

Education and Training Skills

Inspection report

Unique reference number: 51688

Name of lead inspector: Martin Hughes HMI

Last day of inspection: 29 June 2012

Type of provider: Independent learning provider

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Information about the provider

1. Education and Training Skills (ETS) is a company limited by guarantee and was awarded charitable status in 1984. Initially established in 1965 to provide engineering training, it now provides apprenticeships in Somerset, Devon and Cornwall. ETS offers Skills Funding Agency funded apprenticeships and advanced apprenticeships in business and administration, customer service, management, the information technology user qualification (ITQ) and clinical health.
2. ETS has a head office in Exeter and a satellite centre in Truro. The organisation is overseen by a board of trustees. A member council with an elected chair supports the Chief Executive in setting the strategic direction and leadership of ETS. The regional manager is supported by an administration team and 18 full- and part-time assessors.
3. All learners are in full-time employment, mostly in small and medium-sized enterprises across the three counties. During the inspection, 379 learners were on programmes, of whom 326 were on business, administration and law programmes, 19 on information technology qualifications and 34 on clinical health programmes. Sixty per cent of learners are aged over 25. Approximately 75% of learners are women and 6.8% are from minority ethnic groups.
4. This inspection focused on the apprenticeship provision within business administration, customer service, management, and information and communication technology (ICT). The new clinical health provision was not inspected but included within leadership and management. Government funding is the primary source of income for ETS.
5. Education and Training Skills provides training on behalf of the following providers:
 - Northern Devon Healthcare Trust (health, public services and care)
 - Torbay Care Trust (health, public services and care)
 - Royal Devon and Exeter Foundation Trust (health, public services and care).

Type of provision	Number of enrolled learners in 2010/11
Employer provision: Train to Gain Apprenticeships	95 learners 234 apprentices

Summary report

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

Overall effectiveness of provision	Grade 1
Capacity to improve	Grade 1
	Grade
Outcomes for learners	1
Quality of provision	2
Leadership and management	1
Safeguarding	2
Equality and diversity	1
Subject Areas	
Information and communication technology	2
Business, administration and law	2

Overall effectiveness

6. Education and Training Skills is an outstanding provider. Learners achieve excellently and almost all complete their training within the planned timescales. They develop very good work skills and increase their confidence and self-esteem. Business administration learners learn how to manage teams and become very competent at dealing with changes and challenges at work. Customer service and ICT learners improve their time management and planning skills. Learners have a very good understanding of safeguarding and health and safety in the workplace. Equality and diversity are promoted and reinforced very well in the training centre and in the workplace. Quality improvement arrangements are sufficiently effective to have brought significant and sustained improvements. However, new much-improved arrangements to monitor the performance of tutors in the classroom are still to become fully integrated.
7. Teaching, training and learning are good. Training sessions are well matched to individual needs and invigorate learning. Learners benefit from the good vocational knowledge of their assessors. Learning materials are very good; however, online resources require further development to make them more interactive. Assessments are timely, rigorous and planned to meet learners' and

employers' needs. Training courses meet the needs of employers and the interests of learners thoroughly, with very strong partnerships that support the learning. ETS uses initial assessment to the best possible effect to ensure that learners start at the highest appropriate level on the training programmes. Care, guidance and support for learners are particularly good and contribute significantly to helping learners achieve.

Main findings

- Success rates are very high. They have continued to improve since the last inspection and have remained consistently well above the national average. ETS is successful in narrowing the achievement gaps between all groups of learners. However, some customer service learners in the 19 to 24 age group leave their employment before completing their apprenticeship.
- Learners make very good progress through their programmes and in the development of workplace, interpersonal and communication skills. ETS is extremely effective at raising the aspirations of its learners, supporting them to succeed and celebrating their achievement. Many learners progress to higher level qualifications or gain promotion at work.
- Learners really enjoy their training with ETS. Most make very good progress and for many the experience is life changing, enabling them to progress to supervisory and management roles within their career path. Employers benefit greatly from the skills and ideas learners bring back to the workplace.
- Teaching and learning are good and, where appropriate, staff use technology well to promote interactive and interesting learning. Tutors plan training sessions well and include a variety of learning activities. However, learning resources available online are still underdeveloped. Attendance is good. ETS has recently introduced a new, much improved, process for observing teaching and learning which is very thorough.
- Online portfolios are used to particularly good effect to record learners' achievements and by assessors to monitor performance. Learners benefit enormously from the e-portfolio and can upload assignments and examples of their work and receive prompt, useful, academic support from tutors. Tutors are responsive to the particular needs of learners and offer additional support out of hours when required.
- Training is very well targeted in conjunction with partners and employers and is highly effective in filling skills gaps in administration, customer service and management in the local workforce. ETS offers a good range of programmes at different levels which matches the abilities of learners particularly well with the needs of employers. ETS is responsive to the changing market forces.
- Pastoral and academic support for learners is comprehensive and purposeful. Induction covers all aspects of the programmes including health and safety, equality and diversity, and safeguarding very well. Information, advice and guidance are available at all times and are targeted to support learners at the most appropriate times during their programmes. Learners feel well supported by tutors who are well qualified, experienced and very capable.

- Strategic leadership is very strong. Managers and trustees make very good use of local and regional information to plan and direct training to meet the needs of employers and learners. The trustees strongly support the improvement of the provision, maintaining focus on high-quality training, good resources and high learner success. However, succession planning for senior managers is insufficiently formalised.
- Good safeguarding arrangements are in place. ETS places a strong emphasis on comprehensive learner induction. Criminal record checks on employees are comprehensive and continually monitored. All activities are thoroughly risk assessed. Employers receive good support from ETS staff to ensure they actively support and promote the safeguarding of learners.
- The promotion of equality and diversity is outstanding. A very strong emphasis on actively supporting learners and employers to combat discrimination is a critical aspect of ETS' work. Participation of learners from traditionally under-represented groups is high and all groups achieve well. ETS encourages a strong culture of respect and manages complaints comprehensively.
- Partnership working is very good. Very strong partnerships with employers are highly effective in extending the skills of the workforce. ETS maintains and promotes partnership working with small and medium-sized enterprises as well as large hospital trusts, where recent initiatives have resulted in training for clinical health staff. Apprenticeships are promoted tenaciously with schools across the three counties.
- Arrangements for improving the provision are highly effective, with many improvements made since the last inspection. Very well structured quality improvement arrangements ensure that all programmes are stringently monitored and that ETS deals rapidly with underperformance. The use and management of resources to ensure value for money is outstanding.

What does Education and Training Skills need to do to improve further?

- Work closer with employers to ensure more customer service learners, especially in the 19 to 24 age group, complete their apprenticeship programme.
- Ensure learning materials for all programmes are developed to provide a more interactive approach to learning and are made available for all learners through the internet.
- Support the stability and further development of ETS by reviewing the organisation's staff succession strategy.

Summary of the views of users as confirmed by inspectors

What learners like:

- getting absorbed in learning while at work
- the excellent trainers who are always knowledgeable, lively and interesting and motivate learners to succeed
- tutors' patient attitude and understanding of diversity when supporting learners
- that staff exceed expectations in helping learners turn their working life around
- using the e-portfolio
- the flexibility if the ITQ qualification online
- the positive relationships with assessors
- sharing views with other learners in workshops.

What learners would like to see improved:

- the number of e-learning resources available to access remotely
- a spell-checker as part of the online portfolio
- opportunities for ITQ learners to get together as a group.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the effectiveness of partnership working that has positive impact on employment
- the help given by ETS to select and interview new apprentices
- the way ETS tailors solutions to individual business needs and sets high standards
- the way learners are stretched in their training to develop new skills which they can apply to professional practice
- the rapid response from ETS to any requests or questions
- the celebration of learners' success at the awards ceremonies.

What employers would like to see improved:

- the amount of information provided before first meeting with ETS
- the amount of information made available on the content of, and learners' progress in, off-the-job training.

Main inspection report

Capacity to make and sustain improvement

Grade 1

8. Since the last inspection, there has been a sustained record of improvement. Outstanding strategic and operational leadership sets ambitious targets for learners and a clear vision for operational development. Success rates are outstanding, with no variation between groups of learners. Trustees fulfil their duties very effectively. Retention is excellent. Self-assessment is good and accurately reflects the provision; it is integral to the business planning process. ETS pays very close attention, and responds very quickly, to the needs of employers and regional development priorities. Equality and diversity were satisfactory at the last inspection and are now outstanding. Arrangements to secure value for money are outstanding. Staff at all levels demonstrate a keen commitment to developing the skills of learners and employers. Managers are particularly capable and ambitious for the success of learners and the organisation.

Outcomes for learners

Grade 1

9. Success rates are very high, steadily improving, and are well above national averages. Almost all learners achieve qualifications and there are no significant differences in achievement between groups. However, some customer service learners aged 19 to 24 leave their employment before completing their qualification. Apprenticeship overall success in 2010/11 was very good. In 2011/12, in-year success rates on all programmes, including the recently introduced functional skills, are high. Learners who receive extra support often achieve better than their peers.
10. ETS is particularly effective in raising the aspirations of learners and supporting them and their employers in developing workplace skills. Almost all learners complete their training successfully, a good proportion well before the planned end date. All recognise the importance of the skills they develop and the value of the qualifications they achieve in enhancing their lives, employment prospects and promoting their health and well-being.
11. Learners enjoy their individual and group training. They recognise the importance of the specific skills of working with customers and managing others. Management and customer service learners use skills gained in training to improve the operations and processes in their employment. Administration, ICT and clinical health learners apply their learning of systems to reach solutions when problems arise.
12. Learners feel very safe in ETS premises and at work. Focused training at induction ensures that learners fully understand how to stay safe and look after themselves during training, at work and when using the internet. Workplaces provide safe working environments. Learners demonstrate very good health and

safety awareness and safe working practices and are able to conduct rigorous risk assessments of their activities.

The quality of provision

Grade 2

13. Teaching and learning are good. Training sessions are thoroughly planned and interactive. Prior to inspection, ETS identified that reports on observations of teaching and learning lacked detail, and have recently implemented a more rigorous and comprehensive system. Teaching sessions seen by inspectors were graded good or better. Tutors use technology well to invigorate learning. Learners are provided with encrypted memory sticks to enable them to manage their portfolios. A virtual learning environment is under development. Employers provide good on-the-job training which links well with the ETS training. ETS monitors learners' attendance well and provides good support to learners who cannot attend taught sessions.
14. Assessment practices are very thorough. Learners understand why they are being assessed and they receive useful, effective feedback. They understand their progress and what they need to do to complete their qualifications. Key skills are linked well to the qualification, although the content of some sessions is not always relevant to learners' main programmes. ETS has recognised this and is reviewing the situation. Support for key and functional skills is well managed and flexible.
15. The response to meeting the needs and interests of learners and employers is excellent. ETS offers a very good range of programmes providing opportunities for learners to progress from level 2 to level 5 or to other programmes. Many learners progress to higher qualifications. Several current staff started as learners. ETS has worked hard to meet the changing needs of partners and employers and is very responsive to their requirements. Tutors are flexible in supporting learners, offering extra sessions and individual support when appropriate.
16. Partnership working is good. ETS works with a wide variety of partners across the three counties. With one provider, ETS delivers business administration and management programmes as well as providing assessor and quality assurance training to its staff and subcontractors. ETS has forged very close working links with three NHS trusts across Devon and has worked hard to establish new programmes in clinical health. It has maintained strong partnerships with key employers and schools. ETS works with tenacity to promote and recruit apprentices for employers through the National Apprenticeship Service.
17. Learner support, including information, advice and guidance, is very good. Records of advice given are clear and demonstrate that learners are on appropriate courses and taking the most relevant options. Learners are well supported and receive timely and relevant career advice. Communication between staff and learners is good. ETS gives potential new apprentices exceptionally good support to prepare them for interviews with prospective

employers. Induction is good and provides learners with a clear understanding of the course demands and a good grounding in equality, diversity, safeguarding and health and safety.

Leadership and management

Grade 1

18. Leadership is excellent. ETS uses regional and local market information very well to inform an accurate assessment of the organisation's strengths and areas for improvement. Senior managers and trustees work well to establish strategic targets that are challenging, achievable and meaningful. Operational management is strong, creating a positive and supportive culture through rigorous monitoring and clear leadership. ETS is very aware of national and regional priorities for training, and is committed to addressing these with employers and learners. ETS uses data particularly well. Management information is comprehensive, well presented and used well at all levels to inform improvement. Learning resources are very good. ETS has a very capable and enthusiastic team of managers. Succession planning is in place, but it is insufficiently formalised.
19. Trustees oversee the work of ETS well. Trustees are very knowledgeable and have received appropriate training for their roles. Their collective expertise and experience are well matched to their role. Trustees are effective in undertaking their statutory duties, and in providing useful market intelligence. They are well informed through five annual meetings, together with specific 'away days' covering, for example, safeguarding. Trustees have a realistic view of the organisation's challenges and areas for improvement. They actively support events such as the annual awards ceremony and evaluate their own performance appropriately.
20. Safeguarding arrangements are good and meet current government requirements. Safeguarding has a high priority. Trustees, senior managers and staff have received appropriate training. Lines of responsibility are clear, with safeguarding officers at both sites. A suitably promoted 24-hour telephone hotline is maintained and an active safeguarding management group is in place. All staff and governors have completed enhanced Criminal Records Bureau checks in the last three years. ETS maintains a suitable, secure central record of these checks. The organisation supports learners with identified safeguarding needs very well. The promotion of safeguarding to learners is good. Well-written information sheets and posters provide helpful guidance, with useful testing and reinforcement at reviews. ETS recognises that more comprehensive safeguarding training is needed at learners' induction and this is planned for September 2012. Learners feel entirely safe and appreciate the support that is available to them. Health and safety receive a high priority.
21. The promotion of equality and diversity is outstanding. ETS has worked hard since the last inspection to raise the profile of equality and diversity as part of its delivery. Trustees are very well informed and senior managers demonstrate a zealous commitment to the values of widening participation, eliminating

harassment and bullying, and ensuring that all learner groups achieve to their full potential. A valuable equality audit was conducted in January 2012 and equality and diversity impact assessments on policies and procedures are ongoing. ETS is particularly active across the South West region in promoting apprenticeships to employers. ETS supports the Devon and Cornwall Training Provider Network in promoting apprenticeships to employers. ETS monitors the outcomes of different learner groups well, supported by well-presented, comprehensive data. There is no significant variation between the success rates of different groups. Learners are well supported and appreciate ETS' positive approach in helping them to attain. The celebration of learners' success is good. Learners are regularly successful in regional competitions.

22. Partnerships to meet the needs of learners are very strong and productive. ETS has developed an impressive range of working relationships and is working hard to extend these, particularly in the 16 to 19 age group. The organisation collects the views of employers and learners suitably through frequent questionnaires and there are a number of examples where this feedback has informed improvement. ETS has recently set up useful employer and learner forums.
23. In October 2011, ETS commenced the offer of a clinical health qualification to three NHS Trusts. The planning and introduction of the programme were thorough. No learners have completed the programme but all have completed the functional skills and are progressing well. Learners value the quality of training and recognise the benefits in their professional practice. The management of the programme is very good with detailed monitoring of learners' progress and achievement. The quality of learners' work is very good and learners receive very good support from specialist staff. Staff respond promptly to any queries and work closely with the trust managers to assure effective and efficient delivery of the training.
24. Self-assessment is good. ETS has mature arrangements to evaluate its provision. A clear annual cycle gathers the views of staff, learners and employers effectively, with multiple surveys and feedback. The latest self-assessment report makes particularly good use of data and provides a comprehensive analysis of the provision. The report is not fully evaluative and places insufficient focus on learners in some areas. The current business plan, however, is appropriately evaluative and provides an effective focus on learning. Improvement planning is very good with clear, well-monitored actions.
25. ETS uses its resources particularly well to secure value for money. Learners progress well. Retention and success rates are very good. Learners gain useful skills which they and employers value. The quality and availability of resources are very good and are well managed in a sustainable way. Both centres provide welcoming and professional learning environments. ETS considers developments carefully for their impact upon the organisation. Recycling is strongly encouraged.

Subject areas

Information and communication technology – IT for users

Grade 2

Context

26. ETS has 19 learners enrolled on IT for users at levels 2 and 3. All learners are employed and follow accredited intermediate and advanced apprentice programmes delivered at the employers' premises. Most learners work for medium and small employers across Devon, Cornwall and Somerset. Learners attend off-the-job training for key skills.

Key findings

- Learners' attainment of qualifications is good. Many learners complete their programmes well within the planned time. The number of learners has slowly increased over the past three years and overall success rates are good and well above the national average. Learners gain valuable specialist IT skills, knowledge and understanding which improve their employability. Learners are aware of potential progression routes within their current, and other areas of, employment.
- Many learners begin their apprenticeships with high levels of skills and are committed to, and enthusiastic about, their learning. They enjoy extending their IT skills and applying them effectively in the context of their job. However, key skills are not sufficiently linked to learners' programmes to enable them to use evidence gained at work for both qualifications.
- Learners make satisfactory progress overall. Learners often complete creative and innovative assignments, based on challenging employer requirements, which demonstrate high levels of attainment. Instability in staffing and a lack of rigour in target setting prevent some learners from making progress at a faster rate. Level 3 learners are not always fully challenged to progress as quickly as their ability, skills and job role might allow.
- Learners feel safe in ETS premises and in the workplace. Safeguarding and safe use of technologies and the internet are covered extensively and are exemplary. Learners demonstrate safe working practices during the comprehensive 'sign up' and induction sessions, particularly in relation to fire hazards. Communication between managers and employers on all aspects of safety and security is regular and informative. The ETS safeguarding hotline and email alerts complete a comprehensive safeguarding package for learners.
- Teaching and learning are good. Individual training is well planned and focused on developing each learner. The online training provides valuable flexibility, allowing learners to work at their own pace. Access to resources, exemplary evidence or links to informative guidance are limited and learners often consult their peers at work for support. Learners do not always have sufficient opportunity to collaborate regularly and share their experiences.

- Assessment is satisfactory with a variety of methods used well. Learners are competent users of the online system to submit their assignments, receive feedback and track their own progress. Assessors provide accurate evaluations of learners' work with precise and challenging targets for improvement. On occasions, feedback is too brief, lacks clear actions for improvement and does not question learners if they have not satisfied assessment criteria. Some assessment plans are insufficiently detailed.
- Resources are good. Learners access high-quality specialist equipment in the workplace and in the ETS centres. Learners make good use of encrypted data storage devices, given to them during induction, to store all of their coursework. Staff are generally well qualified and have a good range of experience, but do not always have specialised skills in the more technical aspects of the programmes.
- Initial advice and guidance are comprehensive. Learners have a wide range of options to tailor their learning to match closely with workplace needs and their personal goals. Individual support for learners is very good; it is targeted, focused and meets personal, pastoral and academic needs. Learners value the opportunity to contact their tutors at any time. Learners with personal difficulties when joining the programme are guided and supported very effectively to help them succeed.
- Partnerships with employers are strong and relationships are productive. Many learners are recruited specifically, with ETS support, to meet employers' needs. ETS discusses training programmes with employers to tailor them to the working environment. The organisation involves employers effectively in learner reviews and encourages them to participate in feedback to ETS.
- Operational management is good. Data are used very well to inform managers and tutors of learners' progress. However, ETS takes a holistic view of all its learners and the slower progress of some individual IT learners has previously not been identified quickly enough. Quality systems are satisfactory but are not sufficiently tailored to meet the demands of the unique online delivery of the ITQ programme.

What does Education and Training Skills need to do to improve further?

- Provide more opportunities for learners to collaborate and work together, either face to face or online.
- Develop additional quality assurance protocols that are specifically tailored to evaluate effectively the unique delivery and assessment of the online ITQ programmes.

Business, administration and law

Grade 2

Context

27. ETS has 326 learners enrolled on apprentice programmes. Of these, 145 are working towards management qualifications, 122 are on business administration programmes and 59 are customer service apprentices. All learners are employed, working in a variety of large, medium and small organisations across Devon, Cornwall and Somerset. Learners attend off-the-job training for key skills and technical certificates. Fifteen staff have responsibility for the training and assessment of learners.

Key findings

- Overall success rates are very high on business administration and management apprenticeships, and satisfactory in customer service. In 2010/11, both business administration and management programmes achieved overall success rates above the national average. Customer service was slightly below national averages, due to the low success rates of intermediate apprentices. Progress for all current learners is good.
- Learners develop personal and vocational skills, as well as knowledge, to very high standards. Learners are highly motivated, improving their confidence at work and developing good team-working, ICT and communication skills. Learners make good progress in their work, taking on more complex tasks and responsibilities, with many gaining promotion. Learners' work within portfolios is of a high standard.
- Learners feel very safe and demonstrate safe working practices. Employers have a strong focus on health and safety in the workplace and ETS reinforces this very well throughout the apprenticeship. Learners have a good understanding of health, safety and welfare, including e-safety, and know whom to contact should they have any concerns.
- Training and learning are good. Tutors lead well-planned off-the-job training, for key skills and technical certificates, which are interesting, interactive, and participative. Some key skills sessions lack challenge for more experienced learners. Tutors deliver very effective on-the-job coaching, providing practical tips to improve performance. Employers provide good on-the-job training and supervision. Learning support materials are of good quality. However, ETS has still to develop sufficient online resources for learners.
- Assessment practice is good. Tutors plan visits well, provide constructive and timely feedback on progress and use good short-term action planning. Many learners particularly enjoy using the e-portfolio, which accelerates their progress. However, the e-portfolio does not integrate a progress record for key skills and technical certificates. Some assessments are led by assessors with insufficient learner involvement in identifying and referencing evidence.

- Reviews of progress are very effective, monitor learners' progress well and involve employers. Individual learning plans are updated effectively. However, the questioning of learners sometimes lacks depth and the recording of learners' answers lacks the detail to demonstrate how the learners have responded.
- Programmes meet the needs of learners and employers very effectively. ETS supports employers' recruitment of young apprentices, with good preparation for job interviews. The range of provision, from level 3 to level 5, is very good, providing excellent progression opportunities. Strong links exist with employers, who have a good involvement in all aspects of the apprenticeship programme.
- Care, guidance and support are very strong. Learners receive excellent personal support, and individual coaching for key skills when required. Learners make regular contact with staff and receive swift responses to questions or requests for help. Visits are flexible to meet learners' work patterns. Line managers provide good on-the-job support, both for the job role and the qualification.
- ETS provides good quality information, advice and guidance before learners commence programmes to determine the most suitable qualification. Close working with employers ensures units studied suit business needs and personal targets for individuals. During the programme, tutors frequently lead good discussions on an individual's personal aspirations, providing effective information and advice on further learning and job opportunities.
- The operational management of programmes is very effective. ETS has maintained high success rates on most programmes and has taken action to improve retention in level 2 customer service. Training for key skills and technical certificates is well planned and programmed well in advance, with careful monitoring of attendance. Staff are well managed and supported. Caseload management provides careful tracking of learners' progress and effective action planning.
- The promotion and understanding of equality and diversity are good. The organisation raises learners' awareness at the start and reinforces this throughout the programme. Learners understand fully how to respond and complain if they feel uncomfortable with inappropriate language or behaviour.
- Quality improvement arrangements, including self-assessment, are good. The process is inclusive and judgements are broadly accurate. However, the report puts insufficient focus on the quality of teaching and learning. Internal quality assurance is sound and monitors assessors' performance effectively. However, some observations of teaching and learning do not sufficiently identify how a tutor can improve.

What does Education and Training Skills need to do to improve further?

- Improve overall success rates at level 2 in customer service by more careful recruitment of learners and better working with employers to ensure learners complete their apprenticeship.

- Develop the online learning resources for staff and learners to provide a better resource base to support independent learning and to support staff and learners working from employers' premises.

Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Education and Training Skills' regional manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of Education and Training Skills. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Education and Training Skills

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	19+ Learner responsive
Approximate number of enrolled learners			
Full-time learners	382	44	335
Part-time learners	0	0	0
Overall effectiveness	1	1	1
Capacity to improve	1		
Outcomes for learners	1	1	1
How well do learners achieve and enjoy their learning?	1		
How well do learners attain their learning goals?	1		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	1		
How safe do learners feel?	1		
<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>	-		
Quality of provision	2	2	2
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	1		
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?	1		
Leadership and management	1		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1		
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?	1		

*where applicable to the type of provision

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