

Total People Limited

Independent learning provider

Inspection dates		10–14 December 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The proportion of apprentices and workplace learners who have completed successfully, in 2011/12, is good, as is the proportion of apprentices who have completed successfully within the planned time.
- Learners on foundation programmes achieve well and the majority find employment.
- Learners develop good vocational, employability and personal skills and apply these skills effectively in their job roles.
- Most learners receive a good standard of teaching, learning and assessment. Most trainers and assessors use questioning techniques well to check learners' understanding and extend their knowledge.
- Learners on construction crafts, health and social care, and early years and playwork, who comprise a significant part of Total People Limited's (Total People) provision, receive a very high quality of training.
- Total People is led and managed well and the monitoring of staff and subcontractors' performance is strong and supported well by a good staff-training programme.
- The company's arrangements for monitoring the quality of teaching, learning and assessment are effective and its self-assessment process and quality improvement planning are thorough.

This is not yet an outstanding provider because:

- The proportion of apprentices who complete their programmes successfully within the planned time in engineering, information and communication technology (ICT) for users, and hairdressing, who are a small minority of all learners, is low.
- Further improvements are needed to ensure good teaching, learning and assessment for the small minority of learners on hairdressing, and administration and business management programmes, and to extend further all learners' knowledge and understanding of equality and diversity.

Full report

What does the provider need to do to improve further?

- Improve further overall success rates and completion rates within the planned time by ensuring rigorous monitoring of all learners' progress and by taking prompt action to support effectively the small minority of learners who are not making good progress.
- Ensure that teaching, learning and assessment meet the needs of individual learners in all subject areas and that trainers and assessors use information learning technology (ILT) innovatively to make teaching interesting and learning more effective.
- Improve aspects of assessment practice and, in particular, the quality of written feedback to apprentices on their performance, including their written work, so that they understand what they should do to improve.
- Consolidate and extend learners' knowledge of equality and diversity, with particular emphasis on raising understanding of diversity matters.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners at Total People are good. In 2011/12, overall success rates for learners were good. Overall success rates for apprentices in health and social care, early years and playwork, engineering, construction crafts, ICT for users, and administration and business management have improved over the past three years and are high.
- In 2011/12, overall success rates for higher apprentices were outstanding. Overall success rates for workplace learners are high. However, overall success rates for the small minority of hairdressing apprentices require improvement.
- In 2011/12, success rates within the planned time for the majority of apprentices were above the national averages and good. Success rates within the planned time for the small minority of apprentices in ICT for users and hairdressing, have improved but still require improvement.
- Achievement of learners on foundation programmes is good and a significant number progress to further education and employment. Most current learners are making good progress towards completing their qualifications or their learning objectives.
- The standard of most learners' portfolios of evidence is good. Learners develop good practical skills such as in machine maintenance, hairstyling and in dealing effectively with customers. They enhance their confidence and self-esteem significantly. Early years and playwork learners develop a good range of skills enabling them to deal constructively with young children's behavioural issues and to meet the needs of children in childcare settings.
- In construction crafts, learners develop the good employability skills required to succeed in the industry, such as punctuality, reliability and team work. As the result of good training, learners working in customers' houses know how to avoid confrontation effectively and contact staff at their employers for help and support.
- Most learners acquire sufficient English and mathematics skills to complete their qualifications with effective trainer support. However, a minority of trainers and assessors do not extend learners' English and mathematics skills beyond the level required by the qualifications.
- Most learners have a good understanding of their rights and responsibilities and keep themselves safe. Learners in construction crafts and engineering work to high standards of health and safety. Most learners can confidently apply their understanding of equality to their job roles. A few learners do not have a good enough understanding of diversity issues.
- Too few learners gain promotions or additional responsibility in the workplace. Some learners have progressed particularly well through intermediate and advanced programmes to team

leading and management roles. Data on learners' promotion in the workplace are not collected routinely to evaluate fully the progression of all learners.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good, which has contributed to good outcomes for learners. Good planning and delivery of training, assessment and individual coaching, including good delivery in most subcontractors, have resulted in learners who are motivated, progress well and develop a good range of independent learning and problem-solving skills.
- In the better sessions, trainers use good questioning techniques to check learners' knowledge and understanding. They set most learners challenging tasks that extend their understanding, develop their practical skills and improve their research competences. During teaching activities, trainers link theory to real life situations to enable learners to gain good understanding. For example, foundation learners develop their skills in money management and budgeting through planning party activities for children.
- The quality of teaching, learning and assessment for learners in subcontracted provision, is good.
- The quality of teaching, learning and assessment for learners in construction crafts, health and social care, and early years and playwork, which make up a significant part of Total People's provision, is good. Learners benefit from the particularly well planned programmes which meet their individual needs. Trainers and assessors use their up-to-date experience particularly well to set learners challenging activities that hold their interests and extend their knowledge.
- In the small number of less successful sessions, trainers do not always use questioning techniques effectively and fail to check, extend and develop learners' understanding and knowledge. In these sessions, trainers fail to use their expertise to plan stimulating learning activities that involve all learners. Trainers do not use ILT innovatively to enhance and enrich learning activities.
- Trainers and assessors support the large majority of learners well. They ensure that learners receive their training with good employers. When required they support learners in employment well to resolve any problems, for example, in negotiating learning-time while at work. Trainers and assessors have appropriate teaching and assessing qualifications. They have extensive and up-to-date experience and knowledge of the relevant industry and some maintain and develop further their experience by continuing to work in industry on a part-time basis. They use their experience well to explain difficult concepts or new practices to learners. Trainers and assessors in construction crafts and engineering focus well on health and safety, which has contributed well to learners' high levels of safe-working practices.
- Progress reviews for most learners are detailed and cover thoroughly all aspects of their qualification requirements, which helps them to maintain steady progress. Trainers and assessors set most learners good short-term targets which steer and influence them in successfully taking the next steps in their training programmes.
- In construction crafts, which is a significant part of Total People's provision, assessors make particularly good use of workplace visits to monitor and discuss learners' performance. During the visits, they negotiate with learners and plan the next steps in training, reinforce their understanding of health and safety, and very successfully extend their knowledge of equality and diversity through varied learning activities that learners find interesting.
- Assessment practices for most learners are thorough, detailed and constructive, although for administration and business management apprentices they require improvement. Most assessors use a wide variety of assessment techniques including photographic evidence. Subject-specific verbal and written feedback is accurate and detailed, helping learners to improve the quality of their work. However, a small minority of learners' spelling, grammar and punctuation is not always checked thoroughly and corrected.

- Initial assessment is thorough and provides clear identification of any additional support needs. However, for a small minority of apprentices the results of initial assessments are not recorded adequately and used well to plan their individual learning.
- Most trainers and assessors integrate English and mathematics well into training activities and support learners effectively to develop English and mathematics skills in the workplace. However, not all trainers and assessors in hairdressing plan sufficiently for learners' development of English and mathematics skills in teaching and learning activities.
- Trainers and assessors use up-to-date examples successfully to expand learners' knowledge of equality matters. Most assessors monitor learners' understanding of equality well and record accurately learners' responses on progress-review forms. However, not all trainers and assessors develop learners' understanding of diversity matters well enough.

Engineering and manufacturing technologies

Apprenticeships

Other work based learning

Good

- The quality of teaching, learning and assessment is good, which reflects the good outcomes for learners. Trainers and assessors have high expectations of learners and provide good training and support to motivate them to progress and achieve. Good individual coaching is particularly effective in developing apprentices' vocational skills.
- Trainers plan and deliver sessions well. In practical sessions they focus well on the development of learners' skills. Most trainers make good use of questioning techniques to check and extend learning. They set questions that are probing and are good at encouraging learners to attempt to answer questions before providing the correct answer where necessary.
- Theory sessions are all delivered by subcontractors and are mostly good. However, the linking of theory and practice requires improvement. Not all trainers focus well to meet the needs of the more-able learners to extend their knowledge or skills.
- Learners are supported well at work and in the training centre. Most trainers and assessors have good industry and training experience and use these well to make learning more meaningful and interesting, which results in learners' good technical evaluative skills.
- Assessment practices are very thorough. Assessors visit learners frequently and at times convenient to learners and employers. Work-based supervisors and mentors support learners effectively, for example, by guiding them to collect evidence of their competencies. Most learners' portfolios are well organised and include a good range of evidence of their well-developed skills.
- Reviews of learners' progress are very thorough. During reviews, assessors focus well on establishing learners' progress and planning next steps. Assessors set good challenging short-term targets which learners usually complete before the next review. Some assessors set good targets for the more-able learners, for example, by setting their completion target date earlier than planned. However, employers and supervisors do not always take part in discussions with learners and assessors during reviews.
- Trainers and assessors provide good, detailed and helpful feedback to learners on their work. The feedback praises learners' good work and is clear in explaining how learners can improve. Assessors provide good feedback to learners following each assessment and use the feedback well to plan further training or assessment. However, the results of learners' initial assessments are not always recorded and shared with the subcontractors.
- The teaching of English and mathematics is effective, although not all trainers, assessors and the subcontractors integrate sufficiently English and mathematics in all teaching and learning activities. Total People and the subcontractors have satisfactory arrangements to offer additional support for English and mathematics, though few learners require support.

- Learners receive good initial advice and guidance. The requirements for entry on to the apprenticeship programme are sufficiently demanding, which has contributed to learners' good progress. Information, advice and guidance during the programme are well developed.
- Trainers and assessors discuss equality and diversity matters at reviews. The discussions are often detailed and learners' responses are mostly recorded well. However, trainers and assessors miss many opportunities to promote equality and diversity in teaching and learning.

Hairdressing and beauty therapy

Apprenticeships

Other work based learning

Requires improvement

- The quality of teaching, learning and assessment require improvement, as do the resulting overall success rates. Trainers do not plan theory sessions sufficiently and too often teaching and learning activities do not extend adequately learners' knowledge and understanding. Trainers do not link theory and practice sufficiently to ensure learners understand why specific steps are taken, for example, in hair colouring.
- Trainers and assessors provide effective individual coaching to ensure learners build steadily their confidence in carrying out treatment on customers, for example, when blow drying and cutting hair. Learners are motivated well as a result of their enhanced skills.
- On-the-job training is good, resulting in learners developing good practical skills. Learners benefit significantly from working in good, busy, hairdressing salons, experiencing a good range of hairstyling and treatment. Trainers involve learners well in different aspects of hairdressing and beauty therapy and this enhances learners' hairdressing artistic creativity while developing their social skills to deal with customers.
- The weaker aspects of training include trainers' ineffective linking of theory to practice, poor use of questioning techniques to check learners' understanding, and lack of focus on developing the theoretical knowledge of the more-able learners. Trainers and assessors do not use ILT innovatively to enhance and enrich learning.
- Trainers and assessors have good and extensive up-to-date industry experience and most develop further their skills by continuing to work in salons. They provide good role models for learners, encouraging them to develop their skills further. They use this experience well to extend the practical skills of the more-experienced or able learners. Learners gain good experience through working with good resources in the training centre and employers' salons.
- Practical assessment is well planned and rigorous. Assessors question learners thoroughly, using direct and probing questions to check their understanding. They provide learners with detailed, accurate and constructive verbal feedback that informs them about what they have done well and what areas they need to improve. However, written feedback on learners' written work is poor, often illegible and not always accurate.
- Progress reviews are thorough and encourage learners to take responsibility for their learning. However, often assessors do not check and review the previous targets to ensure that learners are making steady progress. Trainers and assessors do not always set learners sufficiently specific, measurable, achievable, realistic and time-specific learning targets to help learners plan their work.
- Trainers and assessors do not integrate sufficiently the development of learners' English and mathematics into teaching and learning activities, which has contributed to learners who often do not understand the relevance of English and mathematics to the hairdressing industry. Assessors do not always correct spelling and punctuation on learners' written work, resulting in learners being unclear about how they can improve their communication skills.
- Trainers gather much information about learners' capabilities, individual needs, aspirations and requirements. However, this information is not always used to plan effective individual teaching

and learning. Learners receive good careers advice and are encouraged to develop high-level skills throughout their programme.

- Equality and diversity are promoted insufficiently during teaching, learning and assessment. Trainers and assessors discuss and record learners' understanding of equality and diversity during progress reviews satisfactorily. However, they do not explore topics and situations relevant to learners' work to raise sufficient awareness of equality and diversity.

Foundation English and mathematics, and employability training

Foundation Learning Employability

Good

- The quality of teaching, learning and assessment is good, which contributes to good outcomes for learners. Most trainers plan to develop learners' employability skills, which has resulted in the majority of leavers who complete their programme securing employment. In most sessions, learners benefit from a wide variety of good teaching methods and enjoy their training. Trainers use good probing questions which challenge learners and extend their knowledge.
- In the less successful sessions, which are few, trainers do not plan sufficiently to involve learners in teaching and learning activities. In these sessions, learners became disengaged, which interrupts their learning and motivation. Little effective use of ILT by trainers results in learners not able to develop their confidence in the use of learning technologies.
- Trainers offer good individual support to help learners overcome a wide range of complex barriers to learning. They support learners well to plan their finance and to access and use local amenities. Trainers support learners sensitively in advising them about appropriate clothing and appearance in preparation for attendance at interviews.
- Trainers use their extensive vocational experience well to ensure learners focus on developing good employability and communication skills. Trainers are appropriately qualified and highly skilled in steering learners to stay on their programmes and achieve.
- Trainers involve learners well in setting specific, measurable, achievable, realistic and time-specific learning targets which steer the learners to achieve their personal, social and career goals. Learners evaluate well the personal qualities and skills which contribute to their targets. Assessors monitor and discuss learners' progress against these targets well.
- Assessment processes are used well to develop learners' skills and guide their training and progress. Trainers provide learners with clear verbal feedback, which gives them valuable information on how they can improve their competencies. However, trainers do not provide sufficiently detailed clear written feedback on learners' work and often fail to correct spelling and grammar.
- English and mathematics are integrated well in teaching and learning activities. Learners are encouraged to use specialist terms relating to their vocational studies which help them to extend their vocabulary.
- Learners benefit from good advice and guidance. They receive comprehensive and good careers and academic advice, which inspires them and gives them the confidence to improve their social and economic well-being significantly.
- Most learners have a good understanding of equality and diversity within their work settings. Learners' understanding is reinforced through reviews and through enrichment activities such as a visit to the Slavery Museum. However, not all trainers include equality and diversity matters in teaching sessions and not all learners develop a good understanding of the wider equality and diversity matters.

Administration and business management

Apprenticeships

Other work based learning

Requires improvement

- The quality of teaching, learning and assessment requires improvement, although outcomes are good. Trainers and assessors provide too much information and direction on how to achieve successfully assessment criteria at the expense of deeper learning and understanding. Programmes are insufficiently challenging for most learners who have high starting points, including a high number of GCSE certificates, A-levels and previous achievement of advanced qualifications.
- At the inspection, most teaching sessions required improvement. Learners choose how they learn best and attend in either group teaching or individual coaching sessions. In the better sessions, trainers use good questioning techniques to extend learners' knowledge and understanding.
- In the weaker sessions, trainers do not plan to involve learners adequately in teaching and learning activities. They fail to use questioning techniques effectively to check learners' understanding and extend their knowledge. They rely too much on worksheets, which learners are expected to complete, and these do not meet different learners' needs or match their experience and ability. Trainers do not use ILT effectively to make learning stimulating and teaching sessions enjoyable, hence, the quality of learners' work is only satisfactory.
- Trainers and assessors are appropriately experienced and qualified. Not all trainers are sufficiently experienced to enable them to embed English and mathematics fully into learning activities or to ensure training is planned well for all learners. For example, trainers have not sufficiently planned the selection of optional units and key skills projects for a few learners.
- The majority of learners use digital portfolios; they are skilful in uploading evidence to the portfolios and frequently check their progress towards completing their qualifications. They have a good knowledge of their progress towards completing their qualifications.
- Initial assessment requires improvement. At the start of their programmes learners complete a comprehensive vocational skill assessment to help determine the most appropriate training programme. Learners who do not have GCSEs at grades A* to C complete initial assessments in English and mathematics. However, they are not all made aware of the results and the information is not used sufficiently to plan for individual learning.
- Assessment plans are detailed and learners are involved well in the planning of assessments. Feedback is mostly constructive and learners know what they need to do in order to improve. However, assessors have assessed incorrectly aspects of technical certificate assignments and questions in Employment Rights and Responsibilities workbooks and, as a result, learners do not have a correct understanding of these aspects.
- Trainers do not integrate sufficiently English and mathematics in vocational training. Where learners require English or mathematics support, the arrangements for this support are not recorded adequately. Assessors do not record adequately learners' progress and improvement in English and mathematics, nor always correct spelling and grammatical errors in learners' written work.
- Learners are given good career advice at the start of their programmes to help them decide on the most appropriate National Vocational Qualification units. Trainers record the advice well on review documents, which enables learners and employers to be fully involved in the planning of training.
- Learners have a good understanding of equality and are able to apply their knowledge well to workplace situations. Not all trainers and assessors have an in-depth understanding of some aspects of equality and diversity to ensure learners gain an accurate knowledge of diversity matters.

The effectiveness of leadership and management**Good**

- The overall quality of leadership and management is good. Directors, managers, trainers and assessors focus strongly on improving the quality of training, learning and assessment, which has resulted in learners' good outcomes.
- The managing director, with the support of the board, determines business priorities and sets challenging targets for associate directors and managers to develop and improve the provision. The development plans are scrutinised well to review progress made towards achieving objectives and this informs self-assessment and quality improvement activities.
- Monitoring of staff performance is strong and appraisals are linked well to the quality of teaching, learning and outcomes for learners. A good staff-training programme supports effectively trainers and assessors to improve their skills. However, the quality of teaching, learning and assessment for a small minority of learners requires improvement and too few sessions are outstanding.
- Management of subcontractors is good, particularly for those contracted to provide all aspects of learners' training. The company supports and challenges subcontractors particularly well by vetting and ensuring they are fully prepared to start programmes, through monthly monitoring visits, good opportunities to participate in training and sharing information and good practice. Subcontractors who were consistently failing to deliver successful programmes are no longer used.
- Total People has a clear strategy for improving the quality of all teaching, learning and assessment activities which includes good arrangements to monitor, assure and audit the quality of all aspects of learners' experience. The arrangements for monitoring the quality of teaching and learning are effective, which include monitoring the quality of training subcontractors offer. An informative summary analysis of key findings from learning observations enables managers to identify trends in performance, professional development needs, and actions required to bring about further improvements.
- Since the previous inspection, Total People has made significant progress in the development and use of its management-information system. The quality of management information is improving further to include detailed reports on the performance of learners in all subcontractors. Data are used well to analyse all aspects of apprentices' progress and overall performance, for example, to inform actions to reduce the small minority of apprentices who progress too slowly. Managers have analysed the causes of low success rates within the planned time for these learners and have taken strong actions to improve their rate of progress.
- Leaders and managers have a mostly accurate understanding of the provision's quality and they use learners' and employers' views appropriately to inform self-assessment. The extensive range of apprenticeships and foundation-learning programmes meet well the skills needs of learners, employers and the region. Managers have a good knowledge of industry skills requirements and plan programmes that both satisfy the demands of work-shift patterns and improve learners' ability to fulfil their job roles effectively.
- Trainers and assessors use a suitable range of policies and procedures to promote learners' understanding of equality and diversity both in training centres and the workplace. Progress has been made in improving learners' knowledge of equality and diversity through learning activities and reviews, although this remains variable in quality. Targets are not set currently or used to monitor the impact of initiatives.
- The company meets statutory requirements for the safeguarding of learners. Learners feel safe, understand the importance of safe working, and feel able to raise their concerns with trainers and assessors.

Record of Main Findings (RMF)

Total People Limited

Inspection grades are based on a provider's performance:						
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning	Foundation Learning
Overall effectiveness	2	2	2	2	2	2
Outcomes for learners	2	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Engineering and manufacturing technologies	2
Hairdressing and beauty therapy	3
Foundation English and mathematics, and employability training	2
Administration and business management	3

Provider details

Total People Limited	
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 993
	Part-time: 5,730
Managing Director	N R Hartley
Date of previous inspection	July 2006
Website address	www.totalpeople.co.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	259	0	3	0	0	0	0	0
Part-time	0	59	0	430	0	149	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	653	745	427	1,099	15	153		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<p>The following subcontractors provide all the provision:</p> <ul style="list-style-type: none"> ▪ Acamar Training Limited ▪ Apprenticelink Limited ▪ CR Training Solutions & Consultancy Limited ▪ Economic Solutions Limited ▪ Floortrain (GB) Limited ▪ Kids Allowed Limited ▪ KMF (Precision Sheet Metal) Limited 							

- North of England Training Limited
- The Apprentice Academy Limited

The following subcontractors provide part of the provision:

- Barard (Hairdressing) Limited
- BPP Holdings Limited
- Care Today
- Cheshire Livery Stables
- City of Wolverhampton College
- Globe Digital Media Limited
- Havering College of Further & Higher Education
- Icount Training
- Liverpool Community College
- Macclesfield College
- Mid Cheshire College of Further Education
- Newcastle Under Lyme College
- Reaseheath College
- Rebus Training Limited
- Salford City College
- Seta Training and Advisory Services Limited
- Shrewsbury College of Arts and Technology
- SKS Accountancy Training Academy
- South Cheshire College
- St Helens College
- Stafford College
- Stockport College of Further and Higher Education
- Stoke on Trent College
- Telford College of Arts and Technology
- The International School of Beauty Therapy
- The Manchester College
- The Skills Learning Zone
- TPL Hairdressing Limited
- Trafford College
- Voodoo Training Limited
- West Cheshire College
- Wigan and Leigh College
- Wilsons Hairdressing
- Wirral Metropolitan College

- Yale College of Wrexham

Additional socio-economic information

Since the previous inspection, the structure of Total People has altered. In 2007, the managers and employees acquired the company and Total People was re-formed as a company limited by shares. The managing director has overall responsibility for the company and leads a team of five associate directors who with 23 managers lead and manage 259 employees. The company's head office is situated in Middlewich; it has offices in Burslem, Burton-upon-Trent, Crewe, Macclesfield, Market Drayton, Runcorn, Telford and Warrington. Since August 2011, Total People has used subcontractors to provide part of its provision and currently most of its learners are in the North West, West Midlands and South Yorkshire. At the time of the inspection, around 20% of learners were on health and social care, and early years and playwork, 15% on engineering and manufacturing technologies, 14% on construction crafts, 8% on hairdressing and beauty therapy, 14% on foundation English and mathematics, and employability training, and 16% on administration and business management programmes. At the inspection around 23% of the provision was subcontracted.

Information about this inspection

Lead inspector

Shahram Safavi HMI

One of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the associate director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider, except the provision which the provider offers for Estyn. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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