

# TTE Training Limited

Independent learning provider

## Inspection dates

12–14 July 2017

Overall effectiveness		Outstanding	
Effectiveness of leadership and management	<b>Outstanding</b>	16 to 19 study programmes	<b>Good</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>	Apprenticeships	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>		
Outcomes for learners	<b>Outstanding</b>		
Overall effectiveness at previous inspection		Good	

## Summary of key findings

### This is an outstanding provider

- Leaders and managers have established successfully a culture of very high expectations throughout TTE Training Limited.
- Staff set very high standards for learners and apprentices; they expect them to attain excellence in their specific engineering specialism.
- Learners and apprentices take pride in their work; they achieve consistently high standards on their programme and in their workplace.
- Leaders have developed excellent partnerships with local and regional employers, thus creating excellent opportunities for learners and apprentices to develop very successful careers in the engineering and manufacturing sector.
- Employers and managers develop challenging and relevant programmes that result in apprentices achieving very high-level technical skills and knowledge that benefit their employer.
- Tutors and training officers make excellent use of their extensive industrial knowledge and experience to develop apprentices' technical knowledge and skills quickly, which they apply competently and confidently in the workplace.
- The large majority of apprentices progress to higher-level technical qualifications in the final year of their apprenticeship.
- Tutors and training officers plan training and learning sessions to a very high standard. They encourage apprentices to become inquisitive learners and develop their problem-solving skills to benefit the engineering industry.
- Tutors and training officers provide highly effective feedback to learners and apprentices in lessons which helps them to improve their knowledge and skills quickly.
- Tutors and training officers help learners and apprentices to develop their mathematical skills further to support their work in the engineering industry.
- Learners on 16 to 19 study programmes are prepared thoroughly for their next steps, and the majority progress to employment or apprenticeships in the engineering industry.
- Apprentices' achievements are outstanding; almost all apprentices complete their apprenticeships by the planned end date.
- Tutors and training officers do not help learners and apprentices to improve their written English skills.
- The standard of education and training for learners on 16 to 19 study programmes is not as high as that on the apprenticeship programmes which is outstanding.

## Full report

### Information about the provider

- TTE Training Limited (TTE) is an independent learning provider based in Ellesmere Port. It is a group training association, established by member companies based in the area to provide education and training for the chemical, petrochemical, oil, gas, process-manufacturing, pharmaceutical and nuclear industries throughout the north-west of England. TTE provides engineering apprenticeships at advanced level and 16 to 19 study programmes at level 2. At the time of the inspection, 162 apprentices and 39 study programme learners were enrolled.
- The proportion of residents in Cheshire West and Chester who are unemployed is 4%, compared to 4.7% nationally. The number of school leavers achieving five or more GCSEs at grades A\* to C, including English and mathematics, is nine percentage points above the national figure. The progress that students make at school is significantly better than that made by their peers nationally.

### What does the provider need to do to improve further?

- Tutors and training officers should check apprentices' and learners' work thoroughly and, where appropriate, support them to improve their written English skills.
- Improve the standard of education and training for learners on 16 to 19 study programmes by ensuring that:
  - all learners have individual targets that challenge them and enable them to achieve their full potential
  - the progress of learners who resit GCSE examinations in English and mathematics is monitored more closely to ensure that they develop the required knowledge and skills and achieve their qualifications
  - all learners develop personal and social skills which are reinforced throughout the programme.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders and managers have been highly successful in establishing an aspirational culture throughout TTE. They recognise and value the positive contribution that their apprentices make to employers in the region. Leaders, managers and staff set very high expectations for learners and apprentices to develop quickly highly relevant practical skills, theoretical knowledge and understanding that employers in the engineering and process-manufacturing industries require. Consequently, almost all apprentices achieve their apprenticeship by their planned end date and progress into sustainable employment.
- Leaders and managers have successfully dealt with all of the areas for improvement identified at the previous inspection. They have implemented highly effective quality-improvement strategies which they use rigorously to improve the standard of education and training at TTE. Consequently, achievement rates for apprentices have improved and are now significantly above the national rate.
- Leaders have set an ambitious strategic direction to be the leading provider of apprenticeships and technical training for the energy and engineering and manufacturing sectors in the north-west of England. Leaders have been instrumental in developing new and highly relevant engineering apprenticeship standards in collaboration with key employers in the sector, which meet the local enterprise partnership and regional skills priorities very successfully.
- Leaders have developed excellent partnerships with local and regional employers to create opportunities for learners and apprentices to start a career in the engineering and process-manufacturing industries, which they greatly appreciate. Employers provide outstanding support to the majority of advanced apprentices to enable them to progress onto higher-level technical programmes in the final year of their apprenticeship to make them more productive in their work roles and more valuable in employment.
- Managers have designed and implemented a very rigorous performance management process which they use diligently to hold staff to account for the achievement of strategic and operational targets. Managers tackle underperformance swiftly, ensuring that all staff meet high standards. Managers place a high priority on supporting staff to improve the quality of teaching, learning and assessment to enhance further the standard of education and training that learners and apprentices receive both in the training centre and in the workplace.
- A comprehensive staff development programme enables all staff to enhance their teaching skills and technical understanding. Tutors and training officers are well qualified and use their excellent industrial knowledge and expertise to ensure that learners develop up-to-date skills that they need in the workplace. Consequently, learners and apprentices benefit from highly effective teaching, and the large majority make excellent progress.
- The training manager and the training officers monitor very closely the progress that individual learners and apprentices make against their starting points. The vast majority of apprentices make outstanding progress and the majority of study programme learners make at least good progress. Staff intervene appropriately when learners and apprentices fall behind in their work and they receive very good support so that they catch up quickly.

- Staff at TTE promote diversity skilfully, resulting in a harmonious learning environment where all staff, apprentices and learners feel valued and are expected to behave responsibly. Where behaviour falls short of the exacting standards expected, managers take quick action to deal with concerns. Staff do not tolerate bullying, discrimination or inappropriate behaviour. The celebration of diversity is embodied in everything that learners do.
- Senior managers ensure that tutors and training officers place a strong emphasis on improving apprentices' and learners' understanding of life and work in a diverse society. Apprentices discuss and debate a wide range of issues in which they are able to articulate British values. While learners on study programmes have undertaken the same training, they are not able to articulate how these issues affect them personally or professionally.
- Managers and staff work hard to increase the number of learners and apprentices from under-represented groups, for example by encouraging more females and people from minority-ethnic groups to apply for the apprenticeship programme. Managers' strategies to recruit female learners are successful. For example, staff liaise frequently with local schools to promote the engineering industry to females. Consequently, the number of female apprentices in the current year is higher than is normally seen in the sector.
- Operational managers have developed highly effective improvement strategies, including reviews of staff performance and self-evaluation, to enhance further the standards of education and training that learners and apprentices receive. While self-assessment is broadly accurate and managers respond very effectively to ensure that improvement happens, the report is not evaluative enough and it understates many of the key strengths in the organisation that inspectors identified.
- Managers do not monitor rigorously the progress of the very small number of learners on study programmes enrolled on GCSE qualifications in English and mathematics, resulting in too few gaining their qualifications.

### **The governance of the provider**

- The board of directors, made up of six directors, provides TTE with excellent specialist support, knowledge and skills from the engineering industry. Directors make excellent use of their knowledge to benefit learners. They visit the training centre regularly to check that the behaviour of learners and apprentices is being developed to reflect that required for working in very high-risk environments. Directors place a very strong emphasis on the adherence to stringent health and safety practices.
- Directors provide a high level of scrutiny and challenge to senior managers on a number of key performance indicators, including the quality of teaching, learning and assessment. However, the quality improvement plan does not always set clear and measurable targets which link specifically to the key performance indicators that the directors monitor. Consequently, directors are not able to identify accurately the progress that is being made in improving the standard of education and training at TTE.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Learners feel safe and know how to raise any concerns they may have. Safeguarding

policies, procedures and practices are appropriate and are reviewed regularly. Senior managers ensure that staff follow safe recruitment procedures, including pre-employment checks.

- All staff benefit from regular safeguarding training to ensure that they have the skills and knowledge to allow them to carry out their roles appropriately. They report any causes for concern and take rapid action to deal with them.
- Since the previous inspection, directors, managers and staff have maintained the exceptionally high standards for health and safety both in the training centre and in the workplace. TTE continues to win highly prestigious awards for its health and safety procedures.
- Directors and managers meet their responsibilities under the 'Prevent' duty fully. All staff, learners and apprentices receive training which ensures that they have a very good understanding of the dangers associated with radicalisation and extremism.
- Highly effective mechanisms in the training centre are in place for monitoring learners' and apprentices' safe use of the internet.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- All staff have very high expectations of learners and apprentices. They expect them to excel in their specific aspect of engineering. For example, tutors and training officers plan an extensive programme of education and training which challenges apprentices to improve their skills beyond the minimum requirements of the apprenticeship.
- Tutors and training officers use a range of strategies to identify the starting points of all learners and apprentices and then use this information diligently to plan learning and training very effectively. As a result, the large majority of apprentices make excellent progress and develop engineering and manufacturing knowledge, skills and understanding that employers, learners and apprentices value greatly. The majority of learners make at least good progress.
- The large majority of apprentices gain additional qualifications, with many progressing to higher levels of study to enhance their skills and knowledge further within the engineering industry. For example, the majority of final-year advanced engineering apprentices enrol on Higher National Certificates, while others complete advanced torque-tightening techniques courses in an oil-refinery setting.
- Tutors and training officers are well qualified and have extensive experience of the subjects they teach. They return to industry regularly to update their knowledge and skills to ensure that they are providing learners and apprentices with up-to-date information. Learners and apprentices are highly appreciative of their tutors' and training officers' knowledge and recognise the importance that this expertise has on their own career development.
- Tutors and training officers use a range of innovative and insightful teaching and learning strategies to ensure that learners and apprentices develop an excellent range of practical skills. For example, solenoids are fitted to the training rig in the wrong direction and faults are created to challenge apprentices to use their existing knowledge and problem-solving skills to identify why the system is not working.

- Managers ensure that the curriculum is updated on an annual basis to ensure that it is meeting the exacting requirements of all the employers with whom they work. This collaborative approach ensures that employers have highly trained apprentices with the appropriate knowledge, skills and understanding to make a very effective contribution to their business. For example, the new curriculum now includes radar technology to ascertain whether a fuel tank is full or not when instrumentation has failed, which was in response to a request made by senior staff in the organisations in the oil and gas industry for this to be included in apprentices' training.
- Tutors and training officers provide highly effective feedback to learners and apprentices in sessions on how to improve their skills on the tasks they are completing. This ensures that learners and apprentices know the progress they are making and what they need to do to improve their skills and the standard of their work.
- Staff provide very effective support to enable learners and apprentices to develop high-level skills. They use their extensive industrial knowledge and experience to support learners and apprentices to use machinery competently and confidently. For example, first-year apprentices are able to set up and operate milling machines to shape metals within tightly prescribed tolerances with limited supervision.
- Apprentices use the virtual learning environment (VLE) very effectively to prepare for the next stage in their learning. Apprentices who require additional learning support use this valuable resource to reinforce their existing learning and to develop their skills further to improve their grades and achieve their potential.
- Apprentices and learners develop and apply good levels of mathematical skills throughout their programmes. For example, apprentices use a range of mathematical techniques to produce components to a high level of accuracy and within employers' tolerances.
- Tutors and training officers ensure that apprentices and learners master appropriate technical language throughout their programme to prepare them for the industry they will be entering. However, they do not draw attention to repeated spelling and grammatical errors in learners' and apprentices' written work to help them to improve their spelling and grammar.

## Personal development, behaviour and welfare

## Outstanding

- Apprentices take great pride in their work and demonstrate high levels of confidence when communicating with their peers, tutors and other people. The work they complete in the training centre and in the workplace is to a very high level of precision, meeting the exacting standards of the employers for whom they work. They appreciate the need for accuracy in the tasks they complete and how failure to meet demanding standards could adversely affect their employers' productivity and reputation.
- Apprentices discuss and debate with their tutors and training officers a wide range of issues to enrich their learning. They work cooperatively with their peers and mutually support their learning. For example, apprentices describe the problems they encounter when setting up and drilling holes to very tight tolerances, thus enabling them to be more aware of the potential problems before starting the task.
- Learners benefit considerably from visits to a range of different engineering employers, through work placements and site visits, to enable them to make informed choices about

the type of engineering or process manufacturing that they want to enter. This strategy has been very successful, with approximately two thirds of study programme learners progressing into employment or to an apprenticeship in the engineering and manufacturing sector.

- Apprentices make outstanding progress on their programme and almost all achieve their qualification by their planned end date. Apprentices develop very relevant skills that their employers value greatly. The skills that they acquire at TTE are reinforced through very effective training and assessment on employers' premises. For example, third-year apprentices isolate, repair and then service industrial pumps at an oil refinery under the strict supervision of their on-site assessor, meeting precise regulatory and industrial standards successfully.
- Apprentices and learners receive appropriate training about the dangers of radicalisation and extremism. Apprentices have regular discussions with tutors and training officers about these risks in relation to their employment and their personal lives. All apprentices have a very good understanding of what they need to do should they have any concerns. Conversely, while learners receive the same training as apprentices, the content is not sufficiently reinforced throughout the programme, resulting in their knowledge of these risks being underdeveloped.
- Apprentices take part in daily 'toolbox talks' where they discuss a wide range of issues surrounding their well-being. This ensures that they can prioritise their health and well-being through meaningful discussions with their peers and dedicated mentor, such as staying safe in the sun, the hazards of gambling addiction and the importance of good sexual health.
- Learners and apprentices receive highly effective initial advice and guidance which help them understand the content of the programme, their tutors' and training officers' expectations and their career progression opportunities. They receive advice regularly from an industrial specialist, who provides useful information to help learners and apprentices make the correct career choices for their preferred disciplines.
- Attendance and punctuality are excellent overall. Apprentices' behaviour in classrooms and workshops is very good, reflecting the values that employers expect within their organisations. However, attendance for a small minority of learners is not high enough, and a few learners do not display professional behaviour routinely in classrooms or communal areas.
- Apprentices and learners feel safe and are very knowledgeable about how to stay safe in the training centre, in workplaces and online. They have a highly developed awareness of cyber bullying.
- Apprentices' reviews provide extremely good opportunities for them to discuss their concerns with TTE's staff and their employer. They are encouraged to develop their communication skills and improve their confidence further. As a result, apprentices' personal and professional competencies develop quickly and to a very high standard.

## Outcomes for learners

## Outstanding

- Managers and staff work very successfully with employers to design a highly challenging

and demanding programme that ensures that apprentices produce high standards of work which reflect the needs of the employers with whom they work. Managers, employers and staff monitor the progress of all apprentices and study programme learners diligently and take prompt action when learners are at risk of falling behind.

- The majority of apprentices make outstanding progress from their starting points. Apprenticeship achievement rates are very high and significantly above national rates and those for similar providers. Almost all apprentices complete their programme by the planned end date. Achievement rates have risen year-on-year since the previous inspection and for current apprentices will rise again this year. Almost all apprentices who are due to complete their programme this academic year have already achieved their apprenticeship in the planned time and are completing additional work-related tasks to enhance their workplace knowledge, skills and understanding.
- Achievement rates for 16- to 19-year-old learners on study programmes are good and broadly in line with national rates. They are considerably above those of similar providers. Conversely, the achievement of the very small number of study programme learners who resit their GCSE English and mathematics examinations is too low.
- The majority of learners on 16 to 19 study programmes make good progress. They develop good engineering skills, which are highly valued when they seek apprenticeships or employment. Staff prepare learners very successfully for their next steps, and the large majority progress to the advanced engineering apprenticeship programmes.
- In 2015/16, two thirds of the learners on study programmes progressed to the advanced engineering apprenticeship and for current learners approximately half have already secured apprenticeships or employment before they complete their training programme.
- The vast majority of apprentices remain with their original employer and many make excellent progress in their company and progress to a post with added responsibility or gain promotion. The majority of apprentices progress to higher-level technical qualifications in the final year of their apprenticeship programme.
- The small number of learners who have learning difficulties and/or disabilities achieve as well as their peers.

## Types of provision

### 16 to 19 study programmes

**Good**

- There are currently 39 full-time learners enrolled on 16 to 19 study programmes in engineering at level 2. These learners account for approximately one fifth of all learners at TTE.
- Leaders and managers have implemented the 16 to 19 study programme requirements extremely effectively. They have planned the curriculum to provide individualised programmes of study that meet the needs of the majority of learners and which prepare them very successfully for employment in the engineering industry.
- Managers and tutors have high expectations of learners. Tutors use their in-depth subject knowledge and industrial experience to make learning challenging and relevant. As a result, learners quickly develop good skills and theoretical knowledge to apply in the engineering industry. For example, learners are able to solder a transformer, isolate and



reinstate zones in a manufacturing setting within expected deadlines, and complete a step-by-step work plan detailing the materials and equipment required very confidently.

- Tutors use questioning techniques skilfully in practical sessions to extend learners' knowledge, skills and understanding. They have a good understanding of learners' strengths and areas for development to be able to support them very effectively. For example, in one lesson the tutor challenged the learners to make the lifting gear they were using even safer. The learners were able to respond and then demonstrate their use of a safety hoist to steady the pump they were lifting.
- Managers and tutors assess learners' progress through thorough and regular reviews and take swift action to support learners when they fall behind. As a result, the majority of learners make good progress. However, tutors do not routinely set actions that challenge learners, particularly the most able, to achieve their full potential.
- Tutors provide very good advice and guidance that help learners make informed choices about which engineering discipline they want to specialise in. Learners gain self-confidence and benefit from the support they receive in helping them to develop their interview techniques and curriculum vitae (CV) writing skills. Managers ensure that learners receive good-quality and highly effective work experience and job trials. Consequently, a large majority of learners progress into employment or apprenticeships.
- Most learners develop good mathematical skills in their vocational lessons. Tutors use the results of assessments completed at the beginning of the programme to support learners to develop new mathematical skills that are pertinent to the engineering sector. For example, learners demonstrate the appropriate use of measurements to produce practical pieces to a high level of tolerance.
- Learners develop a good technical vocabulary which they use very effectively in their theory work. While learners understand the technical language easily, too many of them do not spell technical and non-technical words correctly. Tutors do not always provide learners with useful feedback to enable them to develop their English skills further and produce written work of a higher standard. The achievement of the few learners who resit their GCSE English and mathematics examinations is too low.
- Learners know how to keep themselves safe. Tutors promote high levels of health and safety standards, and learners apply their knowledge and skills successfully in practical lessons. They wear the appropriate personal protective equipment (PPE) without their tutor prompting them to do so and complete risk assessments competently.
- Learners participate in a wide range of enrichment activities to explore and develop their personal and social skills, including the young leaders award, health and safety programmes, equality and diversity awareness and the safer-driving course. However, learners are not always able to articulate how these skills prepare them for life in modern multicultural British society.

## **Apprenticeships**

## **Outstanding**

- Advanced apprentices account for approximately four fifths of learners at TTE. All apprentices are enrolled on advanced apprenticeships, mainly on programmes in engineering and manufacturing processes. Thirty-two apprentices are working towards

the newly formed apprenticeship standards in science-industry maintenance and manufacturing technician.

- Management of the apprenticeship programme is outstanding. Employers, managers and training officers plan a comprehensive training programme which ensures that apprentices develop very high standards of technical knowledge, practical skills and workplace behaviours that meet the exacting standards required by employers for whom they work.
- Tutors and training officers use a very good range of assessments to determine apprentices' suitability for the engineering apprenticeship programmes. Together with employers, staff assess the starting points of apprentices and plan challenging programmes that prepare them very successfully for progressing from the training centre into the workplace. As a result, almost all apprentices achieve their qualifications by the planned end date.
- Tutors and training officers plan learning and training to an extremely high standard. They use questioning techniques skilfully to ensure that apprentices become inquisitive learners and consider the wider options available when solving problems. Apprentices develop a very good understanding of how to carry out diagnostic assessments and provide appropriate responses quickly, reflecting good industrial standards as practised by experienced workers. For example, second-year electrical/electronic apprentices develop and implement very confidently programmes using programmable logic controls to operate shut-off and release valves for safe operations.
- Tutors challenge apprentices regularly and encourage them to consider potential problems as they emerge. Additionally, they encourage them to use their critical-thinking skills when solving problems to minimise mistakes. Tutors use information and communication technology effectively as a learning resource and integrate this successfully in learning sessions. Apprentices obtain a wide range of learning materials from the internet and the VLE. As a result of their enthusiastic use of these resources, they develop a very high standard of technical knowledge and applied practical skills quickly.
- Tutors and training officers are experienced and impart their theoretical knowledge and practical skills to ensure that apprentices perform to a very high standard. Apprentices quickly develop a high level of technical skill in the training centre, enabling them to demonstrate the safe use of machinery.
- Tutors develop a wide range of strategies to ensure that learning is realistic and relevant to the workplace. They work closely with employers to ensure that the curriculum reflects the skills that employers need in ever-changing industrial workplaces. For example, apprentices undertake site visits to carry out live projects presented by their sponsor organisation. A work-related problem is identified, which apprentices analyse thoroughly before developing a detailed written report which they present to the company representatives with three possible solutions and a preferred option.
- The vast majority of apprentices make outstanding progress. In the training centre, most apprentices complete their learning before their planned end date and engage in further related activities to extend their knowledge, skills and understanding. For example, electrical/electronic engineering apprentices develop programmes to operate gas tanks safely through the introduction of a series of pressure-release valves and switch controls

to maximise the correct levels at all times.

- Training officers plan on- and off-the-job training very competently. Employers are actively involved in developing apprentices' targets based upon industrial standards. Review meetings with apprentices are highly effective in monitoring their progress. As a result of the excellent progress apprentices make, the majority progress to higher-level technical qualifications in the final year of their apprenticeship.
- Apprentices demonstrate a high standard of mathematics and this is further promoted and embedded within their learning. However, tutors do not always draw apprentices' attention to the spelling mistakes and grammatical errors they make in their written work and in reviews.
- Apprentices feel safe and know how to stay safe in the training centre and in their workplace. Tutors and training officers ensure that apprentices are made aware of a wide range of issues that may affect their safety, including staying safe online and cyber bullying.

## Provider details

Unique reference number	55113
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	290
Principal/CEO	Mr Nick Smith
Telephone number	0151 357 6100
Website	<a href="http://www.ttelttd.co.uk">www.ttelttd.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	39	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	98	64	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Wirral Metropolitan College							

## Information about this inspection

The inspection team was assisted by the training and delivery manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Elaine Price, lead inspector	Her Majesty's Inspector
Paul Cocker	Her Majesty's Inspector
Alison Cameron-Brandwood	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Andrew Scanlan	Ofsted Inspector

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