

# Catch22 South East Training

Inspection report

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Name of lead inspector: Maria Barker HMI

Last day of inspection: 12 February 2010

Type of provider: Voluntary organisation

Address: Unit 8  
Acorn Business Centre  
North Harbour  
Portsmouth  
PO6 3TH

Telephone number: 0239 2222771

## INFORMATION ABOUT THE PROVIDER

1. Catch22 South East Training (SET) is a service within Catch22, a national registered charity for young people, formed in January 2009 in a merger with Rainer and Crime Concern. Catch22 offers 172 services to young people nationally, of which Catch22 SET is the only one with a focus on education and training.
2. Catch22 SET receives funding from Hampshire and the Isle of Wight Learning and Skills Council (LSC) for apprenticeships in child care, sport and recreation and business administration and for Entry to Employment (E2E) provision. It also holds a European Social Fund (ESF) contract for young people aged 14 to 19 who are not in employment, education or training, with a focus on looked-after children. All funding is through the LSC and ESF and Catch22 SET focuses on provision for young people. This inspection graded apprenticeship provision in child care and E2E provision in the Portsmouth area. The ESF provision is relatively new and was not included in the inspection. Evidence from all other provision was included in the inspection, and informs the main findings.
3. Catch22 SET is based in Portsmouth, and also offers E2E and ESF provision in Hampshire, Surrey and Kent. It offers all provision through outreach centres in community venues and operates from an administrative base in Portsmouth. Catch22 SET employs 37 staff, including the head of service and four senior managers.
4. The following organisations provide training on behalf of the provider:
  - Southampton City Council (ESF)
  - Romney Marsh Resource Centre (E2E)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16 (ESF)	24 part-time learners
Entry to Employment 16 to 18 (ESF)	173 full-time learners 53 part-time learners
Employer provision: Apprenticeships	67 apprentices

## SUMMARY REPORT

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Child development and well being	2
Preparation for life and work	3

## OVERALL EFFECTIVENESS

- The overall effectiveness of Catch22 SET's provision is satisfactory. It has satisfactory capacity to improve and is developing its quality improvement processes in order to improve provision further. Outcomes for learners are satisfactory overall, and are good on apprenticeship programmes. The standard of apprentices' work is good and is satisfactory for learners in E2E provision. Teaching and learning are satisfactory overall. In the better sessions, learners participate well in a good variety of activities. The use of local outreach centres meets the needs and interests of learners well. Although Catch22 SET provides good opportunities for work placements for E2E learners, the course content does not fully meet learners' needs. Guidance arrangements are satisfactory. Support with personal and financial matters is good, especially for E2E learners. Leadership and management are satisfactory overall. Catch22 SET has good strategic leadership. Arrangements to safeguard learners are satisfactory and learners say they feel safe. Catch22 SET promotes equality and diversity satisfactorily. It makes good arrangements to provide equality of opportunity for learners. Learners' understanding of equality and diversity is promoted adequately.

## MAIN FINDINGS

- Outcomes for learners are satisfactory. Learners develop good personal and work skills and increase their confidence. Apprentices have good standards of work and develop good vocational skills. E2E learners demonstrate satisfactory standards of work.
- Success rates on apprenticeships improved significantly in 2008/09 and are now good. Overall success rates are good at 75%, and timely success rates are satisfactory at 57% for 2008/09. Progression from E2E to employment, education or training is satisfactory.
- Learners feel safe. They understand health and safety procedures at work. Learners respond well to appropriate policies and procedures to promote mutual respect and their behaviour is good.
- Teaching and learning are satisfactory. The better lessons include a good variety of activities and involve learners well. However, much teaching is dull and teacher led with limited opportunity for learners to participate actively. Limited use is made of information learning technology in lessons.
- Catch22 SET has inadequate arrangements for literacy, language and numeracy support. Recent improvements in initial and diagnostic assessment do not yet always lead to appropriate and timely support arrangements.
- Learner records are poorly integrated. Not all the information needed for appropriate individualised target setting is available at progress reviews. Catch22 SET does not have fully developed arrangements to monitor the progress of apprentices, and does not monitor progression from E2E effectively.
- The recent move to outreach provision meets the needs and interests of learners well. However, although most E2E learners have good work placements, their opportunities to gain qualifications are limited.
- Catch22 SET has developed good partnerships to benefit learners. It has expanded the bank of employers providing work placements for E2E learners and has good relationships with apprentices' employers. Catch22 SET engages actively in the local training provider network and 14 to 19 consortium.
- Care, guidance and support are satisfactory overall. Catch22 SET provides good individual support with personal and financial matters. It also ensures that learners with learning difficulties and/or disabilities receive appropriate specialist support. Initial and ongoing guidance is satisfactory.
- Catch22 SET has good strategic leadership with clear direction in a period of significant change. The move to outreach provision in community venues has improved resources for teaching and learning and provides good links to other local services. Operational management of the provision is not fully developed.
- Catch22 SET promotes equality and diversity satisfactorily. It has good arrangements to ensure equality of opportunity for learners to achieve their potential and responds well to learner feedback to improve provision. Catch22 SET recognises the need to introduce strategies to address stereotypical recruitment onto apprenticeship programmes, but has not taken appropriate action to date.

- Catch22 SET has not fully established the use of management information and quality improvement processes. Although Catch22 SET has made recent improvements in order to manage the quality of provision more effectively, it is in the process of reviewing and developing them further.

## WHAT DOES CATCH22 SET NEED TO DO TO IMPROVE FURTHER?

- Consolidate the strategic direction of the provision with a strong focus on good quality education and training and continue to improve the wider organisation's recognition of the specialised demands of education and training provision in order to support the further development of the provision effectively.
- Further improve the use of data and quality improvement mechanisms in order to establish a comprehensive framework of quality assurance and management mechanisms.
- Improve the learners' experience through extending the curriculum offered on E2E provision and raising the standard of teaching and learning across all provision, by focusing on recruiting well-qualified staff and providing good staff training in learner-centred approaches to teaching.
- Use the outcomes of initial and diagnostic assessment in planning learners' programmes and ensure that appropriate literacy, language and numeracy provision meets individual learning needs.
- Maintain integrated records of each learner ensuring accessibility to all relevant staff to ensure that individual target setting is effective and that learner progress is monitored effectively.

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

#### What learners like:

- being able to gain a work placement on E2E provision
- the practical activities in the workplace during apprenticeships
- their increased confidence as a result of attending their programme
- the fun in drama classes
- the friendly staff who offer good support
- that all learners get on with each other.

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

- the boring lessons in some subjects
- courses tailored to their individual learning needs
- the support with literacy, language and numeracy needs
- the tedious jobsearch activities on the E2E programme
- the introduction of vocational tasters in E2E provision.

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

### What employers like:

- the friendly staff
- the good communication between themselves and learners
- the good feedback from staff on individual learners' progress on apprenticeships
- the assessors visiting as scheduled on apprenticeship programmes
- the follow up visits to E2E learners on work placements
- the flexibility of the off-the-job training on apprenticeship programmes.

### What employers would like to see improved:

- a network for employers to meet and share experiences
- information about changes in apprenticeship qualifications
- the training of work-based assessors, to avoid delays in apprentices being assessed.

## MAIN INSPECTION REPORT

### CAPACITY TO MAKE AND SUSTAIN IMPROVEMENT GRADE 3

6. Catch22 SET has satisfactory capacity to improve. In recent years it has adapted policies and procedures as a result of merger, most specifically the merger into Catch22 in 2009. This merger has necessitated familiarisation with a large voluntary organisation focused on support for young people, although not specifically engaged with education and training activities. Within this larger organisation, Catch22 SET has maintained a good strategic direction and has a clear sense of how its provision could be further developed. For example, the move to outreach provision in 2009 benefits learners, in particular E2E learners who are able to access local provision more easily. Recent changes to the range of provision have a clear focus on education and training for young people, in line with the ethos of the wider organisation. The move from DWP-funded provision in 2009 has led to a restructuring of staff roles which is still underway. Although Catch22 SET has clear plans for further improving its provision to provide good quality education and training for young people, it is too early for these to be fully established. Recent improvements in apprenticeship provision, which is now good, demonstrate that Catch22 has the capacity to improve provision further, especially through appropriate staffing arrangements.
7. The self-assessment process has been revised and is inclusive. It includes feedback from all staff, learners and employers. Inspectors agreed that the current self-assessment report is largely accurate and identifies key areas for improvement. The resulting quality improvement plan provides a good basis for development. However, safeguarding and equality and diversity were graded higher than at inspection.
8. Catch22 SET has an appropriate management structure and staffing arrangements are improving through the appointment of new staff and further training of staff already in place. Currently, the operational management of the provision is not yet fully effective. Improved use of management information is beginning to impact on the management of the provision. Appropriate quality assurance arrangements are under development. For example, Catch22 SET has recently introduced a rigorous process of observations of teaching and learning. Catch22 SET plans to integrate this process into a new staff appraisal process implemented by Catch22 nationally which has a more specific focus on performance management. Staff are well motivated and committed to securing sustained improvement.

### OUTCOMES FOR LEARNERS GRADE 3

9. Outcomes for learners are satisfactory overall. They are good for apprentices and satisfactory for E2E learners. Success rates for apprentices improved considerably in 2008/09. Overall success rates were 76%, compared to 71% nationally. Timely success rates were 55%, compared to 50% nationally.

Learner numbers in sport and recreation and business administration are small. However, in both subject areas overall and timely success rates were higher in 2008/09 than national rates. Opportunities to gain qualifications on the E2E programme are limited. However, those who take qualifications achieve high success rates, especially in first aid, health and safety and manual handling.

10. Learners achieve a satisfactory standard of work overall. Apprentices demonstrate good standards of work, both in practical skills in the workplace and in assessment towards their vocational qualification. Learners on E2E provision work to a satisfactory standard. They develop in confidence and increase their personal, social and employability skills. They enjoy their learning and make satisfactory progress.
11. Catch22 SET provides good development of the economic and social well-being of learners. Progression from apprenticeships is good, both in the workplace and to advanced apprenticeships. Highly effective guidance ensures that learners progress to advanced apprenticeships within Catch22 SET or with another provider, as appropriate. Progression from E2E is satisfactory. An increasing number of learners progress to further education, training or employment. Most learners attend work placements which increase employability skills and sometimes lead to employment. The introduction of a pre-apprenticeship option has led to a significant increase in the number of learners progressing into apprenticeships.
12. Learners feel safe and protected from harassment and bullying. They support each other well and a culture of mutual respect is well established. Learners develop a good understanding of health and safety issues in the workplace and clearly understand their rights and responsibilities at work. Apprentices can apply specifically vocational aspects of health and safety well to their work environment.

## THE QUALITY OF PROVISION

## GRADE 3

13. The quality of provision is satisfactory as are teaching and learning. On-the-job training for apprentices is good, and employers have a good understanding of the requirements of the vocational qualifications. E2E learners also receive good work placement experiences which benefit their learning. In the better lessons, teachers involve learners well through a good variety of activities and meet individual learners' needs. However, much teaching is dull and teacher led. Lessons are not planned to actively involve learners or to take into account the differing needs of individual learners. The use of information learning technology is not well established.
14. Catch22 SET provides inadequate support for learners with literacy, language and numeracy needs. It has recently improved initial assessment of literacy and numeracy. However, it is too early for this to have led to the provision of appropriate support for all learners currently on the programme. Some learners have no specialised additional support arranged until a very late stage of their programme.

15. Although Catch22 SET holds detailed records on learners they are not integrated into one set of records available to all relevant staff. Progress reviews do not cover all aspects of each learner's programme and target setting is not comprehensive. Catch22 SET does not have adequate processes to monitor learners' progress throughout their course, or to respond quickly and appropriately to any matters that might impact on successful completion. For example, regular reviews of apprentices include appropriate targets to ensure good progress in vocational qualifications but do not integrate progress with the key skills requirements of the framework. In E2E provision reviews do not include sufficiently individualised and challenging targets.
16. Catch22 SET satisfactorily meets the needs of learners. The move to outreach provision meets their needs well, as reflected in improved recruitment and attendance rates. Good links with employers ensure that apprentices make good progress and succeed. The E2E programme offers good work placements and activities to build learner confidence, but insufficient opportunities for learners to gain qualifications.
17. Care, guidance and support are satisfactory. Learners receive appropriate guidance on entering the programme. Support with personal and financial matters is good, especially for E2E learners. In apprenticeships, support with the vocational aspects of the programme is good.

## LEADERSHIP AND MANAGEMENT

## GRADE 3

18. Leadership and management are satisfactory. Catch22 SET has good strategic leadership with a clear sense of direction for the further development of the service. Catch22 SET is integrating well into the wider organisation. It has refocused its provision in line with the wider organisational goal of helping young people out of difficult situations. Progression routes within the provision are clear. Young people on the ESF project can progress into the E2E programme and, where appropriate, to the apprenticeship programme. The restructuring of the provision has necessitated a restructuring of staffing. Currently, nearly half of all staff are new and are developing into their roles within Catch22 SET. The process of restructuring is not yet complete, and not all new staff have the skills required to fulfil their roles effectively.
19. Throughout the extensive changes since merger into Catch22, Catch22 SET has communicated well with staff, both through weekly briefings or training sessions and through the circulation of a weekly newsletter to ensure that all staff are updated on developments. To date, the focus of this internal communication has been on integration into the wider organisation and familiarisation with its policies and procedures. The development of an administrative hub enables staff to participate effectively in the new structure. Staff are well motivated and committed to improving the quality of provision. Catch22 SET recognises the need to focus on improving the quality of provision through the weekly briefings and training sessions as well as increased external training and professional links.

20. Catch22 SET has developed good partnerships with the local training provider network and the 14 to 19 consortium for Portsmouth. In addition, it has good links with employers, both in apprenticeship provision and E2E. The sales and marketing team has prioritised the development of a bank of employers offering work placements and in 2009 added over 100 employers to the bank.
21. Catch22 SET has satisfactory arrangements to safeguard learners. All staff have completed a Criminal Records Bureau check. Catch22 holds a central list of all records at its offices in London. Catch22 SET implements the policies and procedures adopted nationally at Catch22. A designated senior manager at Catch22 SET has responsibility for safeguarding and has developed the implementation of local procedures through links with the local safeguarding board for children and young people. Catch22 SET has arranged appropriate training for staff through the local board. However, a waiting list for training has delayed implementation. Currently, all staff have received basic internal training on safeguarding, and many have completed basic training online in anticipation of further training.
22. Promotion of equality and diversity is satisfactory. Catch22 SET implements the national policies and procedures of Catch22 relating to equality and diversity. In addition, it implements a learning charter, developed by learners, which is included in the learner handbook and displayed in the outreach centres. However, Catch22 SET has not developed its own materials in relation to bullying, harassment or equality and diversity and has not customised materials from other sources. Programme content does not systematically reinforce learners' understanding of equality and diversity and progress reviews do not effectively check learners' understanding of equality and diversity. Catch22 SET ensures that it provides good support for learners with disabilities. In a lesson observed at inspection, a profoundly deaf learner was well supported by a signer, the teacher and the learners in the group to ensure that he participated fully throughout the lesson. Catch22 SET ensures that learners have equal opportunity to achieve their potential through good arrangements for support with personal and financial matters. The move to outreach provision has increased learner recruitment and retention through accessible local provision which reduces travel costs for learners. Catch22 SET is further developing its arrangements to monitor the progress of different groups of learners. It has identified the need to address the stereotypical recruitment of learners onto apprenticeship provision, but has not implemented any actions to rectify this.
23. Catch22 SET engages well with users to promote and support improvement. It takes good account of learner and employer views in developing provision and in the self-assessment process. Mechanisms to gain learners' views are under review since the move to outreach provision. However, Catch22 SET has good relations with employers and is improving its processes to respond to employer views.
24. The current self-assessment process demonstrates improved use of data to monitor performance and progress. Catch22 SET has clear plans to develop the

use of data further through more comprehensive reporting processes. It does not currently collect and use electronic data to track and monitor learner progress throughout their programme. The use of data is under review alongside improvements in quality assurance mechanisms.

25. Catch22 SET provides satisfactory value for money. The move to outreach provision has improved access to learning resources. It has yet to ensure that all learners benefit fully from the improved resources available.

## Subject areas

### CHILD DEVELOPMENT AND WELL BEING

### GRADE 2

#### Context

26. Currently, 29 learners are working towards apprenticeships in child care, 24 are on apprenticeships and five on advanced apprenticeships. All learners have employment in nurseries and nursery schools. In addition to on-the-job training, induction, regular curriculum workshops and key skills support takes place at one of the provider's outreach centres. A small team of assessors provides training and assessment and liaises with employers.

#### Key findings

- Success rates for apprentices are high in child care in 2008/09. Overall success rates in 2008/09 are high at 85%. Timely success rates are high at 69% in 2008/09 as compared to a national average of 43%. Success rates improved significantly in 2008/09 from satisfactory rates in previous years.
- Apprentices progress well in employment or on to advanced apprenticeships with Catch22 SET or, supported by appropriate guidance from Catch22 SET, to other providers.
- Apprentices demonstrate good work-based skills and are confident in working with children. They develop appropriate communication skills and professional practice. Learners engage in interesting and varied activities with children and confidently discuss the underpinning theory which informs their practice.
- Teaching and learning are satisfactory. Learners receive good training in the workplace. Off-the-job training, in a well-equipped outreach centre, is generally teacher led and over reliant on worksheets. Catch22 SET provides insufficient challenge to individual learners to progress according to their potential.
- Assessment is fair and accurate. Constructive feedback supports improvement and extends learners' knowledge and skills. However, the range of assessment activities is limited. Catch22 SET makes little use of information learning technology in assessment and review processes to improve learners' skills.
- Regular and effective progress reviews focus well on progress with the vocational qualification. However, they do not include progress in key skills. Although assessors keep detailed paper-based records on individual learner progress in the vocational qualification, this is not readily available to learners, employers or other relevant staff.
- Catch22 SET has recently improved initial and diagnostic assessment to identify literacy, language and numeracy skills. However, some current learners do not receive appropriate and timely support to develop their skills and complete the key skills requirements of the programme.

- Catch22 SET has good partnerships with employers. Employers use their involvement in progress reviews to support learners to complete their qualification. Informal communication effectively supports individual learners to progress with their apprenticeship. However, Catch22 SET has not briefed employers about forthcoming changes to qualifications.
- Catch22 SET provides good guidance and support for learners. Individual learners receive good support from their assessor and their employer. However, support for literacy, language and numeracy for the few learners that require it is not timely and impedes the completion of their programme.
- Leadership and management of the provision are good. Managers have a clear strategic direction. Recruitment has improved, as have overall and timely success rates. Careful plans are in place for an imminent change of management of this provision.
- Catch22 SET has satisfactory arrangements for safeguarding. Learners feel safe and value the support from staff to ensure this. Learners also confidently discuss the complexity of safeguarding arrangements for children within their working practices.
- The apprenticeship programme promotes equality and diversity satisfactorily. Learners understand relevant matters and use this in their working practice effectively.

What does Catch22 SET need to do to improve further?

- Raise the standard of teaching and learning to provide challenging and interesting learning opportunities, through internal and external professional development activity and increased opportunities to share good practice within the sector area.
- Use initial and diagnostic assessment outcomes to plan each learner's programme and progression routes to ensure literacy, language and numeracy skills are developed throughout the programme and that each learner achieves their potential.
- Integrate each individual learner's records to provide a single, comprehensive record for each learner in order to provide integrated and comprehensive progress monitoring and target setting across all elements of each learner's programme.

## PREPARATION FOR LIFE AND WORK

## GRADE 3

### Context

27. Catch22 SET has 92 learners on the Entry to Employment (E2E) programme in Portsmouth. The number of males and females is equally balanced. Courses are based in local community centres. Most learners attend a work placement for up to six weeks. Learners attend a programme of personal development including jobsearch and attend key skills sessions. They take part in projects, for example, drama or local radio, or attend sessions on childcare, business administration and sport and recreation.

### Key findings

- The standard of learners' work is satisfactory. Learners gain in confidence and develop personal and work-related skills. Most learners attend a work placement and develop their employability skills. Learners produce a satisfactory standard of work in classes. Most learners work with interest and complete their tasks.
- Progression of E2E learners into further education, training and employment is satisfactory. A pre-apprenticeship option has increased the number of learners progressing to apprenticeships. Most learners attend a work placement, and some have secured employment as a result.
- Catch22 SET provides insufficient opportunities to achieve qualifications. In 2008/09, 41% of learners gained qualifications in first aid, health and safety or manual handling. Accreditation is also available in key skills and drama awards, although only five learners achieved key skills qualifications in 2008/09. No vocational qualifications are available to learners.
- Teaching and learning are satisfactory. In the better lessons, teaching and learning methods and resources meet individual learning needs effectively. Learners engage well in discussions, games and role play and receive constructive feedback to help them progress. The less effective lessons are often teacher-led with an over reliance on worksheets. Jobsearch activity is dull and repetitive.
- Not all teachers have appropriate teaching qualifications, although they are undertaking relevant training. Catch22 SET does not provide sufficient in-house training to develop learner-focused teaching skills. The use of information learning technology is poorly developed.
- Arrangements to monitor learners' progress are insufficient. Initial assessment does not always inform individual learning plans or target setting throughout the programme. Learners do not always know how far they have progressed and what they need to do to improve. Progress reviews lack detail and do not always include basic skills development.
- Catch22 SET has satisfactory arrangements to meet the needs and interests of learners. The use of local outreach centres in community venues has improved

the accessibility of the programme. The programme develops learners' personal skills and provides good opportunities for work placements. However, it provides insufficient access to vocational qualifications.

- Support and guidance are satisfactory. Learners receive appropriate guidance at interview before they start the programme. They receive good support with personal and financial matters. However, Catch22 SET provides insufficient additional learning support for learners with identified literacy, language and numeracy needs.
- Leadership and management of the provision are satisfactory. Changes in staffing arrangements and the curriculum offer have improved the quality of provision. Catch22 SET has made good progress in providing work placements and extending the programme to include drama, art and community projects. However, support with literacy, language and numeracy skills development is poorly integrated and access to qualifications is insufficient.
- The promotion of equality and diversity is satisfactory. Subjects such as bullying and harassment are included at induction, but reinforcement of such matters is insufficient throughout the programme and in reviews.
- The self-assessment process is inclusive. All staff are involved in evaluating the quality of the provision. However, the resulting report does not identify all of the strengths and areas for improvement identified by inspectors.

What does Catch22 SET need to do to improve further?

- Ensure that initial and diagnostic assessment informs individual learning plans and that learners achieve their full potential through appropriate and timely provision and target setting.
- Develop the expertise of teaching staff through sharing good practice and further training to ensure that teachers are equipped with a full range of skills to engage and challenge learners and to meet individual learning needs.
- Ensure that learners' progress, particularly in literacy, language and numeracy, is monitored and tracked, and ensure that learners receive constructive feedback to help them progress.
- Develop and plan a coherent and structured curriculum to meet the individual needs of all learners by ensuring that learners have access to appropriate vocational and literacy and numeracy qualifications.

## INFORMATION ABOUT THE INSPECTION

28. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's head of service, 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 local LSC, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also 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)**  
**Catch22 South East Training**

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	349	267	82
Full-time learners			
Part-time learners			
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	2
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		
Are learners able to make informed choices about their own health and well being?*	x		
How well do learners make a positive contribution to the community?*	x		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	x		
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?	2		
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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Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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