

# Train 4 Work

## Reinspection report

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**Unique reference number:** 58425

**Name of lead inspector:** Bill Shepley HMI

**Last day of inspection:** 22 October 2010

**Type of provider:** Independent learning provider

**Address:** Pimlico House  
Gascoyne Way  
Hertford  
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## Information about the provider

1. Train 4 Work (T4W) is a limited company formed in November 2007 and operates predominately in the south of England and London areas. The company has its office in Hertford. T4W contracts with the Skills Funding Agency, east of England (SFA), to deliver Train to Gain programmes in health and social care, and in public services. Small provision in business administration and service enterprises was not inspected.
2. A Managing Director is responsible for the overall strategic planning of T4W supported by an operations manager responsible for the day-to-day management of the business. The operations manager is also responsible for quality improvement, together with staff training and development. T4W currently employs five full time permanent staff, largely in management and administrative roles. The company sub-contracts its public service training and a minority of health and care training. Twenty assessors, trainers and internal verifiers are employed through these arrangements at locations throughout southern England.
3. T4W was inspected in August 2009 when leadership and management, capacity to improve and overall effectiveness were inadequate. Achievement and standards were good and the quality of provision was satisfactory. The then Learning and Skills Council withdrew funding for any new learners, pending the outcome of a reinspection monitoring visit. This visit took place in January 2010, at which time all public services training had been suspended, and a small number of remaining health and social care learners were completing their training through a sub-contractor. At the monitoring visit, progress in improving self assessment, leadership and management, and the support for learners with additional needs was insufficient. Outcomes for learners, the monitoring of sub-contracted provision and the use of data showed reasonable progress. Following the monitoring visit, funding for new learners was restored and training was re-established by April 2010. Currently 210 learners are in training.
4. The following organisations provides training on behalf of the provider:
  - Skillsbank (Security)
  - Integer Training (Spectator safety)
  - Three Counties Training (Health and social care)

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b> Train to Gain	315 learners

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject Areas</b>	<b>Grade</b>
Public services	3
Health and social care	3

## Overall effectiveness

5. The training provided by T4W is satisfactory. Overall, learners succeed satisfactorily, but there are variations. Learners taking public services' qualifications achieve well but learners in health and social care are less successful. All learners feel safe, and most improve their chances to gain additional responsibilities and promotion.
6. The training and assessment learners receive is satisfactory. Most assessors are well qualified, experienced and committed to helping their learners to succeed. The qualifications meet the needs of learners and their employers well in most cases. T4W links with employers are good in public services, but are insufficient in health and social care. In too many cases learners do not receive enough guidance and support to help them learn more independently. There are no clear arrangements to support learners in improving their reading and writing, or English language development.
7. T4W leaders and managers have brought the company through some challenging times since the last inspection. They have taken difficult decisions regarding the company's future, but in doing so have made it a priority to support those in training. Satisfactory progress has been made since the last inspection to improve the leadership and management of the company. T4W

- has adequate expertise, resources and leadership to improve the training further. However, the company knows that it will need to make good use of additional expert knowledge and experience if it is to develop its training well.
8. T4W works satisfactorily to promote equal opportunities for all its learners, who come from many different minority ethnic groups. Arrangements to keep learners safe are satisfactory. T4W makes satisfactory use of available resources.
  9. Whilst inspectors agreed with most of the conclusions T4W reached in its self assessment report, the company does not make sufficient use of information on learners' progress, or of the views of learners and employers. The company knows that more work must be done to ensure that all its learners receive an equally high standard of training.

## Main findings

- Overall, achievement and standards are satisfactory. Success rates for public service security learners are good, as they were at the last inspection. Success rates for spectator safety, which were good at the last inspection, are satisfactory. Health and care learner success rates are low.
- Gains in the skills, knowledge and confidence of most learners are good. Most learners perform well at work. Progress in employment is good in public services but insufficient in health and social care. Most learners enjoy their training. They feel safe and adopt safe working practices.
- Teaching and learning are satisfactory, as they were at the last inspection. Assessment practice is satisfactory, with good assessment planning and coaching in public services. Health and care learners benefit from hard working and flexible assessors. Assessors are suitably qualified and knowledgeable. Health and care learners use electronic portfolios, but too few learners access these directly.
- Training meets the needs and interests of learners and employers well. Learners in public services often gain promotion and greater responsibility. Some learners have particularly high potential for advancement. Training is closely matched to employers needs for most learners.
- Partnerships with employers are generally satisfactory. Many employers have a clear understanding of the qualifications and support learners well, but a minority see their role as commissioners of training rather than active participants. In health and social care not all employers are sufficiently engaged with the qualification process.
- Guidance and support for learners is inadequate. Too many learners have insufficient ownership of their learning outcomes and do not develop appropriate independent learning skills. Support for learners with literacy or numeracy needs, or those for whom English is a second language, is inadequate, as it was at the last inspection. However, the identification of learners with development needs is now satisfactory.

- Strategic planning and the management of organisational change are good. Difficult decisions have been taken to make staff redundant and re-build the capacity of the company after funding for new learners was withdrawn following the last inspection. Leaders and managers have retained a clear focus on supporting learners throughout. Directors and managers are realistic about the challenges they face.
- Internal communication is good. Appropriate business planning includes all full-time staff. Decisive action has been taken to re-model the health and social care provision and further review is actively taking place.
- Management of safeguarding is satisfactory, as it was at the last inspection. T4W meets current government safeguarding requirements. Since the last inspection CRB checks have been commissioned for all staff. Suitable central records are maintained. Staff training in safeguarding is satisfactory. Since the last inspection, most staff have completed initial safeguarding awareness training and further training is planned.
- The management of equality and diversity is satisfactory, as it was at the last inspection. Significant time and training resources have been used to raise staff awareness. T4W collects an appropriate range of information to monitor equality and diversity. Analysis of learner outcomes has improved since the last inspection and is effective. Staff training is satisfactory. Learners understanding of equality and diversity is satisfactory overall.
- Engagement with employers and learners is satisfactory overall. Public service employers are supportive and suitably involved in training. However, some health and social care employers are critical of T4W's poor communication with them in the last year. Arrangements to systematically collect and respond to employer views are insufficient. Arrangements to engage with learners have been improved since the last inspection and are satisfactory.
- Key aspects of self assessment are inadequate. Self assessment is now more inclusive and appropriately part of the business cycle. Inspectors agree with most of T4W's latest self assessment grades, but the grades are insufficiently supported by data and feedback from employers. The report's text is insufficiently evaluative.

### **What does Train 4 Work need to do to improve further?**

- Ensure improvement in the timely success rates for all learners by setting and recording realistic target dates and monitoring learners' progress more closely.
- Increase the involvement of employers in the learning process by including them more in reviews and planning of learning.
- Improve the support for developing literacy, numeracy and language by making better use of the information gathered at initial assessment and by developing an effective strategy to support the needs of a widely diverse range of learners.

- Use assessment and monitoring information more consistently so that all learners can more effectively take responsibility for their performance and progress.
- Simplify the information in learner and employer handbooks to provide more readily assessable information which is well targeted and fully relevant to the needs of learners on their programmes.
- Develop more systematic methods of gaining feedback from employers and learners to make self assessment more inclusive and more clearly informed by evidence from users.

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

#### **What learners like:**

- the support and experience provided by assessors
- the relevance of training to improve learners' skills
- assessors who explain things clearly
- learning new things and testing learner's knowledge
- getting better at their job
- using e-portfolios.

#### **What learners would like to see improved:**

- more information about their progress
- better cover when assessors leave
- more frequent visits
- better access to books and journals.

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

#### **What employers like:**

- that everything is going well now and training is back on track
- the flexible approach to assessment and training
- learners doing well in their training
- good communication with assessors.

#### **What employers would like to see improved:**

- the poor communication, particularly earlier in the year
- the delays in assessors meeting learners
- quicker response to replace absent assessors
- an increased pace of assessment.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

10. Since recruitment re-started, in April 2010, T4W has undertaken a period of extensive review and re-building of its provision which is still ongoing. Throughout the period since the last inspection T4W has seen the support for existing learners as being its key priority. Success rates for the great majority of learners fell during the year, but have now improved. Success rates for security learners have significantly improved. The standard of teaching and learning has continued to be satisfactory, as has the management of equality of opportunity and safeguarding. Leadership and management, and the organisations capacity to improve, which were inadequate at the last inspection are now satisfactory.
11. At the last inspection, self assessment was inadequate and, whilst improvements have been made, key aspects remain inadequate. Self assessment is now more inclusive with self assessment events part of the business cycle. Inspectors agree with most of T4W's self assessed grades in its latest self assessment report update. However, grades are insufficiently supported by data and feedback from employers. The report's text is insufficiently evaluative.
12. T4W is, in effect, seven months into a period of re-building and the small number of managers and staff demonstrate a clear commitment to further improvement. However, the company recognises that it must increase its capability, through further staff development and recruitment, if the momentum of improvement is to be maintained. Effective systems to support self assessment, improved knowledge of existing good practice within work-based learning, and the support and guidance of learners remain areas for improvement.

### Outcomes for learners

**Grade 3**

13. Achievements and standards for public service security learners are good, as they were at the last inspection. Success rates for spectator safety, and health and social care learners, which were good at the last inspection, fell significantly earlier in 2009/10. Spectator safety success rates have, however, now recovered and are satisfactory. Health and social care learner success rates remain low.
14. Gains in the skills, knowledge and confidence of most learners are good. Progress in employment, from entry level roles to supervisory positions, occur in public services, but not in health and care. Most learners enjoy their training, and the support they receive from assessors. Learners feel safe and adopt safe working practices with many, for example those in security and spectator safety, being employed in potentially stressful and challenging roles. The

performance of learners is generally satisfactory and for those in public services, it is often high.

## **The quality of provision**

## **Grade 3**

15. Teaching and learning are satisfactory, as they were at the last inspection. Most learners recognise and appreciate the good supportive relationship they develop with assessors on their visits. Assessment practice is satisfactory, with good assessment planning, detailed feedback and good coaching in many cases. Health and social care learners benefit from hard working assessors who demonstrate a flexible approach and adapt assessments to learner's individual needs. Assessors are suitably qualified and have appropriate knowledge of their skills sectors. Health and social care learners have satisfactory access to computers to support their learning. Electronic portfolios are used to record their progress although too few learners access these directly.
16. The extent to which training meets the needs of learners and employers is good overall. Learners in public services training often gain promotion and greater responsibility. Those working on prestigious sites, such as that for the London Olympics, have particularly high potential for advancement. Training is closely matched to employers needs for most learners.
17. Partnerships with employers are generally satisfactory. In the best examples, employers have a clear understanding of the qualifications and support learners well, but in less successful relationships employers see their role as commissioners of training rather than active participants. Training in health and social care is satisfactorily linked to mandatory sector requirements, but not all employers are sufficiently aware or engaged with the qualification process.
18. The guidance and support for learners to help them achieve is inadequate. Whilst assessors are supportive and helpful, in many cases they provide too much input at the point of assessment. Too many learners have insufficient ownership of their learning outcomes and do not develop appropriate independent learning skills. The support for learners with literacy or numeracy needs, or those for who English is a second language, is inadequate, as it was at the last inspection. Since the last inspection, the identification of those with these needs has improved and is now satisfactory. However, effective arrangements to support identified learners are not in place.

## **Leadership and management**

## **Grade 3**

19. Strategic planning and the management of organisational change is strong. Following the last inspection and withdrawal of funding for new learners, leaders made a clear business decision to plan for the alternative scenarios of the business being closed, or re-launched, depending on the outcome of re-inspection. Difficult decisions have been taken to make staff redundant and to

re-build the capacity of the company. Leaders and managers have retained a clear focus on supporting learners throughout. Amongst all staff there is a strong commitment to improving the provision and considerable work has been undertaken to achieve this. Directors and managers continue to be realistic about the progress still to be made and have suitable plans to build T4W's staff capability and capacity.

20. Internal communication is good. Appropriate business planning meetings take place monthly and include all full-time staff. The company has correctly recognised that sub-contracted arrangements in health and social care training have not been successful for all learners. Decisive action has been taken to remodel the provision and further review continues. Considerable effort has been applied to developing new learner and employer handbooks. Assessors and internal verifiers are appropriately skilled and qualified. The take-up of staff development opportunities by permanent staff is satisfactory and T4W has plans to extend training in key aspects to sub-contractor staff.
21. Management of safeguarding is satisfactory, as it was at the last inspection. T4W meets current government safeguarding requirements. All learners are over 19 years and all are employed. Since the last inspection CRB checks have been commissioned for all permanent staff, and all sub-contracted staff have completed CRB checks. Suitable central records are maintained by the person responsible for safeguarding. Staff training in safeguarding is satisfactory. Since the last inspection most staff have completed initial safeguarding awareness training, and further training is planned for all permanent staff and key staff from subcontractors. T4W provide privately funded training in safeguarding to some of the employers with who they work.
22. The management of equality and diversity is satisfactory, as it was at the last inspection. Significant time and training resources have been used since the monitoring visit to raise staff awareness of equality and diversity, and to develop guidance information for learners and employers. Policies are clear and take full account of recent changes in legislation. T4W collects an appropriate range of information to monitor equality and diversity and this is satisfactorily collated and presented to monitor learning. T4W's analysis of learner outcomes has improved since the last inspection. Additional arrangement for learners to self declare disabilities has resulted from action agreed after analysis of equality and diversity data. Staff training in equality and diversity is satisfactory. The training manager has undertaken useful training and has shared this with permanent staff and sub-contractor managers. Training for learners is limited to presentation of information in the learner handbook. Learners' understanding of equality and diversity is adequate overall.
23. T4W does not have appropriate arrangements in place to systematically collect and respond to employer views. A few employers, particularly those involved in health and social care, are critical of T4W's poor communication with them in the last year. There are, however, satisfactory arrangements to engage with learners to promote improvement. Learner evaluations at mid-course and the

end of programme are used satisfactorily to review the provision. T4W takes appropriate action to address issues of concern. Recent action has taken place to improve the effectiveness of the evaluation process with the introduction of follow-up telephone calls to learners.

## Subject areas

### Public Services

### Grade 3

#### Context

24. Of the 182 public services learners 59 are working towards providing security services level 2 and a further 123 are working towards spectator safety NVQ level 2. Some 22% of learners are women and 57% of learners are white British. Sub-contracted organisations provide training and assessment. One assessor is responsible for the security provision and four are responsible for the spectator safety provision. A sub-contracted internal verifier is responsible for both programmes.

#### Key findings

- Overall success rates are good and improving. In 2008/9 success rates for security learners were low at 65% against a national average of 79%. However, in 2009/10 success rates are considerably above the national average at 96%. Eighty eight per cent of learners completed within their planned time.
- Success rates for spectator safety learners are low but improving. In 2008/9 success rates were 80% against a national average of 90%, but in the current year they have fallen to a very low 45%. However, recently success rates have improved significantly. Current learners are making satisfactory progress on both the security and spectator safety programmes.
- Learners show a significant improvement in skills, knowledge and confidence. Some learners have progressed from part-time work to senior supervisor roles. Learners enjoy their learning and the support they receive from assessors and work-based managers. Security learners are particularly enthusiastic about their training. The performance of learners is of a very high standard.
- Learners feel safe and adopt safe working practices in the workplace. The attention to safeguarding and working safely is good during inductions and initial training sessions. Assessors carefully check the personal protective equipment worn by learners in the workplace and constantly remind them of the importance of working safely in what can be very challenging working environments.
- Assessment practice for security learners is particularly effective, combining well planned assessment with detailed feedback and good coaching to aid the development of skills. Tutors in spectator safety training sessions are supportive and meet well individual learners' needs during off-the-job sessions by providing good practical support. Good use is made of video clips to enhance training for spectator safety learners. Internal verification is satisfactory.
- Learners are highly motivated and programmes appropriately meet the needs and interests of learners. Many learners enjoy significant success, gaining promotion and greater responsibility. Off the job sessions are flexible to fit in with work conditions and demands on learners' time. Security learners are

positive about the opportunities the learning provides, especially working on the prestigious Olympic site.

- Employers are supportive and appropriately involved in working with T4W to ensure the learning experience is a positive one for learners. Careful consideration of the duties of security learners ensures they are able to be assessed across all of the criteria required by the NVQ. Employers carefully increase the level of responsibility aligned to the duties performed by spectator safety learners.
- Support for learners with identified barriers to learning such as literacy, numeracy or English as a second language is inadequate. Whilst the identification of 'skills for life' needs is effective, insufficient arrangements are currently in place to support learners with identified needs. Assessors provide informal support when learner's record evidence, but this does not sufficiently develop learner's literacy skills.
- Management of the programmes is satisfactory. There are many significant recent developments to the provision. Learner outcomes have improved. Internal communication is satisfactory overall, with better arrangements in security than in spectator safety. Assessors are appropriately qualified and very experienced. Appropriate continuous professional development takes place. Data is effective in monitoring the performance of staff and learners.
- Good promotion and monitoring of safeguarding by staff takes place. Learners have a satisfactory knowledge and understanding of safeguarding. Assessors appropriately deal with minor incidents reported to them. Despite the risks associated with the roles performed by learners there are no reported incidents where a learner has received injuries on duty.
- Equality and diversity is appropriately promoted and managed. A high percentage of learners are from minority ethnic groups. Success rates show little variation across different groups. Staff and learners have an appropriate understanding of equality and diversity. The learner's handbook contains extensive background information on equality and diversity, but the information is too complex for many learners.
- The latest update to the self assessment report identifies most of the strengths and areas for improvement noted by inspectors. T4W is appropriately reactive to feedback from employers regarding learner progression. However, there is insufficient use made of formal feedback arrangements. The self assessment report is not fully inclusive and contains too little evidence to support judgments made.

### **What does Train 4 Work need to do to improve further?**

- Improve the support for developing literacy, numeracy and language by making better use of the information gathered at initial assessment and by developing an effective strategy to support the needs of a widely diverse range of learners.

- Simplify the information in learner and employer handbooks to provide more readily assessable information which is well targeted and fully relevant to the needs of learners on their programmes.
- Develop more systematic methods of gaining feedback from employers and learners to make self assessment more inclusive and more clearly informed by evidence from users.

## Health and social care

## Grade 3

### Context

26. Of the 38 health and social care learners, 21 are working towards health and social care NVQ level 2 and a further 17 learners are working towards level 3. Some 6% of learners are men and 63% of learners are white British. All current learners are employed by residential, nursing and domiciliary care providers.

### Key findings

- Success rates for health and social care learners are low. In the first half of 2009/10 overall success rates were good at 89%, well ahead of the provisional national average. However, the overall success rate for the second half of 2009/10 has fallen significantly to 58%. Timely success rates during the same period are particularly low at 33%. Both rates have, however, stabilised in recent months.
- Most learners enjoy learning, but too few of them develop increased confidence in their abilities and personal and social skills. Not all learners gain sufficient understanding or work-place skills in care practice to promote independence and support development of the people they care for.
- Learners develop appropriate awareness of safe working practices in care environments. There is sufficient attention to safeguarding and promoting individual rights and responsibilities. Learners feel safe.
- Teaching, training and assessment are satisfactory. The majority of learners look forward to visits from the assessors. They enjoy their learning and benefit from hard working, flexible assessors. Assessments are appropriately adapted to match learners' work experiences. Assessors have suitable levels of skills and experience in the health and social care sector and they use this well to motivate learners.
- Assessment practice is satisfactory. The majority of learners have appropriate access to computers to support their learning. Good use is made of technology to record evidence but not all learners know how to regularly access their electronic portfolio.
- Information given to learners at induction has been extensively revised since the last inspection and is now comprehensive. However many learners have limited recall of the information provided. Learners are not sufficiently encouraged to read textbooks or other learning materials. Support to encourage learners to improve their literacy and numeracy and language skills is insufficient.
- Equality and diversity are promoted satisfactorily during assessor visits. The ethnic and gender profile of those in learning largely matches that of those employed in the health and social care sector. T4W has a clear procedure for managing complaints. Appropriate arrangements are in place to ensure learners

are safe and increase their understanding of how some care practice can become oppressive and compromise service users' rights.

- T4W does not provide sufficient care or guidance and support to help learners achieve. Assessors develop supportive relationships with learners and employers, but much of the assessment process features too much input from the assessor. Learners develop insufficient independent learning skills or responsibility for their own learning. Not enough learners have a clear view of what they have to do to complete their qualification and know how long it will take them to do so.
- T4W has developed good partnership arrangements with several employers, however, some employers are not sufficiently involved in planning and reviewing learning. Progress reviews are held regularly but they rarely involve the employer. In some instances, employers are not sufficiently engaged in the learning process and do not receive effective encouragement from assessors to recognise progress and achievement.
- Leadership and management of the provision are satisfactory. The provision has passed through a turbulent period since the last inspection and managers have worked hard to re-organise delivery of the qualifications. Recent developments in the management of the training have made significant improvements for many learners. Learners for whom progress has been particularly slow have ready access to well qualified and experienced assessors.
- Self-assessment, and initiatives to improve performance and quality, are generally satisfactory. However, some aspects, such as systems to ensure more thorough observation of teaching and learning, are not in place. There are no arrangements to involve learners and other users in decision-making.

### **What does Train 4 Work need to do to improve further?**

- Ensure improvement in the timely success rates for all learners by setting and recording realistic target dates and monitoring learners' progress more closely.
- Correctly identify and support individual needs and wider interests.
- Use assessment and monitoring information more consistently so that all learners can more effectively take responsibility for their performance and progress.
- Increase the involvement of employers in the learning process by including them in reviews and planning of learning.

## Information about the inspection

27. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by T4W's operations manager, as nominee, carried out the reinspection. Inspectors also took account of the T4W's most recent self-assessment report and development plans, comments from the local Skills Funding Agency, 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.
28. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of T4W. Inspectors collected evidence from programmes in each of the subject areas inspected.

**Record of Main Findings (RMF)**  
**Train 4 Work**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	0	0
Part-time learners	210	210
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>3</b>	<b>3</b>
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?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	4	
<b>Leadership and management</b>	<b>3</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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