

# INTEC Business Colleges Plc

## Inspection report

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Unique reference number: 52487

Name of lead inspector: Maria Navarro HMI

Last day of inspection: 2 July 2010

Type of provider: Independent learning provider

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## Information about the provider

1. INTEC Business Colleges Plc (INTEC) was founded in 1982 as a privately owned recruitment and training organisation. In July 2002, INTEC became a public limited company. INTEC is a national training provider and offers work-based learning for adults in retail and commercial enterprise and business administration and law. Programmes offered include apprenticeships, Train to Gain ,other government funded programmes and commercial, privately funded training. The amount of government-funded training represents 78% of the total provision.
2. INTEC's head office is in Rugby. Changes in 2007 reduced the regional structure from seven areas to four. Since then, the management structure has consisted of a managing director supported by eight senior managers instead of 15 at the time of the previous inspection. There are four cross-organisation management posts: marketing and sales, quality and training, finance and information technology and four regional managers. Each region now has a contract manager to line-manage the contract coordinators and their assessing teams. The new quality and training manager joined the company in January 2008.

Type of provision	Number of enrolled learners in 2008/09
Employer provision:	
Train to Gain	939 learners
Apprenticeships	701 apprentices

## Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	Grade
Retail and commercial enterprise	3
Business administration and law	3

## Overall effectiveness

3. The number of learners who achieve their learning goals is satisfactory overall but too many do not achieve their qualification within their planned time. Learners progress well onto further qualifications and many achieve a promotion in their workplace. All learners develop their personal and employment skills well and all learners feel safe.
4. The quality of provision is satisfactory. Assessment practice is adequate. The range of programmes is appropriate to meet the needs of learners and employers. Partnerships with employers work well and are beneficial to learners. Learners receive satisfactory individual support and information and advice.
5. The operational management of the training programmes is good and INTEC has worked hard to improve the provision. However, some of its quality improvement arrangements are not yet fully developed. Arrangements for safeguarding learners are satisfactory and INTEC promotes equality of opportunity to all its learners adequately.

## Main findings

- Overall success rates have improved in all programmes across all subject areas since 2007 experiencing a substantial increase in the current year. In work-based learning programmes, they have increased from 47% in 2007/08 to 70% in 2008/09. In Train to Gain programmes they have increased from 55% in 2007/08 to 83% in 2008/09.
- In work-based programmes, the amount of learners who achieve their qualification framework within their planned end date has been low for the last two years at 32%. The number of Train to Gain learners who achieve their National Vocational Qualification (NVQ) within their planned end date has increased from 31% in 2007/08 to 49% in 2008/09. The successful completion rates within the planned time remain low in the current year.
- Learners develop good vocational and personal skills such as confidence. They become more knowledgeable about the wider aspects of the roles they fulfil and are able to add value to businesses' projects. Their standards of work are good and they are well motivated to progress their careers further.
- Learners feel safe. Safeguarding arrangements meet the government's requirements. Assessors have a basic awareness of safeguarding matters. The promotion of equality of opportunity and diversity is satisfactory. However, there is insufficient reinforcement of equality and diversity topics with learners.
- Learning plans adequately reflect the overall programme but are not focused sufficiently on learners' specific learning needs. Progress reviews are satisfactory. Targets are focused sharply on what learners need to do to complete their qualification, but not on wider aspects of learning or ways of achieving their aspirations.
- INTEC meets the needs of its users adequately overall. The range of programmes is adequate to meet the needs of most learners. Many, especially in business administration, progress to higher qualifications. The range of provision in retail is more limited. INTEC has a very good understanding of employers' needs.
- INTEC has very good and well-established partnerships. It communicates well with employers and it responds promptly to any issues raised. It provides them with accurate and detailed monthly reports on the progress of their learners. INTEC also has a very strong partnership with Business Links, and good links with local business consortia in the East Midlands.
- Individual support for work related issues is good. However, there is a need to improve some stages of the information, advice and guidance INTEC delivers to learners. INTEC does not offer sufficient advice on alternative career routes and training offered by other providers that may be appropriate to learners' aspirations following their qualification.
- INTEC's strategy for Skills for Life support is under-developed. The development of learners' literacy, language and numeracy skills is variable and too often dependent on the skills of the assessor. Although most assessors have extensive experience in the sector, too few have Skills for Life qualifications.

- INTEC has demonstrated that it has good strategic direction and it has managed change well. It has clearly identified a strategic need to ensure the provision focuses on the learning experience. The new structure has improved ways of working across the organisation.
- Operational management of programmes has improved and is now good. All staff are now actively involved in decision-making and in generating ideas to improve the organisation. Communication is much improved particularly across teams and regions. There is a strong focus on supporting the needs and interests of learners.
- Some aspects of INTEC's quality improvement are under-developed. The system for observations of teaching and learning has not been fully implemented yet. The provider makes insufficient use of data to monitor and target regional differences in performance across learning programmes.

### What does INTEC need to do to improve further?

- Continue improving overall and timely success rates ensuring the timely rates in particular rise to meet the national average rates.
- Ensure that learning plans and target setting during progress reviews are more focused on capturing the wider learning needs of individuals to support and further develop them.
- Encourage the use for technology and electronic portfolios where appropriate to accelerate the progress learners make.
- Improve the consistency of the provision of information, advice and guidance to meet learners' further aspirations of development after completing their qualification.
- Fully implement the new Skills for Life strategy including the appropriate specialised training of staff to meet learners' literacy, numeracy and language support needs.
- Better inform action planning and target setting through deeper analysis of data highlighting the performance of different programmes across the different regions.
- Further improve the quality of provision by implementing the teaching and learning observation system and the formal collection and analysis of learners' views.
- Promote equality of opportunity and safeguarding more effectively amongst learners and staff while fully implementing strategies to narrow the progress and achievement gap of different groups of learners.

## Summary of the views of users as confirmed by inspectors

### What learners like:

- the good support & help they receive from assessors
- the good opportunities available for progression
- their improved work performance
- being able to select a NVQ relevant to their job role
- the sense of achievement gained from obtaining their qualification
- the increased confidence they experience throughout their programme.

### What learners would like to see improved:

- the low levels of support on numeracy
- the excessive amount of jargon in their course's paperwork
- the repetition across certain NVQ units
- the poor initial advice they received when choosing the optional units of their qualification
- the insufficiently detailed support given to help them progress
- the insufficient job contextualisation in their qualifications' assignments.

## Summary of the views of employers as confirmed by inspectors

### What employers like:

- the way the provider works hard to resolve any problems
- the good communications with INTEC
- the professional and knowledgeable staff
- the lack of negative impact by INTEC on the employers' operations
- how learners learn to look at the overall picture within their businesses
- the high quality of assessors which have ensured improved and consistent programme delivery.

### What employers would like to see improved:

- increased opportunities to give feedback
- a better explanation about their course given to employees at the beginning of the programme
- the better organisation of assessors' visits
- increased information on employees' progress being shared with their training department
- the large amount of learners some assessors have
- a more consistent approach across different assessors.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

6. INTEC has demonstrated that it has satisfactory capacity to improve. At the previous inspection in 2007, INTEC's quality improvement arrangements were judged to be inadequate and are now satisfactory overall. Since then, the organisation has undergone a substantial change of strategy and regained a focus on meeting the learners' needs. The volume of learners on programme has grown considerably since the last inspection. Outcomes for learners have been gradually improving over the last two years and have substantially risen in the current year. However, the timely success rates remain low.
7. The process of self-assessment and development planning is satisfactory. Although data was not used extensively in the self-assessment report, it provided sufficient information to inform the focus of the quality improvement plan. The quality plan demonstrates a good awareness of the areas that need to be improved. The self-assessment grades match those awarded during this inspection.

### Outcomes for learners

Grade 3

8. Success rates have improved in all programmes across all subject areas since 2007 experiencing a substantial increase in the current year. Overall success rates for work-based learning programmes are satisfactory and have increased from 47% in 2007/08 to 70% in 2008/09 which is similar to the national average rate. The overall success rate in the current year is 83%, which is so far 12 percentage points above the national average rate.
9. Overall success rates for Train to Gain programmes are satisfactory and have also increased over the last two years from 55% in 2007/08 to 83% in 2008/09 which is slightly above the national average rate. The current success rates have continued to increase to 88%.
10. In work-based programmes, the amount of learners who achieve their qualification framework within their planned end date has been low for the last two years at an average of 32%, which is approximately 20 percentage points below the national average rate. Although the current timely success rate has increased to 44% this is still low at 10 percentage points below the national average rate.
11. The amount of Train to Gain learners who achieve their NVQ within their planned end date has increased over the last two years from 31% in 2007/08 to 49% in 2008/09 although this is substantially below the national average rate of 70%. Timely success rates for these learners in the current year remain low despite having risen to 59%.

12. Success rates have continued to increase across all programmes in the current year. Current learners are making good progress with their qualification and only five per cent of the learners in programme have exceeded their planned end date compared to 16% last year.
13. Learners are improving their economic well-being. In the last 12 months, approximately 300 learners have progressed to further learning or gained employment promotion. Many learners have progressed onto achieving a further qualification, often at a higher level. There are some small differences in the achievement rates of different groups of learners. INTEC has identified and addressed most of the reasons for these differences.
14. Learners develop good vocational skills and improve personal skills such as confidence and assertiveness. They become more knowledgeable about the wider aspects of the roles they fulfil and are able to add value to businesses' projects. Their standards of work are good and they are well motivated to progress their careers further.
15. Learners feel safe in their workplace. They have a good understanding of their own responsibilities towards keeping safe. INTEC conducts rigorous health and safety risk assessments in order to monitor safe working practices in the workplace. Learners are employed by highly reputable and safety conscious employers.

## The quality of provision

Grade 3

16. Teaching, learning and assessment are satisfactory. Assessment practice is adequate. All learners undergo initial screening to identify their literacy, language and numeracy skills however, the development of these is variable and too often dependent on the skills of the assessor. Although most assessors have extensive experience in the sector, few are qualified to teach, and too few have Skills for Life qualifications. Provision to support the needs of learners for whom English is not their first language is variable.
17. Electronic portfolios are used well by many learners but other learners do not have access to the technology necessary for this. Learning plans adequately reflect the overall programme but do not focus sufficiently on learners' specific learning needs. Targets focus sharply on what learners need to do to complete their qualification, but not on wider aspects of learning or ways of achieving their aspirations.
18. The range of programmes is adequate to meet the needs of most learners. Staff are very skilled in adapting their approach to meet the needs of learners. In a few cases, the needs of employers are prioritised over the needs of learners.
19. INTEC builds and maintains very good relationships with a wide range of employers. It communicates well with them and it responds promptly to any



issues raised. INTEC provides accurate and detailed monthly reports to employers on the progress of their learners. INTEC also has very strong partnership with Business Links, and good links with local business consortia in the East Midlands.

20. Support for learners is satisfactory. Information, advice and guidance are adequate to meet the needs of learners, however, INTEC does not offer sufficient advice on alternative career routes and training offered by other providers to match the learners' aspirations. Assessors offer good support to individuals to achieve their qualifications.

## Leadership and management

Grade 3

21. Following the previous inspection, INTEC implemented a good strategy to re-define the organisation's vision and ambition to focus on learners. The quality manager encourages an improved focus on learners and supports staff to focus on improvement rather than compliance. Strategic plans centre on learners and are underpinned by detailed operational financial, quality improvement, marketing and staff development and training plans.
22. INTEC has managed change particularly well. A full and detailed organisational review took place in 2007 to eliminate poor performance in the provision. The new structure focused on improved ways of working across a now reduced number of regions to better support the needs and interests of learners and staff. Communication is much improved particularly across teams and regions. The operational management of the learning programmes is now good.
23. The provider makes insufficient use of data to set focused and challenging targets. INTEC sets broad targets for overall success rates and learners' timely completion but these are insufficiently specific to subject areas, qualifications or regions. However, the provider has recently started to produce more detailed data reports, which staff now use to monitor learner progress.
24. The provider has satisfactory arrangements for safeguarding its learners and meets the current government requirements. All assessors have received an enhanced Criminal Records Bureau (CRB) check. All staff have recently undertaken basic training in safeguarding and have increased their level of awareness on safeguarding topics. The provider delivers guidance on safeguarding matters through the nominated safeguarding officer who also works with an external specialist safeguarding consultant.
25. The promotion of equality and diversity is satisfactory. The equality policy identifies legal requirements and the broader aspects of diversity effectively. It has clear procedures which describe staff roles and responsibilities. The staff profile does not currently reflect that of learners but INTEC has clear recruitment actions in place to address this. The equalities action plan for 2009/10 clearly outlines priorities and areas for improvement. Equality and diversity impact measures are set and reviewed annually. Regular equality and

diversity training events are planned regularly and equality is an agenda item on all team meetings. Learners' complaints are dealt with promptly and effectively. Although learners have a satisfactory induction, opportunities are missed for focused discussion on equality topics during progress reviews. The curriculum quality team provides detailed equality and diversity data for senior managers to use at team meetings. This offers good opportunity for staff discussion and analysis of gaps in learner performance. However, this is a very recent development and focused targets are not yet in place for subject area or region. INTEC has failed to recognise the low performance of some groups of learners.

26. INTEC's engagement with users to support improvement is satisfactory. However, the provider does not gather any evidence on the impact of the actions taken in response to feedback. It has recently piloted a strategy to improve this but it is not yet embedded across the provision.
27. INTEC makes satisfactory use of self-assessment. The process includes the views of learners and employers. It follows the common inspection framework but is overly descriptive and does not highlight overall judgements. Subject area self-assessments are not included. Data is not used in sufficient detail to underpin judgements.
28. Although INTEC's quality improvement arrangements are overall satisfactory, some aspects remain under-developed. The monitoring of progress against the quality improvement plan is very thorough but there are no specific action plans to address regional differences. The quality cycle contains an appropriate range of quality activities leading to self-assessment. The observation process is under-developed and it does not cover all aspects of the learner's journey.
29. INTEC's investment in continuous professional development and provision of laptops and mobile phones for assessors represents satisfactory value for money. However, the provider does not have a sustainability policy.

## Subject areas

### Retail and commercial enterprise

Grade 3

#### Context

30. Currently 140 learners are on a retail and commercial enterprise learning programme with INTEC. Of these, 33 are working towards a Storage and warehousing apprenticeship, and one is a retailing apprentice. In addition, 106 learners are on a Train to Gain funded programme. Seventy nine are on a storage and warehousing NVQ and 27 are working towards a retail NVQ.

#### Key findings

- Success rates have improved since the last inspection and they are satisfactory overall. Success rates last year were 61% for apprenticeships and 80% for TTG programmes. However, completion within planned end dates is low overall on all programmes. In 2008/09 the timely success rates were more than 20 percentage points below the national averages.
- Learners develop good job knowledge and confidence through their learning programmes. They become more confident in their job, increase their understanding of their roles and responsibilities and improve their knowledge, particularly in aspects such as health and safety. They demonstrate a good standard of work, enjoy their programme and have good motivation to progress.
- Learners feel safe whilst on their learning programme. They receive appropriate information in relation to safeguarding. The workplaces have good standards of health and safety and learners demonstrate safe working practices.
- Planning of learning is adequate. Learning plans provide a clear overview of the planned activities, accurately assess existing competence and reflect the appropriate NVQ units selected by learners according to their job role. However, there is insufficient focus on individual learning and support needs, and insufficient account is taken of their previous experience and competence when planning the timescale of their programme.
- Reviews of learners are effective in measuring progress and learners have a good understanding of what they need to do to progress further. Line-managers also participate effectively. However, target setting at reviews has a too-narrow focus on assessment, and does not sufficiently review learners' progress in their job or training and support needs.
- Assessment practice is satisfactory, with some good features. Short-term action planning is good. Assessors use a sufficient variety of assessment methods, with particularly good use of digital voice recorders. However, they sign off all NVQ units at the end of their programme, rather than allow learners to receive unit accreditation throughout their course.

- Learning and support for literacy, language and numeracy is insufficient. Learners receive an initial screening only, although INTEC are now introducing a diagnostic assessment. Currently, learners rely on the personal support assessors deliver. INTEC has now a strategy to provide learners with more specialist support, but this is not yet fully in place.
- INTEC meets employers' needs well. Initial meetings are effective in identifying employer's needs and planning the course's delivery. Employers value the progress made by their staff in their job roles. A sufficient variety of NVQ and apprenticeship programmes is available to meet the learners' needs. Assessor visits are reliable and flexible to meet the needs of those working on different shifts.
- Links with employers are good. Some employers have long-standing relationships with the provider. INTEC engages effectively with a wide variety of employers across all regions. Employers have a good involvement in learners' programmes. In some regions, good partnerships are in place with other training providers.
- Personal support for learners is satisfactory. Assessors build good relationships with learners and employers. The provision for information, advice and guidance is satisfactory when learners start programmes but this is insufficiently developed or sustained during and at the end of programmes. Insufficient information, advice and guidance are available to encourage learners to continue in learning.
- INTEC manages the programmes well, making significant improvements since the previous inspection. Performance management is now effective, with good use of management information systems to track learners' progress. Internal communications are good and staff are more involved and better informed. Staff training and development is sufficient.
- The promotion of equality of opportunity is satisfactory. Induction reinforces learner understanding effectively, although the checking of learners' understanding of equality and diversity topics during the progress reviews is sometimes insufficiently thorough.
- Quality improvement arrangements are satisfactory. INTEC has made improvements in aspects such as individual learning plans and there is better matching of learners to relevant NVQ units. Progress of learners towards success within planned end dates is improving. However, the observation process is still underdeveloped. INTEC does not routinely observe activities such as learner's induction and progress reviews.

What does INTEC need to do to improve further?

- Continue to improve success rates, particularly rates of progress, by increasing the quality monitoring of regional performance.
- Make learning plans more individual by planning timescales based on learners' existing competence, and by better recording any specific training and support needs.

- Broaden target setting at reviews by increasing the focus on the wider aspects of the learners experience such as their job role, any training planned or undertaken and any support needs.
- Encourage assessors to sign-off NVO units throughout the programme, to allow learners to receive unit accreditation during their course.
- Fully implement the new Skills for Life strategy to provide better diagnostic assessment and more specialist support to meet all learners' needs.
- Improve the provision of information, advice and guidance for learners, particularly at the end of programme, to promote better progression on to further learning.
- Improve consistency in aspects such as learners' induction and progress reviews by introducing a more systematic observation process.

## Business administration and law

Grade 3

### Context

31. Currently 2123 learners are on a business administration learning programme with INTEC. Of these, 917 are apprentices and 1206 are on Train to Gain programmes. Learners are working towards qualifications in business administration, customer service, management and team leading.

### Key findings

- Overall success rates are satisfactory and have improved since the previous inspection. In 2008/09, the overall success rate for level 2 Train to Gain learners was 84% and for apprentices was 62%. Current in-year overall success rates are broadly in line with national rates. Timely success rates although improving, remain below national averages.
- Learners develop good occupational skills and demonstrate improved working practices. They have increased their confidence and are better able to support colleagues. Learners have greatly improved their understanding of their job roles. Many learners are now able to take on increased responsibility. Employers report improved business performance from projects undertaken by learners.
- Opportunities for progression are good. Many learners progress to higher level NVQs and a significant number of learners have received promotion in their workplace. Learners' success is celebrated well. Learners are well motivated and enjoy their learning.
- Learners feel safe and well protected. They have a clear understanding of bullying and harassment procedures in their workplace. Employers have effective health, safety, and equality practices. Learners receive basic information on safeguarding at their induction. However, assessors do not always adequately explore safeguarding and equality and diversity at induction or progress reviews.
- Assessment is satisfactory. Assessors use their extensive knowledge of employers' work practices to generate useful discussions with learners. Electronic portfolios are used well to support the progress of some learners. However, not all learners have access to e-portfolios and there is insufficient use of other technology in assessment. Individual learning plans do not encompass learners' wider development needs.
- Initial assessment of learners' literacy and numeracy needs is insufficiently detailed. Literacy and numeracy support is inconsistent and at times ineffective. A recently developed Skills for Life strategy is yet to be implemented.
- INTEC meets the needs of employers and learners well. Assessors work flexibly to respond particularly well to employers' needs. Communication with employers is particularly good. Employers receive useful management reports to support learners' progress. Learners benefit from a good range of

programmes and workplace development opportunities in prestigious venues with excellent resources.

- INTEC has good and well-established partnerships with employers. Employers have high levels of trust in assessors who work well with local managers to support learners. Learners benefit from the close involvement in the planning and delivery of programmes by work supervisors. INTEC has worked particularly effectively with one large employer to introduce the use of electronic portfolios for learners.
- Learners receive appropriate information and advice about their programmes. Promotional materials are clear, informative and well received by employers. Induction for learners is satisfactory. INTEC delivers effective support to their learners with their qualification. Reviews of learners' progress are satisfactory. Learners have clear and well-staged targets. Most line managers play an active role in reviewing learners' progress.
- The operational management of the programmes is good. A recent restructure has improved the focus on managing learner progress. Managers and assessors now have direct access to a range of useful data to monitor the programme. Staff are clear about their roles and responsibilities. INTEC Managers support assessors particularly well and communications are good. Staff enjoy good opportunities for development.
- The promotion of equality and diversity is satisfactory. Staff have recently been trained in equality and diversity. Learners become aware of their rights and responsibilities by completing workbooks and they are clear about appeals and complaints procedures. Teams have recently started to discuss equality data to identify differences in learner achievement although actions to address all differences have not yet been implemented.
- INTEC has recently improved the delivery of learning programmes. Staff are effectively involved in quality focus groups. Robust and well managed internal verification has supported improvements in assessment practice. However, some quality improvement processes such as observation of training are not yet fully developed. The self-assessment report did not sufficiently focus on the performance of the business administration programmes.

What does INTEC need to do to improve further?

- Improve overall and timely success rates by continuing to use improved data to set targets and focus on the progress of learners towards their qualification.
- Promote safeguarding and equality and diversity more effectively in reviews by more meaningful discussions so that learners understand the impact on them and their work-roles.
- Increase the use of technology and e-portfolios where appropriate during assessment activity where it will improve the recording of evidence and the efficiency of assessment.
- Improve the quality and consistency of individual learning plans by including wider learning and development needs.

- Improve response to learners with literacy or numeracy support needs by implementing a more detailed initial assessment mechanism and providing effective specialist support.



## Information about the inspection

32. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's quality and training 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.
33. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the learning provider. They also observed assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## INTEC Business Colleges Plc.

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	2263	2263
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	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?	4	
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
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
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?*	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?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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