinforce during their visits. Learners are encouraged to complete risk assessments on all work situations and on equipment they use. Progress reviews develop their awareness and skill effectively.
- Training and assessment are satisfactory overall. Induction for aviation team leaders is good. Staff use activities and materials well to give learners a clear overview of the programme and the qualification. Learners gain a good introduction to the skills they need to become better leaders. Other team leading learners receive appropriate individual induction in their workplaces.
- Assessment methods are too narrow. Portfolios rely too heavily on written evidence. Training co-ordinators have access to laptops, mobile phones and Dictaphones which they can use during their visits to learners. However, few portfolios show evidence that these have been used.
- Training co-ordinators use their vocational expertise and knowledge of the working environment well to develop learners' employment skills. Their experience as team leaders enables them to understand the pressures and demands on learners. Those who do not have teaching qualifications are on a staff development programme to access the training.
- Planning for learning takes insufficient account of learners' prior knowledge and experience. Staff measure learners' literacy and numeracy to ensure that

support can be provided where necessary. No current learner requires specialist support. However staff do not sufficiently use the profile they have measured to individualise training. Vocational skills are not systematically recorded and so learners cannot identify their starting points accurately or plan their programmes consistently to build on them.

- Assessment visits are regular and fit in well with learners' work and shift patterns. Progress reviews are effective and training co-ordinators set appropriate targets for learners. Employers are effectively involved in reviewing progress of their employees. Internal verification is effective.
- Training co-ordinators generally provide satisfactory feedback to learners. In leisure, the quality of feedback is good. In aviation, most of the feedback is oral. When training co-ordinators do write comments, they do not tell learners enough about what they need to do to improve.
- The training programme is exceptionally responsive to the needs and interests of learners and employers. Learners from groups otherwise underrepresented in education and training appreciate the opportunity to gain accreditation for their skills. Training co-ordinators work very flexibly to meet their needs and adapt programmes to match their job roles.
- Partnerships with employers are particularly strong. Collaboration with the aviation employers to develop their team leadership programme has been especially close and effective. Training co-ordinators and the employer deliver training and assessment jointly and they cooperate closely in planning and monitoring learners' progress.
- Training co-ordinators support learners well, ensuring that they have sufficient time and appropriate places to study. They act as effective mentors for young team leaders who are new to their roles.
- The management of the programme is good. Communication and planning are effective. Staff share and develop good practice. The programme is too new for inclusion in the self- assessment report. The promotion of equality and diversity is satisfactory. Training co-ordinators support learners to develop approaches to difficult situations, for instance dealing with aggressive customers. Learners discuss equality and diversity at induction but it is not sufficiently reinforced at training and progress reviews.

What does Locomotivation need to do to improve further?

- Use a wider range of assessment methods to meet individual learning needs.
- Develop systems to identify learners' starting points and plan learning more effectively.
- Develop the expertise of training co-ordinators through sharing of good practice and training, so that they are fully equipped to challenge learners and support progress through constructive written feedback.

Information about the inspection

24. Three of Her Majesty's Inspectors (HMI) and five 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 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.
25. 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 subject areas the provider offers.

Record of Main Findings (RMF)
Locomotivation Ltd

Learning types: 14–16: Young apprenticeships; Diplomas; 1–18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners	777	777
Full-time learners		
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	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
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	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?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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