

Haddon Training Limited

Inspection report

Unique reference number: 52093

Name of lead inspector: Cliff Rose HMI

Last day of inspection: 10 June 2011

Type of provider: Independent learning provider

Address: 4 Pelham Court
London Road
Marlborough
Wiltshire
SN8 2AG

Telephone number: 01672 519 977

Information about the provider

1. Haddon Training Limited (Haddon Training) is a work-based learning provider specialising in equine care, animal care and saddlery. It was formed in 2001 as an offshoot of Haddon Stud. Since the previous inspection, and particularly over the last three years, the organisation has grown in terms of workforce, number of learners and the geographical area covered, although the largest number are still in the South West. Haddon Training's offices are in Marlborough.
2. The provider holds contracts with the Skills Funding Agency to deliver apprenticeships for both young people and adults and Train to Gain programmes. It provides training in animal care and equine care and small numbers in saddlery and team leading. Learners work towards National Vocational Qualifications (NVQs) at levels 1 to 3 in animal and equine care and levels 2 to 3 in saddlery. Technical certificates at levels 2 and 3 are offered in each area. Provision is also made for 14- to 16-year-olds under the increased flexibility in schools initiative. Currently, there are 88 16- to 18-year-old learners following apprenticeships and 54 are aged over 19. There are 36 16- to 18-year-old learners following advanced apprenticeships, with 60 learners aged over 19. There is a small Train to Gain provision with 11 learners at level 2 and 8 at level 3. Haddon Training is also engaged, in partnership with local schools, in the delivery of 14 to 16 vocational programmes. The work with these groups was not inspected. Government-funded training accounts for about 95% of the business.
3. There are eighteen directly employed full-time and eight part-time staff, including a senior management team of five. Haddon Training also employs a further 20 consultants. The provider has 23 qualified assessors and 10 qualified internal verifiers.
4. The provider provides training on behalf of the following provider:
 - Royal Artillery Centre for Professional Development (equine care).
5. The following organisation provides training on behalf of the provider:
 - The Saddlery Training Centre (saddlery).

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	28 learners 232 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 2
	Grade
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	2
Equality and diversity	2
Subject Areas	
Animal care and veterinary science	1
Manufacturing technologies	1

Overall effectiveness

6. The overall effectiveness of the provision is outstanding. The two subject areas, animal care and veterinary science, which includes equine care and animal care, and saddlery, which comes under manufacturing technologies, are also outstanding. Overall, outcomes for learners, the training in all aspects of the framework, assessment and support for learners are excellent, as are the leadership and management of the programmes. The vocational knowledge and standing in the industry of Haddon Training staff and consultants are high and contribute greatly to the quality of the delivery. The number of learners completing their qualifications is steadily improving and is consistently above the national average. However, until recently, the number completing their qualification in the expected time has been relatively low. The provider has taken recent actions to further improve this. Haddon Training works closely with high-quality employers in the industry to produce successful apprentices who are competent, confident and able to operate well at commercial speed.

Main findings

- Success rates for apprentices and advanced apprentices are good and have increased since 2008/09. A similar trend is evident for those completing within the expected time, but improvement has been slower. Success rates have

improved further in the current year and there are indications that this will lead to Haddon Training significantly exceeding national averages.

- Standards of learners' work are exceptionally high. High-calibre workplaces expect outstanding levels of skill to be developed rapidly. Learners respond well to these demands and quickly develop exceptional workplace skills to deliver at commercial speed.
- Learners develop excellent employability skills. They make outstanding progress towards their learning goals. Increasing flexibility in programme delivery enables learners to complete their framework as rapidly as they are able. Learners acquire a range of additional qualifications to meet industry expectations.
- Learners experience excellent teaching delivered by practitioners who are nationally recognised leaders in their fields. Training is exceptionally well planned. These elements enthuse and inspire learners to make progress and achieve.
- Assessors are experts in the sector and are highly respected by trainers and learners. Assessment visits are well planned to involve learners and trainers to develop and refine each learner's skills at work and support progress towards successful achievement. Assessors provide outstanding support in key skills using learning materials contextualised to industry and opportunities in the workplace. They work with each learner's preferred ways of learning to meet their individual needs.
- Arrangements to meet the needs of users are outstanding. Learners with a wide range of needs are inspired by the training pathways available at Haddon Training. Many progress through the levels available and progress to promoted posts in their workplace. Employers seek training support from Haddon Training based on their high reputation for expertise in the industries served.
- Outstanding partnership work leads to excellent opportunities for learners to learn, train and develop a wide range of skills in the industries served by Haddon Training. Opportunities start for 14-year-olds, with training available in niche industries for adults. Highly effective partnerships have led to Haddon Training leading the development of new programmes and the extension of programmes to new cohorts of learners.
- Care, guidance and support for learners are outstanding. The needs of individual learners are carefully assessed at the very beginning of their learning programme. Assessors and employers receive detailed reports to enable them to build on previous achievements by each learner. Very good communication identifies any issues likely to impede a learner's progress at an early stage. A range of support processes, including referral to specialist agencies, are in place to meet a particular need. Progression opportunities are highlighted during the review process. Learners know whom to contact if they have a problem of any sort.
- Senior managers and vocationally eminent staff and consultants raise expectations to the very high level required by their learners' employers. Staff share managers' aspirations to be the best at what they do. The managing director introduced a new management structure to maintain high standards

and make further improvements whilst increasing the number of learners and the breadth of the provision.

- The analysis and use of data are good. Having recognised that too many learners were taking longer than predicted to complete their frameworks, Haddon Training now identifies earlier those at risk of doing so and takes appropriate effective actions. Haddon Training has introduced new software to further improve the tracking of learners' progress and facilitate the introduction of e-portfolios.
- The promotion of equality and diversity is well embedded. Discrimination is not tolerated. Learner and staff knowledge is good. The provider strives to recruit more male learners or those from minority ethnic backgrounds into an industry where they are under represented. There is no achievement gap between genders or ethnic groups. However, there is a marked difference in the success rates for different age groups.
- Engagement with users is particularly strong. Their response rate to surveys is high. Haddon Training actively seeks their views and acts on them to improve the quality of the provision and the degree to which it suits the users' needs. Employers contribute to the self assessment process and are invited to comment on draft reports. The relationship and communication with employers are very good.
- Quality improvement arrangements are robust and extremely effective. Haddon Training has introduced measures to set standards well in excess of awarding or funding body requirements for all aspects of the provision and to then plan actions to ensure that both individual staff and the organisation as a whole meet them. Self-assessment is self-critical and evaluative. Progress against the associated quality improvement plan is regularly reviewed.

What does Haddon Training Limited need to do to improve further?

- Use the improved tracking mechanisms to increase overall success rates and reduce the number of learners exceeding their predicted end date by taking action to speed up progress of learners identified as at risk.
- Address the achievement gap between different age groups of learners by a stronger focus on tracking the weaker performing groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly, supportive and accessible staff
- the way they are treated with increasing respect at work
- the clear introduction to the training
- the quality of the training
- the variety of training available

- the rapid pace of progress
- gaining a qualification without doing examinations
- the residential experience for hunt apprentices and meeting other learners.

What learners would like to see improved:

- a reduction in the amount of written work, especially at the beginning of the programme
- more practical work.

Summary of the views of employers as confirmed by inspectors**What employers like:**

- good prompt communications
- the highly knowledgeable staff
- being kept informed of their apprentices' progress
- the improved confidence displayed by their learners
- the outstanding support mechanisms for learners
- the way that assessors do not get in the way of yard activities and are very flexible.

What employers would like to see improved:

- nothing reported.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. Since the last inspection both subject areas, leadership and management and overall effectiveness have improved to outstanding from good, and the promotion of equality and diversity has improved to good from satisfactory. Overall success rates for apprentices have shown a steady improvement and have remained above the national average and outcomes are outstanding. The outstanding leadership and management actions which have resulted in outstanding quality of provision appear to have had recent impact on success rates, but it is too early to judge if this will be sustained.

Outcomes for learners

Grade 1

8. Success rates have shown an improving trend since 2008/09. Overall success rates for apprentices and advanced apprentices are good at 79% and 80%. However, the improvements in completing within the agreed timescale have been slower and these remain around the national averages. On the small Train to Gain provision improvement has been variable. Overall success rates remain below the national average. The percentage completing within the planned timescale has been at the national average. Overall success rates have continued to improve in the current year and are now significantly above the national averages for all provision. Achievement in key skills is good.
9. Learners develop exceptional workplace skills and are making excellent progress towards attaining their learning goals. The key skills, technical certificates and NVQ aspects of the programme are well organised. Learners enthusiastically complete a range of additional courses beyond the requirements of their specified framework. Employers report that learners increase their employability skills through rapid development of personal confidence, self-reliance and effective team-working skills.
10. Standards of learners' work are outstanding. Learners develop particularly high levels of practical skills in a range of high-calibre workplaces. Performance is required at the level expected to succeed in a commercial working environment. Learners respond positively and set demanding targets for themselves and achieve them early in their programme.
11. Learners have a good understanding of health and safety and exhibit safe working practices in potentially hazardous working environments. They understand how to keep themselves and the livestock that they work with on a daily basis safe. Learners report feeling safe and well cared for at work.

The quality of provision

Grade 1

12. Teaching of practical skills is inspirational. Learners benefit from training by highly skilled staff, many of whom are recognised as international experts. Training arrangements in the workplace are well planned. Trainers often

- prepare lesson plans to support training sessions at work. Training is adapted to meet individual learner needs and assist rapid skill development.
13. Learners and employers value assessors' knowledge and professional expertise highly. Assessor visits to the workplace are frequent and regular. Good target setting in reviews motivates learners. The involvement of learners in the management of their learning motivates them to achieve within planned timescales. Employers have particularly close knowledge of learners' progress and provide exceptional levels of support in partnership with assessors. Tracking and management of learner progress are highly effective.
 14. Assessors provide outstanding support in key skills using learning materials contextualised to industry and exploiting opportunities in the workplace. They build on the diagnostic assessment of skills, knowledge and preferred ways of learning to meet the individual needs of learners. Any additional support required can be delivered in the workplace or by planned attendance at Haddon Training centre.
 15. The provision meets the needs of users exceptionally well. Learners with few qualifications from school progress well and move to apprenticeships, advanced apprenticeships and gain promotion in the workplace. Employers who require a well-qualified and highly-motivated workforce value the expertise within Haddon Training in meeting their specific needs in their specialist areas.
 16. Highly-productive partnerships are in place with 18 schools. The provision is highly valued with good progression rates from Year 11 into apprenticeships with Haddon Training. Effective partnership working has led to the development of new programmes. For example, apprenticeship programmes have been developed with the hunt industry and equine programmes for the King's Troop, Royal Horse Artillery and the British under-21 show jumping team. Haddon Training has worked jointly with the British Grooms' Association and developed a handbook for equine employers which has been adopted by the industry nationally and endorsed by the British Equine Federation.
 17. Learners value the very high quality of individual support available to meet their particular needs and circumstances. The process begins at the first meeting, with each learner being assessed through careful analysis and consideration of their particular needs. Highly effective communication ensures continuity of support throughout learner programmes. Haddon Training identifies potential barriers to a learner's success early and provides appropriate support including referral to specialist agencies. Good information and guidance about progression opportunities are routinely included in progress reviews.

Leadership and management

Grade 1

18. Senior managers and other very experienced members of staff, who are well respected within the industry, promote extremely high standards both for their own organisation's performance and that of the learners'. Employers' standards and expectations are also already high. Employers are delighted with the

standard of Haddon Training's work and welcome the input from the provider's staff and consultants. Over the last three years the provider has introduced an appropriate new management structure with the required expertise to maintain its high vocational standards as the organisation has grown in terms of the number of learners and their geographical spread and also to be able to respond effectively to demands from existing employers for greater diversification in the training on offer. Strategic direction is clear and all staff share senior managers' ambition to be the best in their business.

19. Communications and the flow of information from and to managers are excellent. These are facilitated by well-planned meetings schedules and also by the particularly good use made of technology, which enables distantly-based staff to join in discussions with office-based staff without travelling to Marlborough. Managers and staff have a good understanding of performance data and monitor them closely. The provider has recognised that until recently too many learners were exceeding their predicted end dates and has introduced measures including the commissioning of new tracking software and interventions to accelerate the progress of those learners identified as being at risk. Although these measures appear to have had a very positive impact in year, it is too early to judge their full long-term effect.
20. Comprehensive safeguarding policies and procedures are in place, including an e-safety policy. One designated safeguarding officer has been trained to level 3 and there are a further three officers including the coordinator for the 14-16 programme. All staff have received training from an external consultant and further in-house training. Flow charts showing the actions to be taken in the event of suspicion or disclosure are widely displayed and staff are well aware of actions they should take. All staff have been subjected to a Criminal Records Bureau check and a central record is maintained.
21. Equality and diversity policies and procedures are comprehensive and clear. Learners are given a useful pocket-sized miniguide. Equality and diversity are central to the ethos of the organisation and are embedded in the provision. Both staff and learners have a good knowledge of equality and diversity issues. Haddon Training staff use a bank of questions to initiate discussions, and to check and reinforce learners' understanding at review. However, these discussions are not always in sufficient depth. The provider continues to make strenuous efforts to recruit more male learners and learners from minority ethnic groups, but so far with limited success. Promotional and training material makes good use of positive imagery. There is no achievement gap between genders or ethnic groups. However, until very recently, there has been a markedly lower percentage of 19- to 24-year-old learners achieving their frameworks within the predicted time frames.
22. Engagement with users is particularly strong. Employers appreciate the continuous dialogue with Haddon Training. Their response rate to surveys is high. Haddon Training actively seeks their views and acts on them to improve the quality of the provision and the degree to which it suits the users' needs. The provider has used input from employers well, either independently or in

collaboration with professional bodies, to produce well-received handbooks and other guides for use in the industry. Employers contribute to the self-assessment process and are invited to comment on draft reports.

23. Quality improvement arrangements are robust and extremely effective. Observation of teaching and learning arrangements are particularly good. The provider uses vocationally expert consultants and its own staff to observe teaching and learning, including that delivered by employers' staff, and make recommendations for further improvement. Haddon Training has introduced a system of key performance indicators for use in setting and improving standards for aspects such as assessments and reviews. Self-assessment is self-critical and evaluative and progress against the associated quality improvement plan is regularly reviewed.
24. Haddon Training manages its resources very well and provides outstanding value for money. It makes good use of technology to minimise staff travel time. Access to programmes is open to learners of all abilities and Haddon Training provides appropriate support to those with additional learning needs, enabling them to progress and to complete the programmes.

Subject areas

Animal care and veterinary science

Grade 1

Context

25. Haddon Training Limited provides apprenticeships and Train to Gain programmes for a range of work-based learners attending diverse locations throughout the country. Programmes are offered from level 1 to level 3 and include work with learners aged 14 to 16 on a school programme. In April 2011 the organisation had 124 16- to 18-year-old apprentices and advanced apprentices, 114 apprentices and advanced apprentices aged over 19 and 19 learners on Train to Gain programmes at level 2 and level 3. Of the learners, 19% of learners are male and a very small minority are from an ethnic background. Horse care, racehorse care, animal care and animal care (kennels) options are available.

Key findings

- Overall success rates for learners are good and improving. Within this, overall success rates for horse care are higher than those for animal care. Animal care apprentices have not always completed their frameworks within their agreed timescale. 2009/10 showed an upward trend in success rate for all ages of intermediate and advanced animal and horse care apprentices.
- The standard of learners' work is outstanding. The development and reinforcement of underpinning knowledge are excellent and portfolios are very well presented and reflect the individual nature of the workplace. Learners are encouraged to take ownership of their portfolios and regard them as documents for future reference. There is excellent attention to detail; grammatical and spelling errors are consistently corrected by the assessors.
- Learners develop excellent practical, personal and social skills, in most cases exceeding those required for the qualification and fulfilling the demanding expectations of employers working at national and international level. Employers report improved confidence, self-reliance and enhanced employability and learners have outstanding working relations with employers, trainers and assessors. Learners achieve the Haddon Training mission statement of competency, consistency and commercial speed.
- Many learners take additional industry-recognised, professional qualifications that demand a higher level of expertise than the original qualification. This is well in advance of their framework requirements and broadens their workplace skills further and increases employability. These qualifications result in excellent learner and employer engagement, enhancing learning and raising standards.
- Learners feel that the workplace is safe, welcoming and that they are part of a team. Health and safety are rigorously managed and the arrangements are valued by learners and employers. Learners' attitude and behaviour towards health and safety are exemplary. Learners take responsibility for their own well-being and the safety of others, including workplace customers and visitors. The

promotion of safeguarding is excellent. Staff have a very good understanding of how to handle referrals and disclosure.

- Learners receive excellent feedback on their progress and how to achieve the targets set, which are accurately recorded in the individual learning plans. Employers are fully engaged in the review process which enables them to make excellent contribution to learners' progress. Learners have a very good understanding of their rights, responsibilities and whom to contact to discuss personal issues. Haddon Training and employers are highly responsive and learners are confident that issues are resolved promptly.
- Staff and learners have a good understanding of equality and diversity. Equality and diversity are embedded into all aspects of the programme. Progress reviews include questioning to gauge the level of learner knowledge. However, there are missed opportunities to broaden further learner understanding. Learners value the support they receive during their progress reviews.
- Assessment practices are fair and in line with awarding body codes of practice. Assessments are well planned, regular and responsive to learner demand. Learning and assessment are linked clearly with both initial and current assessments. Assessors are highly knowledgeable and learners know what to expect from the assessment process. The good rapport motivates and fosters very good learning and assessment opportunities. Assessment is holistic and exceptionally well coordinated with the training delivered by the employer.
- The range and breadth of provision is outstanding. The range of provision is innovative and meets the needs of users exceptionally well. Haddon Training's strong links with the industry have led to qualifications that provide learners with unique opportunities. The flexibility of assessors allows particularly responsive assessment to accommodate workplace practice. Provision is planned to provide excellent coordinated progression routes that enable the learners to reach their potential.
- Teaching, learning and assessment are outstanding. Teaching of practical sessions is inspirational; learners enjoy and benefit greatly from the training provided by highly skilled and nationally respected staff. Training is well structured, and sharply and accurately focused on meeting individual learners' needs. Staff set high standards which challenge and develop the learners' confidence and abilities. Observation of lessons by highly-qualified consultants has led to excellent links between training and the qualification. Enrichment activities and additional training opportunities are outstanding, including opportunities for learners to work with internationally-respected equestrian trainers. Learning is well planned, flexible and highly individualised.
- Leadership and management are outstanding. Haddon Training is held in high regard by the industry and is the preferred provider for many employers. Staff and employers are highly motivated by a rigorous, yet supportive, management style that encourages them to strive for excellence. Assessors are very well supported, trained and mentored. All staff have high expectations. The provision and uptake of continued professional development are excellent and underpin a robust appraisal system. Timely achievement issues have been recognised and procedures put in place to address them. In-year data show a significant improvement.

- Quality improvement arrangements are robust. Employers and learners are invited to provide feedback on what needs to improve. Haddon Training has set ambitious, yet realistic, targets for standards of training, quality of learner outcome and experience. Haddon Training has excellent monitoring and review processes that recognise and address weaknesses in assessor performance. Resulting action plans are informative, constructive and clear and lead to improved performance.

What does Haddon Training Limited need to do to improve further?

- Provide further training for staff to improve their confidence in extending learner understanding of equality and diversity issues.
- Continue to monitor closely and further develop the recent improvement in timely success rates, particularly for older learners.

Manufacturing technologies

Grade 1

Context

26. Haddon Training subcontracts its saddlery training to The Saddlery Training Centre in Salisbury. Learners attend the centre every eight weeks for a five-day training block. At the time of inspection there were four apprentices and four advanced apprentices. Around half of the assessments and internal verifications are carried out during these off-the-job training periods. Haddon Training provides some of the off-the-job training for key skills. All learners take three technical certificates covering saddle-making, bridle-making, and harness-making, in addition to vocational qualifications in leather goods and products.

Key findings

- All advanced apprentices have completed their frameworks well within their expected timescale for the last three years. Intermediate apprentices who complete do so within their allotted time.
- Standards of learners' work are outstanding. Care and accuracy are used in equal measure to produce work which is both mechanically strong and aesthetically pleasing. Learners set demanding targets for themselves, can discuss their work at length and are continually looking for improvements. Learners' written work is of a high standard. Portfolios are well presented and are illustrated with sketches, templates and photos of learners' work. Learners enter, and are successful in, national competitions. Learners are proud of their work and achievements.
- Learners are developing excellent workplace skills. All are smart, well presented and are developing very good communication skills. Employers report improved confidence and self-reliance and rapid gains in customer care skills.
- Learners feel very safe in both the training centre and the workplace. All have a very good understanding of, and exhibit, safe working practices. All understand whom to contact to discuss or disclose personal issues. When accommodating learners attending training blocks, each home is inspected by Haddon Training. Learners feel well cared for both at the training centre and in the workplace.
- Training is outstanding. Learners enjoy and benefit greatly from the training provided by highly skilled and nationally respected staff. On-the-job training is carefully planned to provide the best opportunity for rapid skill development. The Saddlery Centre sets high standards and this does much to motivate and enthuse learners. Learners progress quickly and become competent to carry out customer repairs very early in their programmes.
- Haddon Training meets the needs of users well. All learners take three technical certificates covering saddle-making, bridle-making and harness-making. This is well in advance of their framework requirements and broadens their workplace skills further and increases employability.
- Coordination between on- and off-the-job training is good. Learners are visited in the workplace twice a year, and this is complemented by reviews carried out at The Saddlery Training Centre. Reviews focus on progress in both on- and off-

the-job training tasks. Employers contribute well to the review process. Some learners bring customers' jobs to the training centre to provide a realistic training opportunity.

- Communications between Haddon Training and The Saddlery Training Centre management are outstanding. The joint strategic partnership has successfully resulted in an excellent saddlery training programme. Haddon Training's managers and quality team make regular visits to update on in-company developments, review the quality of training and meet with learners.
- Safeguarding is well managed. Staff have a good understanding of how to handle referrals and disclosure. Learners' accommodation arrangements are regularly inspected. Learners value the support they receive during their progress reviews. There is a high regard for health and safety.
- Staff and learners have a good understanding of equality and diversity. Individual needs are well catered for in training sessions. Progress reviews include questioning to gauge the level of learner knowledge. However, there are missed opportunities to broaden further learner understanding.
- Quality improvement arrangements are robust. Employers and learners are invited to provide feedback on what needs to improve. Haddon Training has set ambitious, yet realistic, targets for standards of training, quality of learner outcome and experience.
- Haddon Training provides excellent value for money. Outcomes for learners have improved since the previous inspection and are very high. All learners complete well within their timescale.

What does Haddon Training Limited need to do to improve further?

- Provide further training for staff to improve their confidence in extending learner understanding of equality and diversity issues.

Information about the inspection

27. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's managing director, 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, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
28. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

Haddon Training Limited

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners	260	260
Full-time learners		
Overall effectiveness	1	1
Capacity to improve	2	
Outcomes for learners	1	1
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
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>	NA	
<i>How well do learners make a positive contribution to the community?*</i>	NA	
Quality of provision	1	1
How effectively do teaching, training and assessment support learning and development?	1	
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?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	1	
Leadership and management	1	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>	NA	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	1	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1	
How efficiently and effectively does the provider use its available resources to secure value for money?	1	

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011