

Prevista Ltd

Inspection report

Unique reference number: 58513

Name of lead inspector: Penelope Horner HMI

Last day of inspection: 25 March 2011

Type of provider: Independent learning provider

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Information about the provider

1. Prevista is a private limited company based near Kings Cross in London. It has been trading for 15 years and employs approximately 50 staff across three areas of work associated with economic regeneration: supporting business enterprise; improving employability; and, providing workplace training. It was formerly a broker for Train to Gain and retains its links with the partner organisations it then worked with. It has offered Train to Gain programmes for three years at a wide range of locations across England.
2. Prevista is led by a managing director who reports to a board of directors. A division of the company, led by the company's skills director, is responsible for workplace training. A senior programme manager and a learning and development manager provide operational management and review of provision, and a quality manager is responsible for the quality of provision across the company.
3. Approximately 40% of provision, in business administration and management, learning development and information and communication technology (ICT) is directly delivered, by a team of eight assessors working for Prevista. The remaining provision, in transportation operations, plant operations, retailing and warehousing, health and social care and some ICT is subcontracted to one of four external training providers working nationally. Prevista has previously offered discrete training programmes funded by the European Social Fund; these have now ended and are not in scope of this inspection visit. This was Prevista's first inspection. It took account of all its Train to Gain provision and reported specifically on business administration and management and transportation operations.
4. The following organisations provide training on behalf of Prevista:
 - Transtec Training Ltd
 - JLD Ltd
 - Business to Business (B2B) Ltd
 - HTCIC Training Ltd.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain	318 learners

Summary report

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

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

Subject Areas	Grade
Transportation operations	2
Business administration and management	3

Overall effectiveness

5. The proportion of Train to Gain learners that achieve their planned qualifications is satisfactory, and most gain good vocational and personal skills during their training. The quality of training and assessment that they receive is satisfactory. Learners' assessments are thorough and provided flexibly, to meet their and their employers' needs. However, Prevista's monitoring and tracking systems do not provide sufficient information to help identify those at risk of falling behind and some learners make slow progress.
6. Leadership and management of provision are satisfactory. Prevista selects subcontractors carefully to provide specialist qualifications in response to demand, and has developed a suitable team of assessors to provide more generic qualifications. Prevista makes good use of a range of funding, projects and initiatives to meet learners' and employers' needs for training and qualifications. Managers have a good understanding of what needs improving and have clear plans to develop these areas. However, they do not make sufficient use of data, particularly on the proportion of learners completing their programmes in the time planned, or of the information they gather as part of their quality-assurance activities, to provide a sufficiently thorough evaluation of provision.

Main findings

- A satisfactory proportion of learners achieves their qualifications within the time planned for their completion. These timely success rates, and overall success rates, were above the corresponding national rates in 2008/09 but fell to just below national rates in 2009/10. However, too much variation in success rates exist between different subject areas and, in some, from year to year.
- Learners develop good occupational skills that help to improve their performance at work. Many learners also improve their customer relations and communications skills. Learners work safely and feel safe. Volunteers working in community organisations enjoy learning about other cultures and contribute effectively to the communities they serve.
- Prevista provides training and programmes that are well matched to learners' needs and circumstances. Assessors on the directly-delivered programme provide good coaching to improve learners' skills and chance of succeeding in their qualifications. However, they do not always agree sufficiently specific actions and targets with learners during their reviews.
- Prevista has improved its tracking system and uses it well to ensure that assessors and subcontractors visit learners at agreed intervals and complete relevant paperwork. However, it does not provide sufficient information on the progress that learners make in their qualifications, or identify those at risk of falling behind so that assessors may intervene to provide additional support.
- Learners have an effective initial assessment that places them on suitable programmes and at the appropriate level and duration. Their assessors support them well and sensitively if they need additional help to gain their qualifications.
- Prevista makes good use of a range of funding, projects and initiatives to provide services to partner organisations and enable learners to participate in training. It uses its partnerships effectively to give learners access to qualifications that meet their individual circumstances or enable volunteers to obtain qualifications and skills to improve their employability and contribution to their communities.
- Managers make satisfactory use of overall success rates to monitor provision, but do not make enough use of data to provide a sufficiently detailed evaluation of subcontracted and directly-delivered provision. They have placed insufficient emphasis on timely success rates as a measure of performance.
- Prevista has appropriate arrangements for checking that staff are suitable to work with young people or vulnerable adults. Safeguarding at subcontractors is included in Prevista's quality-assurance reviews, but records of subcontractors' safeguarding arrangements are scant. They do not provide sufficient information on training for staff or on the checks carried out by subcontractors.
- Prevista promotes equality and diversity satisfactorily. It monitors the performance of different groups and, where it identifies disparities, it takes action to close the gap. Staff have suitable training in equality and diversity at

induction, but this is not updated regularly. Prevista does not check employers' arrangements for equality of opportunity sufficiently, or promote it to them.

- Managers at Prevista have satisfactory arrangements for assuring the quality of its directly-delivered and subcontracted provision. They take decisive action if they identify a need for improvement. However, quality monitoring is insufficiently evaluative and does not cover all aspects of learners' programmes. Prevista's quality improvement plan provides clear and accurate targets for improvement.
- Prevista provides insufficient opportunity for subcontractors and assessors to share good practice to improve provision. They are insufficiently involved in the self-assessment process. Managers make insufficient use of information gathered during quality-assurance processes to prepare the self-assessment report, which is currently too long and descriptive and does not cover all subject areas offered by Prevista.

What does Prevista Ltd need to do to improve further?

- Improve the monitoring and tracking system to include better reference to learners' qualification targets in order to monitor their progress more closely and improve the proportion completing in the time planned.
- Improve the collection and analysis of data, particularly on timely success rates, to monitor and evaluate the quality of provision in subcontractors and directly-delivered provision in order to identify areas for improvement and take action to improve.
- Improve the recording of safeguarding arrangements at subcontractors and the recording of safeguarding and equality and diversity training for delivery staff in order to secure safeguarding arrangements and help ensure staff are kept up to date in these topics.
- Ensure that all aspects of provision for learners are monitored, evaluated and used to produce a more evaluative, accurate and concise self-assessment report for all subject areas offered by Prevista.
- Improve the sharing of good practice among subcontractors and direct delivery staff in order to improve the quality of provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- the very helpful, flexible and friendly assessors, and the constructive feedback they provide
- the new style of interactive induction at Prevista
- the recognition they get from employers of the skills and knowledge they contribute
- the good matching of the National Vocational Qualification (NVQ) to the job
- having the chance to get a qualification for the first time

- learning about other cultures to improve their understanding of equality and diversity
- improving their literacy and spelling
- updating their knowledge and skills, especially of customer service.

What learners would like to see improved:

- initial assessment, as the course is not always sufficiently challenging for some
- the arrangements for initial sign-up
- the involvement in their programmes by employers.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the provider meeting their organisational training needs well
- the professionalism and flexibility of the knowledgeable, efficient and approachable assessors
- the sensitive support assessors give to learners with literacy, numeracy and dyslexia needs
- the good explanations on training courses and the hard, but fair, assessment
- the good advice they receive about funding for training
- assessors' good understanding of learners' work environments.

What employers would like to see improved:

- a quicker start to learners' training.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. Outcomes for learners are satisfactory overall, and for some, are good. Prevista provides satisfactory training and assessment and at some subcontractors they are good. Prevista takes decisive action if it identifies a need for improvement as a result of its monitoring activities. For example, it has restricted the organisations with which it subcontracts and made changes to its assessor team. It has improved its induction programme and the initial assessment of learners and has introduced a helpful tracking system to monitor learners' programmes. Data on success rates in 2011/12 suggest that these changes are improving learners' completion of their programmes.
8. Managers use a range of suitable quality-assurance processes to monitor provision and have an accurate and detailed quality improvement plan. However, quality-assurance processes do not include sufficient evaluation of key aspects of learners' training or the progress they are making in their qualifications. Managers do not make sufficient use of data to evaluate provision at subcontractors. Prevista's self-assessment report is insufficiently evaluative. It is too descriptive and does not make sufficient use of information resulting from quality assurance. It does not involve subcontractors sufficiently in self-assessment.

Outcomes for learners

Grade 3

9. The proportion of learners who achieve their qualifications within the time planned for their completion is satisfactory. Both timely and overall success rates were above the corresponding national rates in 2008/09 but fell to just below the national rates in 2009/10. Significant differences in success rates occur between different subject areas and, in some, from year to year. On courses in health and social care and retail and commercial enterprise, the proportion of learners who completed their qualifications within the time planned was generally close to the corresponding national rate. In transportation operations and construction, these timely success rates were well above national rates and overall success rates were close to national figures. However, in ICT and business administration and management, courses offered mostly by Prevista's direct delivery team of assessors, success rates are well below the corresponding national rates.
10. Learners develop good occupational skills. Many learners also improve their customer relations and communications skills. Transportation learners understand the need for safe practices including protecting drivers and their customers. Some business learners develop more effective team leading and management skills. Learners feel safe and work safely. Volunteers working in community organisations enjoy learning about other cultures and contribute effectively to community safety.

The quality of provision

Grade 3

11. Teaching, training and assessment are satisfactory. Training sessions for taxi and goods delivery drivers match learners' needs effectively. They also make beneficial use of well-designed workbooks to consolidate their learning. Assessors provide good coaching sessions to learners on customer service, administration and team leading programmes. Prevista provides adequate learning resources for learners on NVQ courses at level 2, but insufficient resources for those at level 3. Learners' progress reviews are satisfactory. However, on Prevista's in-house provision, assessors do not always provide sufficiently detailed and specific action plans and targets for learners. They do not always record learners' responses to questions asked during the review. Employers do not always provide written feedback on learners' progress at work. Systems for monitoring learners' progress are very effective at JLD, but provide insufficient detail on the progress learners are making in their qualifications at Prevista.
12. Assessment is flexible and thorough. Learners' portfolios contain a diverse range of evidence, and transportation learners make particularly good use of digital evidence. Assessors on Prevista's in-house provision make effective use of recorded professional discussion. However, learners at JLD have a choice of electronic or paper-based portfolios, but Prevista has not yet introduced e-portfolios for learners. Initial assessment has improved and most learners are on a course that meets their needs and circumstances. Prevista identifies learners' literacy and numeracy needs at induction and refers those with additional needs to local colleges. However, not all take up the opportunity to develop these skills. Assessors give good support to these learners, but do not have qualifications in supporting learners with literacy, numeracy or dyslexia needs.
13. Provision meets the needs of learners and employers well. Assessors use assessment methods appropriate to the needs of individuals. Assessors visit learners flexibly to fit their work patterns, and respond quickly to requests for information and training. JLD provides additional courses for its learners to enhance their employability.
14. Prevista works well with a good range of partners to provide training to meet employers' and learners' needs. It uses its links with community organisations particularly well to benefit unemployed learners and the community. Learners working as volunteers benefit from the excellent training and development they are given as part of their voluntary activities. They gain qualifications and job skills that prepare them well for future employment. Their communities benefit from the additional services provided by the volunteers. JLD provides good additional training for learners in public service and heavy goods vehicle driving.
15. Learners are well supported by their assessors. All learners complete an appropriate initial screening of their numeracy and literacy needs. One hearing impaired learner is progressing well with suitable support from the assessor. Business assessors give sensitive support to learners with literacy or dyslexia

needs. However, Prevista does not yet provide in-house specialist support for those learners who do not wish to attend an external provider to improve their literacy or numeracy skills.

Leadership and management

Grade 3

16. Prevista makes good use of a range of funding, projects and initiatives to provide services to partner organisations to meet their individual needs and enable them to participate in training. Managers select subcontractors carefully to help ensure that objectives for provision will be met. Partnership working is a key feature of Prevista's approach to the delivery of its services. It has been used effectively to give learners and employers access to niche qualifications that meet their individual circumstances and improve their employability and contribution to their communities.
17. Managers set realistic targets for participation and achievement on its programmes and monitor progress towards these targets carefully. They make satisfactory use of overall success rates to monitor provision as a whole, but do not make enough use of these data to provide a detailed evaluation of subcontracted and directly-delivered provision. They have placed insufficient emphasis on timely success rates as a performance measure.
18. Prevista's board of directors is well informed and provides effective challenge and accountability for managers. Its analysis is generally thorough and it has a good understanding of areas for improvement in provision.
19. Prevista's safeguarding policy provides a clear rationale for its commitment to safeguarding. It has appropriate arrangements for checking that Prevista staff are suitable to work with young people or vulnerable adults and keeps a central record of the checks that it carries out on these staff. It provides suitable training for its staff and for those of its subcontractors that do not have their own, in-house training. Its safeguarding officer is trained and has sound arrangements for ensuring that disclosure or concerns are dealt with properly. Safeguarding by subcontractors is included in Prevista's quality-assurance reviews, but records of subcontractors' safeguarding arrangements do not provide sufficient information on training for staff or on the checks carried out by subcontractors.
20. Prevista makes suitable use of data to monitor the performance of different groups and where it identifies disparities it investigates and takes action to improve. Its data for 2011/12 suggest that success rates for women, which were lower than those for men, are now rising. It is currently carrying out more detailed analysis of the underperformance of White British learners in order to improve success rates for these learners. Learners' understanding of equality and diversity is satisfactory. In some cases, when learners have had additional training or reinforcement as part of their training, it is good. Staff have suitable training in equality and diversity at their induction, but this is not always followed up with training to update their knowledge. Prevista does not check employers' arrangements for ensuring equality of opportunity. It recognises the

need to develop policies and procedures to include promotion to learners and employers and has a satisfactory plan in place to achieve these.

21. Prevista makes satisfactory use of feedback from learners to evaluate its provision. It uses a good range of questions at their exit interviews and has made effective improvements as a result. However, Prevista does not make sufficient use of feedback gathered by subcontractors and does not routinely survey employers to gather their views.
22. Managers at Prevista have satisfactory arrangements for the quality assurance of provision. Prevista's self-assessment report accurately identifies some strengths and areas for improvement but is too long and descriptive. Although it does not link clearly to the self-assessment report, Prevista's quality improvement plan provides clear and accurate targets for improvement. Changes made in response to its 2009/10 self-assessment have been effective in improving provision. Internal verification is thorough and effective in assuring and improving assessment practice.
23. Prevista carries out regular quality-assurance reviews with subcontractors, although these are not always sufficiently evaluative. The observations of teaching and learning that have taken place are evaluative, but are not part of a planned programme of observations of key aspects of provision such as training, coaching and reviews. Prevista provides too few opportunities for subcontractors and direct delivery staff to share good practice to improve provision. The self-assessment report makes insufficient use of quality-assurance information in making its judgements. Subcontractors and assessors are insufficiently involved in the self-assessment process.

Subject areas

Transportation operations

Grade 2

Context

24. Two subcontractors, JLD Ltd and Transtec Training Ltd, offer Train to Gain courses leading to NVQs at level 2 in driving goods vehicles, public service vehicle driving, private hire taxi driving and fork-lift truck operations through contracts with Prevista. Transtec provides taxi driving training whilst JLD provides the other training courses. The courses were first offered in 2008/09. Nearly all learners are male and most are over 25 years of age. At the time of the inspection, there were 34 learners.

Key findings

- Outcomes for learners are good. In 2009/10, the timely and overall success rates on transportation and operations and maintenance courses were high at 86.1% and 92.8% respectively. Current learners are progressing well.
- Learners reinforce and broaden their occupational skills and their understanding of the need for safe practices in driver and customer protection. Public service vehicle and private hire taxi driving learners also improve their customer relations skills. The training prompts some companies to review their procedures for the operational aspects of health and safety.
- NVQ assessment is thorough. Assessors visit learners frequently and at times to suit learners. Assessors generally question learners well, especially aspects relating to health and safety. However, a few questions do not always allow learners to display their knowledge fully. JLD uses digital visual and oral recordings well to record evidence and also uses an appropriate mix of electronic and paper-based portfolios.
- Learners report that the additional classroom-based training in driver competence is taught well and is closely matched to their needs. Learners on private taxi-driving courses attend a series of well-planned workshops to develop their underpinning knowledge further. They complete helpful workbooks in their own time, with assistance from their assessors if necessary.
- Learners' progress reviews are satisfactory. Assessors set relevant targets for the next visit and review progress appropriately at that visit. However, they do not always record employers' feedback on learners' training. JLD has a suitably detailed system for monitoring learners' progress and Transtec has modified Prevista's monthly monitoring report to provide more detailed information on learners' progress.
- Subcontractors match courses closely to the needs of learners and employers. JLD provides additional driver competence courses if these are vocationally relevant to learners. Transtec's learners follow optional NVQ units which have an appropriate emphasis on improving fuel efficiency. JLD and Transtec work

closely with local further education colleges and refer learners to these providers if they have literacy and numeracy skills needs.

- Support for learners is satisfactory. Assessors support learners well and are easily accessible. All learners undertake an appropriate initial screening of their numeracy and literacy skills. Very few are identified as needing additional support. One hearing impaired learner is progressing well with suitable support from the assessor.
- Operational management by subcontractors is good. Subcontractors provide specialist expertise in transportation operations and maintenance to broaden the range of courses offered by Prevista. Subcontractors enable learners to achieve successfully and most learners complete their courses within the planned time. Prevista monitors closely the progress of subcontractors against their contracts.
- Learners work on good, current, industry-standard equipment, including different types of fork-lift trucks, waste management vehicles and coaches. Assessors have good occupational knowledge. Some staff from subcontractors' organisations attend relevant training events organised by Prevista.
- Subcontractors place an appropriate emphasis on health and safety during learners' training. They cover equality and diversity during learners' induction by using a suitable range of questions. However, learners' records do not provide sufficient information on the responses they make. Assessors reinforce learners' understanding of equality and diversity in the theory sessions they provide during the courses.
- Subcontractors routinely send course evaluations, internal verification, observations of assessors and external verifier reports to Prevista. However, subcontractors have insufficient input into Prevista's self-assessment report. Prevista does not always review subcontractors' quality improvement plans. Subcontractors have insufficient contact with each other to share good practice. Prevista's self-assessment report does not grade or provide evaluative text on transportation operations.

What does Prevista Ltd need to do to improve further?

- Ensure assessors' questioning allows learners to respond fully so that learners can demonstrate fully their understanding of theoretical aspects of their training.
- Ensure employers are involved fully in learners' reviews so that learners can progress through their courses as quickly as possible.
- Improve the sharing of good practice between Prevista and its subcontractors in order to improve the quality of learners' experience.

Business administration and management

Grade 3

Context

25. At the time of inspection, 47 learners were on Train to Gain programmes working towards NVQs at levels 2 and 3 in administration, customer service, team leading and management. Learners are employed or work as volunteers in community or charitable organisations, and are assessed in the workplace by assessors employed directly by Prevista.

Key findings

- Success rates are low but improving. In 2009/10 the overall success rate improved significantly, but was still 18% below the national rate. Only 57% of learners completed their qualifications within the time planned. Success rates for NVQs at level 3 were particularly poor. However, most current learners are now making satisfactory progress towards their qualification.
- Learners develop good social and workplace skills. They quickly become more confident, and their communications skills improve. Some learners develop more effective team leading and management skills, and extend their knowledge of processes and procedures. Some learners progress to higher level courses and jobs. The standard of learners' work is satisfactory. Learners' oral work is good.
- Learners feel safe and work safely, observing appropriate protocols for personal, data and internet security. They treat others with respect, and know how to recognise and report inappropriate behaviour. Learners feel valued by their employers. Volunteers employed in community organisations enjoy learning about other cultures and contributing to community safety.
- Coaching and learning are satisfactory. Assessors are experienced and guide learners skilfully during their regular visits to the workplace. They make good use of questioning to probe learners' knowledge and understanding. However, Prevista provides insufficient learning resources, particularly at level 3, and some learners do not have access to computers, except by visiting the local library.
- Assessment is flexible and thorough. Assessors use a diverse range of assessment methods to suit individual needs. Most assessors make appropriate use of recorded professional discussion, particularly where learners have low literacy skills, or to preserve confidentiality. However, Prevista does not offer learners a choice between electronic and paper-based portfolios for the presentation of their evidence.
- Action planning and target-setting vary in quality. The best examples include targets that are specific and time bound. Less effective targets are vague and do not give sufficient direction on the precise actions learners need to take before their next visit by the assessor. Learners' mid-course progress reviews are cursory and assessors do not record learners' responses to questions well.

- Provision meets the needs of learners and employers effectively. Learners can progress between different levels of qualification. Assessors are flexible and negotiate visits to fit work patterns. They respond quickly to requests for information and adapt assessment methods well to suit the needs of individuals. However, some learners do not attend their pre-arranged assessment visits, which delays their progress.
- Prevista uses its links with community organisations particularly well to benefit learners and the community. Several learners work as voluntary community wardens at rail transport and bus stations. Others are volunteers in charitable organisations. These learners benefit from excellent training and development provided by their employers. It helps them to gain qualifications and job skills for future employment.
- Assessors give learners good support, advice and guidance on their regular workplace visits, often checking progress between visits. Learners can reach assessors easily by email or telephone. Assessors give sensitive support to learners with literacy or dyslexia needs. However, Prevista offers no specialist support if learners with literacy needs do not take up the referrals suggested to them.
- Operational management is satisfactory. Managers use an electronic system to monitor learners, but it does not provide sufficient information on the extent to which they have progressed through their awards. Assessors use their own systems to record learners' progress but have insufficient information on their contributions to success rates. Prevista provides insufficient opportunities for assessors to share good practice.
- Learners have a satisfactory understanding of equality and diversity. Prevista provides training at induction and some NVQ units include equality and diversity. Learners' progress reviews include a question on equality, but learners' answers are seldom recorded. Equality and diversity are included in staff inductions, but staff do not receive sufficient subsequent training to update or reinforce their understanding.
- Prevista has made many improvements to provision in recent months, although practices still vary between assessors. Induction and initial assessment have improved, employers are more involved in learners' programmes, and paperwork is better designed. However, Prevista does not do enough to evaluate the impact of these improvements. It does not involve assessors adequately in self-assessment.

What does Prevista Ltd need to do to improve further?

- Improve the quality of action planning and target-setting so that learners make better progress.
- Provide more opportunities for assessors to share best practice with each other in order to improve the quality of provision.
- Improve the tracking system to include better reference to learners' targets for achievement in order to monitor their progress more closely, help identify those at risk of falling behind and improve success rates.

Information about the inspection

26. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's quality manager, as nominee, carried out the inspection. Inspectors also took account of Prevista's most recent self-assessment report and development plans, comments from the funding body, and data on learners and their achievement. This was Prevista's first inspection.
27. Inspectors used group and individual interviews, telephone calls 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 Prevista offers.

Record of Main Findings (RMF)
Prevista Ltd
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	112	112
Part-time learners		
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?	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>		
<i>How well do learners make a positive contribution to the community?*</i>		
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	
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>	3	
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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