

Bellis Training Limited

Inspection report

Unique reference number: 50656

Name of lead inspector: Simon Cutting HMI

Last day of inspection: 22 October 2010

Type of provider: Independent learning provider

Address: 60 Frederick Street
Birmingham
B1 3HS

Telephone number: 0121 236 6841

Information about the provider

1. Bellis Training was formed in 1984 to provide training for young people. It became a limited company in 2004. It provides apprenticeships and advanced apprenticeships in retail and hospitality. Learners are employed or are on work-placements in hotels, shops and businesses throughout the West Midlands. The company also runs a Foundation Learning programme, which until August 2010 was an Entry to Employment programme. Some 65% of learners are recruited from areas with the highest index of multiple deprivation in Birmingham. The make-up of the population is particularly diverse and the ethnicity of learners reflects the local communities from which they are drawn. The vast majority of Bellis Training's business is funded from government sources.
2. Bellis Training employs 13 staff on a mix of full-time & part-time contracts of employment. The company operates from its main office in Hockley, Birmingham. A small centre in Chelmsley Wood, Solihull is used to teach foundation learners. Bellis Training is led by a managing director who is supported by a centre manager. The centre manager is responsible for business operations, with the support of a manager of education, tutors, an information, advice and guidance adviser, assessors, internal verifiers and administrative staff.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Foundation learning, including Entry to Employment	79 learners
Employer provision: Apprenticeships	93 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Retail and hospitality	2
Preparation for life and work	2

Overall effectiveness

3. The overall effectiveness of Bellis Training's provision is good. It has good capacity to improve. Outcomes for learners are good. Learners make good progress. Foundation learners significantly improve their self-confidence and personal and employability skills and apprentices develop good occupational skills.
4. The quality of teaching and learning is good. Lessons are well planned and encourage learners to engage fully in learning. Bellis Training meets the interests and needs of learners and employers well. The provision of foundation learning at Chelmsley Wood is particularly effective in meeting the needs of disadvantaged learners. Bellis Training has formed excellent long-term partnerships with employers in a wide range of occupations. It keeps employers very well informed about its training programme. Well chosen work experience placements for foundation learners provide good access to apprenticeship programmes. Links with most local schools are productive.
5. Learners receive particularly good pastoral support which enables them to achieve their qualifications and learning goals. Learners receive effective and timely information, advice and guidance.

6. The provision is managed well. Communications are very good. Staff are highly committed to their work. Arrangements to ensure learners are safe are good. Widening participation to learning is very good and Bellis Training's promotion of equality and diversity is good. Quality assurance is good and ensure staff maintain a good focus on quality improvement.

Main findings

- The number of apprentices completing successfully by their target end date is high and above the national averages. Overall success rates have increased to above national averages. Foundation learners' progression into education, employment and training is good.
- Learners make good progress. Foundation learners enjoy their learning. They significantly improve their self-confidence and personal and employability skills. Foundation learners' attendance at lessons is good.
- Apprentices receive good and well focused individual coaching. They develop good occupational skills. Assessment practices are satisfactory. Advanced apprentices do not have sufficient accountability for their learning and assessment.
- The quality of teaching and learning are good. Well-planned and lively lessons encourage foundation learners to engage fully in learning. They produce good quality work but the use of worksheets is too much. Classrooms are adequately equipped but cramped when all learners are present.
- Foundation learners' key objectives, identified in their learning plans, do not sufficiently take account of their personal goals. Apprentices' medium term targets lack detail and clarity to ensure they know what they need to do to achieve their qualification. Targets set at progress reviews are not stretching enough.
- Bellis Training meets the interests and needs of learners and employers well. Foundation learning at Chelmsley Wood caters very effectively for learners who find travel to central Birmingham difficult. Foundation learners make good progress in a wide range of vocational areas. The provider's staff allocate apprentices carefully to their work placements.
- Bellis Training has formed excellent long-term partnerships with employers in a wide range of occupations. The company keeps employers very well informed about training programmes. The use of work experience to give foundation learners a realistic taste of work is very good. Links with most local schools are productive.
- Learners receive particularly good pastoral support, which enables them to achieve their qualifications and learning goals. Effective links with specialist external agencies ensures additional support is available when needed. Learners receive effective and timely information, advice and guidance.
- The management of provision is good. Communications are very good. Staff are highly committed to their work. Arrangements for monitoring and reviewing the performance of each learner are good. Managers and staff use data well to make decisions and set challenging targets for improvement. However, they do not

use data well enough to monitor the performance of different groups of learners.

- Arrangements to ensure learners are safe are good. Managers and staff regularly monitor and update safeguarding policies and procedures. Staff receive suitable training and are fully aware of their role and responsibilities for safeguarding learners. Bellis Training works effectively with employers to ensure the safeguarding and protection of learners.
- Widening participation is very good. Foundation provision at Chelmsley Wood is particularly effective in meeting the needs of disadvantaged learners. Well-chosen work experience placements provide good access to apprenticeship programmes. Reinforcement of apprentices' understanding of the wider aspects of equality and diversity throughout their programme is insufficient.
- Quality assurance arrangements are good and ensure staff maintain a good focus on quality improvement. Well-used resources secure good value for money.

What does Bellis Training need to do to improve further?

- Increase the number of hospitality apprentices that complete successfully by their target end date and further improve progression rates for foundation learners by more carefully monitoring their progress towards their qualifications.
- Improve the use of smarter and more challenging targets and personal objectives in learning plans by ensuring learners clearly understand them and they link more effectively to progress reviews.
- Improve the procedures to identify the barriers to learning of individual foundation level learners, provide support to overcome identified difficulties and monitor progress at reviews.
- Make better use of data by improving the analysis of the performance of different groups of learners to identify and implement strategies to narrow the gaps in achievement.
- Promote safeguarding and equality and diversity throughout apprentices' programmes by reinforcing these through thorough discussion at review meetings.

Summary of the views of users as confirmed by inspectors

What learners like:

- the second chance that Bellis Training gives to young people to get good qualifications
- particularly supportive employers and workplace colleagues
- caring and approachable staff who provide high levels of support that help build up confidence
- excellent training and frequency of workplace visits by assessors
- the way tutors and assessors make everything easy by giving good explanations

- being encouraged to produce work to a high standard
- the foundation learning course which is really helpful in developing work skills and preparation for employment
- help to identify realistic careers and the good opportunities to get jobs through work placements.

What learners would like to see improved:

- making the classrooms less cramped to work in
- a common room for use during breaks.

Summary of the views of employers as confirmed by inspectors

What employers like:

- excellent support and the very good relations with staff
- high professional standards of staff
- flexible approach of assessors and their awareness of business pressures
- improvements in working practices of learners on apprenticeship programmes
- working together with assessors to improve learners' attitudes and capabilities
- the good fit of the apprenticeship programme to business needs
- the chance to give foundation learners trial placements prior to employing them.

What employers would like to see improved:

- nothing.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. Bellis Training has a good capacity to make and sustain improvement. Following a substantial drop in performance in 2008/09, overall apprentice success rates have increased to above national averages and the number of learners completing successfully by their target end date is high. Learners make good progress.
8. Teaching and learning and on-the-job coaching are good and learners receive good support from staff and employers. Excellent links with a wide range of employers provide learners with good work placements and employment opportunities.
9. The management of provision is good. Managers and staff work flexibly together to meet effectively the needs of the organisation. Communications are very good and managers and staff carefully monitor individual learners' progress. Staff are highly committed to their work.
10. Quality assurance arrangements have improved and are now good. Staff are fully involved in self-assessment and learners' and employers' views are taken appropriately into account. The self-assessment report is satisfactory but inspectors identified additional areas for improvement. Bellis Training's arrangements to identify actions to improve the quality of provision are good. Managers use thorough quality improvement plans well to resolve issues. They have resolved issues identified at the last inspection. Since the last inspection, Bellis Training has maintained high standards.

Outcomes for learners

Grade 2

11. In 2009/10, the proportion of foundation learners progressing into education, training or employment was high. The number of learners that complete successfully by their planned end date for retail apprentices are very good and are good for hospitality apprentices. Overall success rates for learners have increased in the last three years to above the national average. Men continue to outperform women, although the gap narrowed in 2009/10. Learners with learning difficulties and disabilities performed better than learners without a declared disability, in two of the last three years.
12. Learners make very good progress. Most learners have multiple barriers to learning and employment. Foundation learners are able to make clear choices concerning their career and approximately half successfully progress to retail or hospitality apprenticeships. They make very good progress with their personal and social skills. Learners enjoy their learning and take pride in the content and presentation of their work. Attendance in lessons is good
13. Learners on foundation programmes significantly improve their self-confidence and personal skills. They take a full and active part in the range of activities and initiatives that are on offer. They understand the importance of gaining and

improving their employment skills and demonstrate them well on work experience. Learners have a good understanding of their rights and responsibilities at work. Aspects of healthy living are included in training sessions, improving learners' ability to make informed decisions about their health and lifestyles. Learners work well together and appreciate the safe and welcoming environment.

14. Apprentices develop good occupational and employability skills. They demonstrate improved working practices, are able to take on increased responsibility and develop well their understanding of their job roles. Apprentices have significantly increased their confidence and learn to work well in teams. The majority of learners achieve promotion at work. Apprentices produce a suitable standard of work for their qualifications.
15. Learners feel safe and are appropriately protected. Employers have effective health and safety and equality practices. The introduction of health and safety, at induction, is thorough. Specific coaching from managers and assessors develops further learners' understanding of workplace safety.

The quality of provision

Grade 2

16. Apprentices receive well focused individual coaching from assessors. Assessment and internal verification are satisfactory as are initial assessment and induction. Assessors use their extensive knowledge of the employer's work practices to generate useful discussions with learners. However, advanced apprentices are too dependent on their assessors and have insufficient accountability for their learning and assessment.
17. Teaching and learning are good. The planning of foundation learning lessons is good. Lessons are lively and encourage learners to engage fully in a wide range of methods and activities that tutors organise. Tutors encourage questioning and debate and have a good rapport with their learners. In a minority lessons, good use of information and communications technology improves learning. Foundation learners produce good quality work and present it well in their folders. However, tutors over rely on the use of worksheets and folders do contain not enough examples of learners' own work. Bellis Training makes effective use of observations of teaching and learning sessions to improve teaching practice. Observers provide tutors with detailed and helpful action plans for improvement. Literacy and numeracy support is good and learners' progress is recorded well. Classrooms are adequately equipped, but classrooms are quite cramped when all learners are present.
18. Learning plans and progress reviews are satisfactory. Foundation learners' personal programme of learning is appropriately based on an assessment of their learning needs and other barriers to learning. However, the identification and recording of key objectives are too general and tend to be similar for all learners. Progress reviews do not sufficiently focus on these key objectives. Staff do not routinely record as a key objective in the learning plan any barriers to progress that are identified after induction and subsequent reviews do not record progress towards overcoming these barriers. Assessors work flexibly to

accommodate employers' working practices. Bellis Training ensure employers are effectively engaged in apprentices' progress reviews. The use of medium term targets is insufficient to ensure all apprentices know the steps to take to achieve their qualification. Targets set at progress reviews are insufficiently challenging and assessment plans do not have a clear timescales for completion.

19. The provision meets the needs and interests of learners and employers well. Foundation learning programmes at Chelmsley Wood caters very effectively for disadvantaged learners who find travel to central Birmingham difficult. Foundation learners take part in well planned training sessions which help them identify clear and realistic careers. Bellis Training makes very good use of work experience to give learners a realistic taste of work. Learners are able to progress to apprenticeships and/or further education in a wide range of vocational areas. Staff complete very detailed and very effective analysis of the needs of employers. These ensure the provision of apprenticeship programmes meet the priorities of employers and help improve the matching of apprentices to employers. The majority of apprentices gain employment at their company before the end of their apprenticeship programme.
20. Bellis Training has formed excellent long term and positive partnerships with a range of employers. The provider's managers and staff use comprehensive information packs to keep employers very well informed about training programmes. Assessors and managers work particularly well together to plan each learner's programme and to improve their prospects. Workplace supervisors have a very productive involvement in their learner's programme. A significant number of workplace managers have completed National Vocational Qualifications (NVQ) and assessors' qualifications and use their knowledge very effectively to benefit learners.
21. Bellis Training has formed productive links with most local schools. Tutors organise workshops for school students and teachers to raise their awareness of possible careers and to provide up-dates on the current job market.
22. Learners receive particularly good support. Staff use pastoral support very well to support learners with significant personal problems that may hinder their progress to employment or training. Bellis Training has developed effective links with specialist external agencies and works closely with them to offer appropriate additional support. Assessors identify suitable independent workplace mentors for learners. In addition, specialist qualified mentors support learners progressing from foundation programmes. Learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment from staff and through close partnerships with Connexions personal advisors.

Leadership and management

Grade 2

23. Management of provision is good. A well-established team of managers and assessors work well together. Business plans link appropriately to the company's strategic priorities that managers regularly monitor and update.

Managers and staff work flexibly together to meet effectively the needs of the organisation. Communications between staff are very good. Monthly meetings help to keep staff up-to-date. Staff are highly committed to their work and make a good contribution to the planning and development of the provision. They have established very good work relations with employers. Bellis Training makes good use of providers' networks to keep up-to-date and share good practice.

24. Bellis Training's arrangements for monitoring and reviewing the performance of learners are good. At monthly meetings staff use detailed monitoring sheets to monitor effectively individual learner's progress and, when necessary, agree remedial action. Managers use caseload monitoring reports well to evaluate the performance of each assessor and the progress of their learners.
25. Arrangements to ensure learners are safe are good and Bellis Training works well with other organisations and employers to safeguard and protect learners. Managers and staff regularly monitor and update safeguarding policies and procedures. They take effective actions to improve the safety of learners. All staff have an enhanced Criminal Record Bureau (CRB) check and records are held centrally. Bellis Training extends these checks appropriately to employers when risk assessments indicate a need. The designated safeguarding officer is qualified to the appropriate level. All staff have received adequate training and are fully aware of their role and responsibilities for safeguarding learners. Risk assessments are satisfactory. The provider liaises well with employers to ensure they take their responsibility for the health and safety of learners seriously. Bellis Training works sensitively and effectively with other agencies to resolve welfare concerns when they arise.
26. Bellis Training's promotion of equality and diversity is good. The majority of learners are from areas of high deprivation. Foundation learners have a good awareness of equality and diversity, which staff effectively reinforce throughout the learning programme. The promotion of equality and diversity to apprentices during their induction is good. However, staff do not sufficiently reinforce apprentices' understanding of the wider aspects of equality and diversity throughout their programme. Staff benefit from flexible patterns of work which improve their effectiveness in working with learners and their balance between work and daily life. The use of data effectively monitors recruitment. The recruitment of learners from minority ethnic groups reflects the diverse local communities. Bellis Training makes insufficient use of data to monitor and analyse the performance of different groups of learners.
27. Learners contribute confidently to improve the quality of provision. Regular feedback from learners is used to improve the quality of teaching and learning. Bellis Training responds promptly to the needs of apprentices and employers and works well to ensure on-the-job training and assessments cause minimum disruption. Self-assessment makes appropriate use of employers and learners' views.
28. Quality assurance arrangements are good. Staff maintain a good focus on quality improvement. A detailed cycle of quality monitoring activities regularly evaluates all aspects of Bellis Training's work. Managers and staff use models of

better practice well to identify relevant actions for improvement. They regularly review and update thorough quality improvement plans and staff focus well to resolve high priority issues. Staff at all levels are fully involved in self-assessment. The 2008/09 self-assessment report was sufficiently evaluative. Inspectors agreed with the majority of strengths identified in the report but identified additional areas for improvement.

29. Bellis Training uses its resources well to secure value for money. Overall apprenticeship success rates have increased and are above national averages and the number of learners that complete successfully by their target end date are good. Apprentices receive very good support from their assessors and their workplace supervisors. Opportunities for progression are good. Foundation learners' make good progress and their attendance is good. Teaching and learning is good, as is on-the-job coaching. Access to information and communications technology is sufficient but classrooms are cramped.

Subject areas

Retail and hospitality

Grade 2

Context

30. Some 35 learners are working towards qualifications in retail and 17 in hospitality. Of these, 33 learners are on apprenticeships and 19 are on advanced apprenticeships. About a third have progressed from foundation programmes. Learners are in placements or employed in a range of organisations including national and independent retailers, and large hotels. Four assessors visit learners in their workplaces to carry out training and assessment.

Key findings

- The number of retail learners that complete successfully by their target end date are high and substantially above the national average and are well above the national average for hospitality learners. Overall success rates for learners have increased in the last three years to above the national average.
- Learners make very good progress with their personal and social skills whilst on their work placement. Most learners have multiple barriers to learning and employment at the start of their apprenticeship. Learners have high aspirations and progression rates to higher level qualifications are good.
- Learners develop good occupational and employability skills. They demonstrate improved working practices and self-confidence and, a greater understanding of their job roles. The majority of learners achieve promotion in the workplace, taking on increased responsibility. Learners produce a suitable standard of work for their qualifications.
- Learners feel safe. Protection arrangements are appropriate. Employers have effective health and safety and equality practices. Health and safety induction is thorough. Managers and assessors develop further learners' understanding of workplace safety through specific coaching. However, the reinforcement of learners' awareness of the wider aspects of safeguarding and equality and diversity throughout their programme are insufficient.
- Learners receive well focused individual coaching from assessors. Assessors use their extensive knowledge of employers' work practices to support useful discussions with learners. Assessment and internal verification are satisfactory as are initial assessment and induction. However, advanced apprentices are too dependent on their assessor and have insufficient accountability for their learning and assessment.
- Whilst overall targets are set for achievement of the full qualification, the use of medium term targets are insufficient to ensure all apprentices know the steps they need to take to achieve their qualification. Targets set for learners at their progress reviews are not challenging enough. The majority of assessment targets in action plans do not have clear timescales.

- Bellis Training meets the needs of its apprentices and employers well. Carefully matched work placements provide learners with good access to apprenticeships that are particularly well suited to their needs. Assessors work flexibly to accommodate employers working practices. Bellis Training keep employers well informed about training programmes. The majority of learners gain employment at their company before the end of their apprenticeship.
- Bellis Training has formed excellent long term and positive partnerships with employers. Assessors and managers work together very well to plan learners' programmes and to improve their prospects. Workplace supervisors have a very productive involvement in their learners' programme. A significant number of workplace managers have completed NVQs and assessors' qualifications and use their knowledge to benefit learners.
- Information, guidance and support for learners are particularly good. Learners with significant personal problems receive very effective additional pastoral support. Assessors identify suitable independent workplace mentors for learners. In addition, specialist qualified mentors support learners progressing from foundation programmes. Bellis Training supports learners particularly well to prepare them for their work placements.
- A well-established team of assessors and managers work extremely closely to develop, monitor and manage the apprenticeship programmes. Communication is particularly good. Demanding targets are set for all staff, and often exceeded. Staff development opportunities are good. Assessors are very effectively involved in self-assessment and action planning. The deployment of staffing resources is very efficient and effective.
- Management of relationships with employers is particularly good. Bellis Training provides support to raise effectively employers' awareness of safeguarding and equality and diversity. Employers value the benefits they receive from working with Bellis Training.

What does Bellis Training need to do to improve further?

- Further increase the proportion of hospitality learners completing their apprenticeship successfully by their target end date by recruiting additional assessors and carefully monitoring learners' progress towards achieving their qualifications.
- Improve target setting by using smarter and more challenging targets that are clear for learners to follow. Monitor the achievement of targets more closely with learners.
- Promote safeguarding and equality and diversity throughout each learner's programme by reinforcing these areas through thorough discussions at progress review meetings and record these discussions in more detail.

Preparation for life and work

Grade 2

Context

31. Some 10 learners attend the Entry to Employment programme and 14 learners the Foundation Learning programme. Learners attend the main centre in central Birmingham or the one at Chelmsley Wood, which is within the Connexions' centre. Learners take part in planned training, which prepares them for work. Programmes include functional skills, vocational skills and personal and social development. Work experience is an integral part of their programme.

Key findings

- The rates of progression into education, employment and training are good. Most learners achieve a key skills qualification. Attendance is good.
- Learners make good progress whilst on their programme and take pride in the content and presentation of their work. They significantly improve their self-confidence. Learners improve their personal and employability skills well whilst taking part in sessions that focus on the world of work. Learners have a good understanding of their rights and responsibilities at work.
- Learners receive helpful information on healthy foods and sexual health through a positive focus on these areas during training sessions. Learners work well together and appreciate the safe and welcoming environment. Classrooms are adequately equipped but cramped when all learners are present.
- The quality of teaching and learning is good. Lessons are lively and encourage learners to engage fully in the activities that tutors organise. The use of information and communications technology is good in a minority lessons. Learners produce good quality work, which they present well. Tutors rely too much on worksheets and folders do contain not enough examples of learners' own work.
- Learning plans and progress reviews are satisfactory. Key objectives recorded in these plans tend to be similar for all learners and are very general. Progress reviews focus insufficiently on key objectives and identifying learners' progress. Current documentation is difficult to use.
- The provision meets the needs and interests of learners well. The provision of foundation learning at Chelmsley Wood caters very effectively for disadvantaged learners who find travel to central Birmingham difficult. Training sessions effectively help learners identify clear and realistic careers.
- Learners benefit from good work experience opportunities. Links with employers are good. About half of learners are able to progress to apprenticeships in retail or hospitality. Most others progress to appropriate opportunities in a good range of vocational areas.
- Bellis Training has formed productive links with most local schools. It gives regular presentations to students and staff on possible career opportunities. The provider has developed very good links with local employers in a wide range of occupations.

- Learners receive good support during their time on the programme. The provider has developed effective links with specialist external agencies to support them. Learners receive appropriate and timely information from staff and through close partnership working with Connexions personal advisers to advise and guide them on their progress.
- The management of foundation learning is good. Bellis Training has taken effective steps to encourage learners from some of the most deprived communities in Birmingham and Solihull to take part in training. Working closely with Connexions, the provider has set up successful new provision in Chelmsley Wood, which has a long waiting list of prospective learners.
- Learners have a good understanding and recollection of equality and diversity issues. This aspect of their training initially takes place during induction and by reinforcement throughout learners' time on their programmes. Learners have a culture of respect to others and a strong anti-bullying ethos. Staff and learners regularly discuss cultural and diversity issues to reinforce their understanding.
- Staff are thoroughly involved in actions to improve the quality of the provision. Communications are good and staff attend regular meetings which focus well on specific issues and areas for improvement. Staff are able to take a key role in self-assessment.

What does Bellis Training need to do to improve further?

- Improve lessons by reducing the over-reliance on worksheets and use appropriate activities that take full account of individual learning needs and ensure learners take more control of their learning.
- Raise the standard of learning plans and progress reviews by improving the clarity of the documentation. Ensure that learners have specific key objectives that reflect their individual needs, and that individual reviews cover thoroughly the progress learners make towards achieving their key objectives.

Information about the inspection

32. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's centre 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 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 and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They 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)
Bellis Training Limited

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	76	24	52
Part-time learners	0	0	0
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals? How well do learners progress?	2 2		
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>	2		
<i>How well do learners make a positive contribution to the community?*</i>	n/a		
Quality of provision	2		
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<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?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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