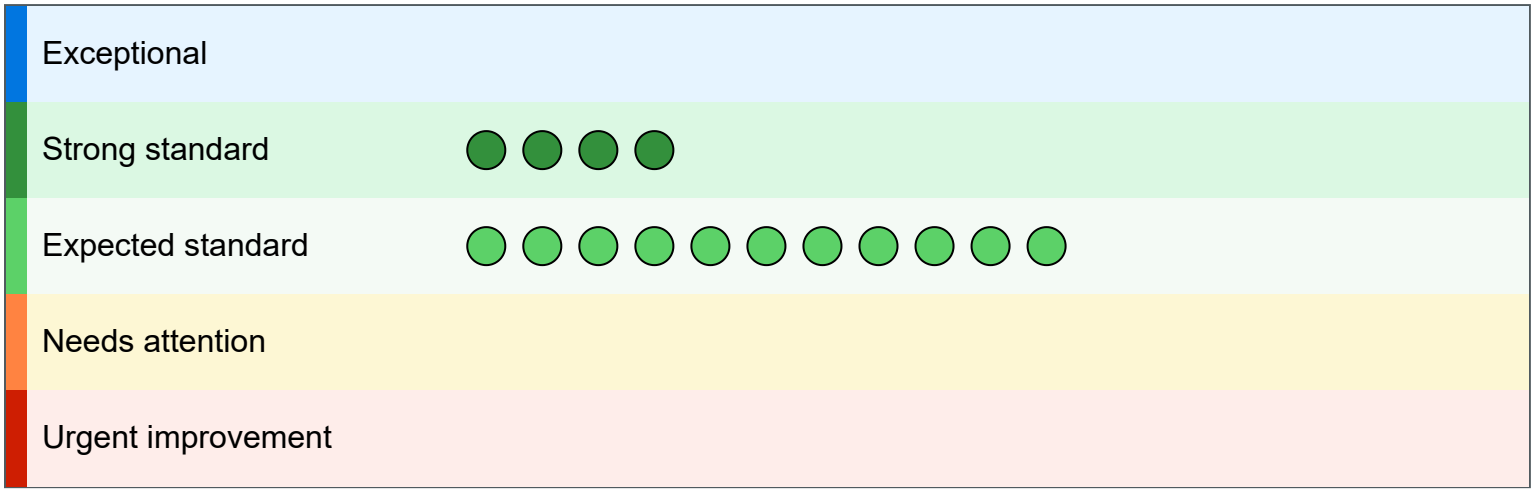
Craven College

Address: Gargrave Road, Skipton, North Yorkshire, BD23 1US

Unique reference number (URN): 130591

Inspection report: 12 May 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

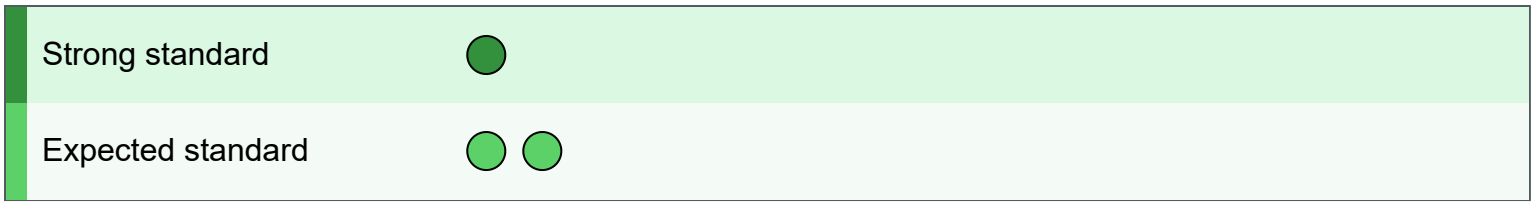
How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, leadership and governance, and contribution to

meeting skills needs



Strong standard

Inclusion

Strong standard

Leaders have very successfully established an inclusive culture, where the needs of learners and apprentices are put first. Staff from across the college work collaboratively to meet learners' and apprentices' needs and provide an environment, where learners and apprentices can make progress and flourish. Leaders have a well-established, purposeful inclusion strategy. The college has a wide variety of resources that learners and apprentices can access, including wellbeing facilities, sensory spaces and additional learning support. Staff are caring and foster an inclusive, welcoming environment and are highly ambitious for their learners and apprentices.

Staff accurately and quickly identify learners and apprentices with barriers to learning. Support arrangements are very carefully individualised to meet the needs of each learner and apprentice and staff modify these as necessary as learners and apprentices make progress. Leaders ensure that all staff, including those in teaching and support roles, are well trained and equipped in supporting those who need extra help. They provide a range of training for staff in pertinent topics, such as restorative practice, trauma-informed practice and 'everyone is a SEND teacher', which includes strategies on how to provide, review and monitor support. They use external professionals to provide targeted training so that staff can support learners with unique challenges.

Expected standard

Contribution to meeting skills needs

Expected standard

Leaders recognised, following the previous inspection, that their work with large employers was mainly in the land-based industries. Through sustained and determined actions, they now engage effectively with a broader range of employers to shape curriculums and improve outcomes for learners and apprentices.

Leaders provide a responsive curriculum offer that is linked to local and regional skills needs. They focus on technical and vocational programmes, such as construction, health care, land-based industries, catering and hospitality, which are priority skills in the region. Leaders have worked with local gamekeepers to introduce and design the countryside worker apprenticeship, leading to highly specific skills, such as driving all-terrain vehicles, bush cutting and spraying. Leaders involve stakeholders in the design and teaching of curriculums, which provides learners and apprentices with experiences of industry. In health

and social care, learners carry out intergenerational work at care homes to develop empathy and practical care skills and in catering, learners work alongside Michelin star chefs to prepare and serve fine-dining food.

Leaders work collaboratively with other providers and external agencies to strengthen support for learners with social, emotional and mental health needs. They have developed a progression to learning and work curriculum to support vulnerable and disadvantaged learners make a successful transition into education and work. This programme has had a significantly positive impact on learners, who were previously not in education, employment or training or faced substantial barriers to learning. Anxious learners, who previously struggled to attend college, now attend sessions consistently and engage well with their peers.

Leadership and governance

Expected standard 

Since the previous inspection, leaders have made rapid progress to improve the experience of learners on education programmes for young people. They swiftly reset the college's vision and values through the mantra 'one college, one team'. Staff have the ambition to be exceptional practitioners with learners and apprentices at the heart of everything that they do.

Leaders have created a culture of openness and honesty with kind and authentic leadership, where staff are confident to share concerns and work together to make improvements. Staff feel valued and most are satisfied with their workload. Leaders provide teachers with beneficial learning opportunities to help them develop their subject-specific knowledge and teaching skills. Teachers develop their practice by strengthening their use of metacognition and assessment. New staff are mentored effectively by subject experts as well as well as teacher education mentors.

Leaders and governors have an accurate understanding of strengths and areas for improvement, including in subcontracted provision. They monitor weaknesses through appropriate quality assurance activities and the resulting actions that they take are precise, clear and lead to sustained improvements.

Governors are highly experienced in further education, finance and management. They have a clear understanding of leaders' strategic objectives and help to shape the direction of the college. They provide effective support to senior leaders while holding them to account through rigorous challenge. Governors routinely question and probe leaders on the actions taken to secure rapid improvement and they visit the college frequently to speak with staff, learners and apprentices.

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2. Education programmes for young people

Expected standard 

Expected standard

Achievement

Expected standard

Learners, including those with special educational needs and/or disabilities, develop knowledge and skills that help them to prepare for their next steps. Most learners make sustained progress relative to their starting points and move on to positive destinations.

Across most courses, a high proportion of learners achieve their qualifications. Learners' achievement in English and mathematics has improved markedly over the past 3 years. The proportion of learners achieving grade 4 or higher has increased, including for those who resit in November.

Learners develop secure English and mathematic skills as part of their course. Learners in construction use measuring, estimating and multiplying skills required for industry and work to close tolerances, when producing practical work in brickwork, carpentry and joinery. Learners on level 2 and 3 courses develop their digital skills well, for example learners in aviation produce digital presentations and deliver these to their peers. However, learners on level 1 courses do not develop their digital skills as effectively and leaders rightly recognise there is more to do.

Curriculum and teaching

Expected standard

Leaders have a clear overview of the quality and performance of the curriculums. They conduct suitable quality assurance activities and take appropriate actions for improvement. In construction, they have identified the need to improve learners' attendance and the range and availability of work experience placements.

Leaders and managers plan the curriculums logically to build on what learners know over time. They have redesigned the English curriculum to help learners build the skills needed for GCSE success. Teachers have improved the way they teach quotation selection, inference, writer methods and analytical writing.

Teachers mostly use their vocational experience and pedagogical skills well to provide effective teaching. This enthuses learners, including those with special educational needs and/or disabilities (SEND). In construction, staff provide effective short practical demonstrations to present skills and information thoroughly. They then ask learners to practise their skills in activities while observing throughout. Teachers use recap activities effectively at the start and end of lessons to embed learners’ knowledge and skills. Teachers use revision quizzes in level 3 biology to enable learners to identify correct terms, such as lactation, vas deferens and progesterone. Learners in the aviation academy are taught by industry experts and gain up-to-date skills and knowledge. In a very few instances, teachers do not sufficiently set high enough industry expectations. For example, in a very few practical sessions, teachers do not reinforce the need to work at the pace needed in industry.

Teachers mostly use assessment effectively to identify gaps in learning. They use techniques such as observation of skills, probing questioning and asking learners to explain what they are doing and why when completing practical exercises. Teachers provide helpful

structured feedback on how to improve and, where necessary, demonstrate and provide coaching for learners.

Learners with SEND and other barriers to learning receive appropriate support at college to help them to access the curriculum. Teachers know their learners well and make appropriate adaptations to ensure learners can build confidence and make progress. Learners benefit from in-class learning support, assistive technology, learning hub access and pastoral intervention where needed.

Participation and development **Expected standard**

Leaders provide learners with calm and spacious working environments that are conducive to learning. Teachers set clear expectations for professional behaviour that mirror the workplace. Learners have positive attitudes to their training. They demonstrate high levels of respect and are polite to each other, to staff and to external visitors at the college.

Staff provide a range of enrichment activities for learners across all campuses. Learners participate in a variety of cultural activities, including celebrations for Chinese New Year, Diwali and Remembrance Day, ‘Children in Need’ fundraising and drink and drug driving awareness.

Attendance for most learners is high. Most learners who had low attendance at school improve their attendance substantially at college. Staff provide catch-up sessions and follow up non-attendance with parents and carers. Learners generally arrive on time and are prepared for their lessons.

Leaders provide an extensive range of work-related learning opportunities for learners. Most learners attend useful work experience placements related to their vocational programmes. However, leaders in construction rightly recognise that they need to increase the proportion of learners who go on work experience.

Learners receive helpful careers guidance to support their next steps. They mostly know what they will be progressing to, including further learning, apprenticeships and employment.

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3. Adult learning programmes

Expected standard

Expected standard

Achievement

Expected standard

Learners make effective progress and achieve qualifications or personal goals that reflect their individual starting points. Almost all go on to further education or employment. On the few courses where achievement is low, leaders take effective actions to improve it.

Learners develop secure English, mathematical and digital skills on the courses that they study. Those on entry level digital courses develop a technical glossary of terms and phrases that underpin their knowledge and skills. Access to higher education learners confidently explain complex mathematical equations required for practical chemistry tasks.

Learners achieve personal and developmental outcomes as part of their programme of study. They set short- and long-term targets linked to individual goals, such as building confidence and independence to start a business. Learners develop valuable skills, improve their life chances and make positive contributions to their community. However, in a few instances learners' personal goals are not consistently ambitious.

Curriculum and teaching

Expected standard

Leaders demonstrate a deep understanding of the needs of their communities. They work closely with service users to provide a broad range of programmes that successfully engage adults, including those furthest away from education and work. Leaders provide adult learning programmes that meet the skills priorities in the area, alongside the needs of employers.

Tutors design the curriculum well, so learners build knowledge and skills over time. On access to higher education pathways, learners begin by studying biochemical molecules, which provides the foundation knowledge needed to understand cell biology. Subsequent units build effectively on prior learning and help learners make clear links between cells, tissues and organs. In community learning, staff provide effective support to learners from disadvantaged backgrounds to overcome barriers and enable them to access learning. Learners follow a curriculum designed around well-planned outcomes derived from early identification of individual needs.

Tutors use effective strategies to help learners understand and remember what they are taught. In beauty therapy, teachers use demonstration of practical learning effectively, such as how to carry out cuticle removal safely using an orange stick before learners use the technique themselves. As they practise, learners develop an understanding of the potential risks of over-application and how to work safely. In introduction to counselling, teachers use effective questioning to help learners recall prior knowledge, consolidate learning and deepen their understanding.

Tutors mostly use assessment well to plan learning. In forestry, tutors provide continuous assessment through explanation, demonstration and personalised feedback. Learners refine their practical skills over time and are well prepared for final assessments. However, in functional skills, tutors do not use initial assessment results consistently well to plan

personalised learning, which means that they do not focus on teaching learners the specific skills they need to make progress.

Leaders ensure that the curriculum is accessible so learners can participate fully. Learners accessing education for the first time study in their local communities at times that accommodate their personal circumstances and learning needs. College leaders work closely with employers to deliver learning in the workplace that supports employees to develop sector-specific skills and develop in their roles.

Participation and development

Expected standard

Tutors actively promote positive attitudes to learning. Learners respond well in lessons and are enthusiastic and eager to participate. They are respectful of their teachers and peers and learners understand the importance of equality. Learners from different backgrounds and cultures recognise and value each other's opinions, learn together and thrive.

Overall attendance is high. Leaders focus well on attendance and explore thoroughly reasons for non-attendance. Staff have identified that attendance in community learning is lower than at college and have put in place useful strategies to improve it swiftly. These include the use of online messaging to contact absent learners and share lesson notes from missed lessons.

Leaders understand the wider development needs of learners and provide opportunities for learning beyond the curriculum. Learners on the level 2 teaching assistant course participate in additional placements beyond the requirements of their programme to gain valuable experience across a variety of different education settings. In horticulture, learners volunteer in 'food to fork' activities, helping centre users understand where food comes from.

Most learners receive coherent careers advice and guidance that is embedded into their programme. External careers teams attend classes at key points in the year. However, in a few cases on Skills Bootcamps, careers advice is not sufficiently planned, leaving learners unaware of the full range of career pathways available to them.

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4. Apprenticeships

Strong standard	●
Expected standard	● ●

Strong standard

Curriculum and teaching

Strong standard

Leaders have a very secure understanding of the quality of apprenticeships. Apprentices follow a relevant, purposeful and highly tailored curriculum, matched closely to job roles and individual employers' and apprentices' needs. This enables them to develop the knowledge and skills required for their roles, achieve their qualification and take on increased responsibility at work.

Leaders ensure that apprenticeship curriculums are well designed, logically sequenced and frequently updated to reflect apprenticeship standards, job roles and employers' needs. Apprentices build knowledge and skills over time, moving from core concepts to more complex workplace tasks. This helps them understand what they are learning, why it matters and how it supports their confidence at work. Apprentices studying early years increasingly take responsibility for workplace tasks, apply professional standards and use their learning to improve the quality of their work.

Apprentices, including those with learning plans and support needs, follow curriculums designed around clear, well-planned outcomes and relevant learning experiences. Leaders and staff use individual learning plans and starting point information very well to personalise training, support individual needs and help apprentices make progress through their apprenticeship and prepare them for their employment and next steps.

Apprentices are taught skilfully by industry experts, who bring current, real-life experience and up-to-date knowledge of the sector. Tutors teach carefully planned sessions that build knowledge and consistently link learning to work. Trainers use skilful questioning and probing to check understanding, correct misconceptions and extend apprentices’ thinking. In childcare, accountancy and countryside worker apprenticeships, tutors use their extensive occupational expertise to explain technical concepts clearly and relate them directly to apprentices’ job roles. Apprentices develop strong, secure knowledge and apply it with increasing confidence, accuracy and independence at work.

Staff work very closely with employers to plan and implement on- and off-the-job training effectively. This ensures that apprentices have frequent opportunities to practise, apply and refine their knowledge and skills in both training and workplace settings. Farm worker apprentices practise and refine key workplace tasks, including keeping professional records, reports and technical activities, which improves their accuracy and confidence at work and supports apprentices to consolidate their learning.

Expected standard

Achievement

Expected standard

Apprentices who complete their apprenticeship pass their end-point assessment, with a high proportion gaining distinction and merit grades. Most apprentices who leave early do so due to personal reasons, redundancy and changing employment. Staff identify concerns about

apprentices' progress quickly and put appropriate support in place, helping apprentices build confidence and workplace competence.

Apprentices develop the English, mathematical and digital skills they need for their workplace role. Those working towards level 2 English or mathematics qualifications receive suitable support to help them complete learning confidently. For example, countryside worker apprentices produce clear written records and communicate professionally, which enhances their workplace performance.

Apprentices are well prepared for their next stage in employment or further training. They are eager to progress. They take on increased responsibility and become more confident. For example, accountancy apprentices produce written work, reflective accounts and workplace records that show their growing understanding of professional expectations and sector requirements.

Participation and development

Expected standard

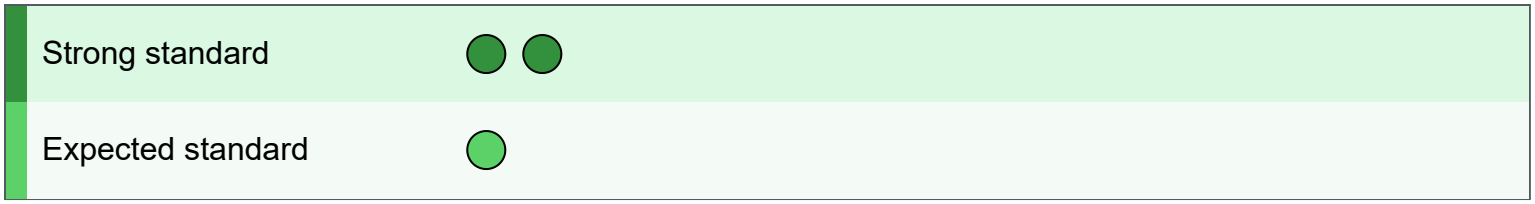
Leaders provide an inclusive learning environment. They promote mutual respect and working relationships are positive and conducive to learning. Apprentices are highly motivated and demonstrate positive professional behaviours. They treat each other with respect and approach their work with maturity. Accountancy apprentices demonstrate a high degree of autonomy as they navigate their way through their training, supporting each other when appropriate and seeking support when required.

Leaders set high expectations for attendance, and overall attendance is very high. When apprentices are unable to attend, tutors and coaches provide effective individual support, such as additional teaching materials, to help apprentices continue to learn and to ensure they are progressing.

Leaders provide suitable wider development opportunities that help apprentices build confidence and resilience. They provide elective opportunities for apprentices to engage in community-based events. Apprentices contribute to open evenings, in which they talk to prospective apprentices about their training. These apprentices develop confidence and gain experience of interacting with different groups in their community.

Most tutors provide targeted careers guidance that helps apprentices understand the progression opportunities available after achieving their apprenticeship. Countryside worker apprentices explore the knowledge and attributes they will need to work as an ecological surveyor by listening to and questioning guest speakers from the field. This equips apprentices with a clear picture of the opportunities available to them.

5. Provision for learners with high needs



Strong standard

Curriculum and teaching

Strong standard

Leaders have developed a high-quality curriculum that very effectively meets learners' needs. They understand well their strengths and areas for development and respond quickly to make changes that improve outcomes and experiences for learners. Pathways of learning are updated frequently to reflect the changing needs of learners. For example, leaders introduced GCSE mathematics as a better way to meet the needs of learners in developing knowledge, skills and a qualification in this subject.

Leaders ensure that the curriculum is designed and sequenced well so that learning is developed and secured over time. For example, in art sessions learners begin with identity and different styles before moving on to different mediums, use of products and their benefit. Learners then develop their own project plans. Curriculum pathways are ambitious and individualised to each learner, ensuring that learners study specific topics that support their development in line with their education, health and care plan outcomes and personal targets.

Teachers have a thorough understanding of their learners’ needs and adapt their teaching to meet them very well. They consistently and skilfully use teaching techniques and resources to ensure that learners thrive in lessons. Teachers deploy support staff effectively in the classroom and remain responsive to changes in learner needs. Teachers at the Evolve centre expertly explain complex topics and use technical terminology. Learners develop the confidence to work independently and consistently use correct vocabulary. This high-quality teaching ensures that learners with high needs excel and develop very well.

Leaders and staff collaborate very effectively with specialists to adapt and provide carefully tailored support that meets learners needs. Teachers make good use of accessible technology, such as augmentative and alternative communication devices. They use clear instruction and pause to provide learners with processing time, using reassurance strategies. Learners provided with this technology and support appreciate the independence it gives them during their time at the college and how it contributes to their progress and confidence, enabling them to meet their individual goals.

Learners attend very high-quality work experience placements, where they develop valuable work-related skills. During work placements, learners develop skills and attributes beyond the qualification requirements, building their independence and preparing them well for their next steps.

Participation and development

Strong standard

Learners are confident and comfortable to engage with their peers, and many thrive during their time at the college. Staff model positive behaviours, where diversity is celebrated, and incidents of poor behaviour, derogatory comments or bullying are extremely rare and dealt with quickly and appropriately. It is through this positive and inclusive culture that learners demonstrate and apply the concepts of fundamental British values very well.

Learners consistently demonstrate high levels of respect and apply themselves to their studies with enthusiasm and motivation. Leaders maintain a sustained focus on learners' attendance and punctuality, which has led to positive improvements. Learners consistently attend well and arrive promptly to lessons. Where learners struggle to attend or be punctual, leaders are quick to respond and provide effective strategies to help them re-engage to avoid falling behind.

Learners benefit from a highly tailored programme of wider opportunities that extend their experience and very effectively develop their confidence, communication skills and independence. Learners are keen to contribute actively in their communities. They participate extremely well in an ambitious programme of enrichment activities. Enrichment is individualised and develops learners’ independence and resilience very effectively.

Learners benefit from tailored and impactful careers information advice and guidance that is skilfully embedded throughout the curriculum. This enables them to develop ambitious aspirations and a clear idea of employment options and next steps.

Expected standard

Achievement

Expected standard

Learners make extensive progress from their starting points and produce work of a high standard. Learners with high needs achieve in line with their peers and develop the vocational and personal skills they need to progress. They complete significant additional learning that frequently takes them beyond the expected outcomes and prepares them very well for their next steps in education or work.

Learners typically develop the knowledge, confidence and independence that prepares them well for their next steps. Almost all learners move on to positive destinations such as further education, employment or voluntary work.

Historically, learners' achievement in mathematics was not consistently high. Leaders acknowledged this and adjusted the way mathematics is taught. It is too early to see the impact of this on achievement rates. However, learners on non-accredited courses demonstrate very good progress and are developing the valuable English and mathematical skills they need to progress.

What it's like to be a learner and/or an apprentice at this provider

Learners and apprentices across all campuses appreciate the sense of belonging when they are at the college. They are relaxed and can be themselves. Learners and apprentices feel respected and valued as individuals and many make friends, often for the first time. Learners and apprentices enjoy their studies and take pride in their work. They study hard and celebrate successes together. Learners and apprentices are motivated and develop the confidence to aim high, which prepares them well for their next steps.

Learners and apprentices are taught in and use industry-standard working environments and resources. They are taught by a team of highly skilled educators. Leaders have invested heavily in equipment and resources across all campuses to ensure learners and apprentices are provided with up-to-date equipment that prepares them well for their chosen sector. For example, learners and apprentices contribute towards running real working environments, such as at the auction mart and airport. Learners and apprentices are taught by well-qualified teachers, who use their extensive industry experience well in their roles. Teachers keep their knowledge of the sector and skills current through working closely with employers, attending trade shows and returning to the floor as part of continuous professional development.

Young learners value the strong working relationships they have with staff. They know how to access support, when they need it. They are prepared well for life after college through their tailored tutorial sessions, where they discuss pertinent topics, such as sexual harassment, abuse, consent, ways to identify concerns and strategies to stay safe. Young learners develop confidence, professional behaviours and a clear understanding of progression routes into employment, apprenticeships and higher education.

Adult learners value the carefully planned curriculums that are accessible in their communities. They appreciate the opportunity to learn in an environment, where they are comfortable and work alongside like-minded peers. Adult learners develop and apply new knowledge and skills while concurrently building their confidence and forming new friendships. Adult learners, including those furthest away from education and work, are prepared well for their next steps in employment, further study or progression opportunities at work.

Most apprentices make sustained and rapid progress in their learning and develop the knowledge, skills and behaviours that support them to make a positive contribution at work. Apprentices enjoy coming to college and speak positively about their learning. They can clearly see the value of what they are taught and how this supports their development in the workplace. Employers recognise the impact their apprentices have and describe how they quickly become highly valued and integral members of the team.

Learners with high needs thrive at the college. Those who have a history of not engaging in education, due to previously unmet support needs, very quickly develop the confidence to participate well in learning. Learners at the Evolve campus enjoy the small, supportive, welcoming environment. Learners with high needs make extensive progress from their staring points and a high proportion gain qualifications and go on to further learning, employment, supported internships and apprenticeships.

Since the previous inspection, leaders focused effectively on creating a consistency in the quality of education and training across their sites and departments. Learners and apprentices experience the same high standards of teaching and training regardless of the campus they attend. Learners and apprentices across the college have a consistently positive learning experience.

Next steps

- Leaders should provide young and adult learners with high-quality teaching and assessment on all courses.
- Leaders should continue to work with young learners to ensure they have consistently high attendance.
- Leaders should provide adult learners with ambitious personal targets.
- Leaders should continue to take action to increase achievement rates for all learners and apprentices.
- Leaders should provide adult learners and apprentices with high-quality careers information advice and guidance.
- Leaders should broaden the range and quality of opportunities to extend apprentices' interests beyond their main curriculum.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with governors, leaders, staff, learners, apprentices, employers, parents, carers and relevant stakeholders during the inspection.

Craven College is a general further education college that focuses on technical and vocational courses. Surrounded by a large number of grammar schools, the college made the decision to discontinue their A-level provision, which concluded in summer 2025. The college has 2 main campuses in Skipton, an aviation academy at Leeds Bradford Airport and their Evolve centre in Ripon for learners with high needs. They also have a small site in Scarborough and various community learning centres that host their adult learning provision.

At the time of the inspection, there were 1,376 learners aged 16 to 18 years, 422 of whom were re-sitting GCSE English and 484 of whom were re-sitting GCSE mathematics. There were 960 adult learners, 474 apprentices and 171 learners in receipt of high-needs funding. Most learners study vocational and technical subjects in a range of areas from entry level to level 4, including Skills Bootcamps and T levels. Subject areas include land-based industries, engineering and manufacturing, construction, health, aviation, hair and beauty, catering, art and design, education and early years, digital and the arts and foundation learning.

The college has one subcontractor who they use to teach a small proportion of their adult learning programmes.

Principal: Anita Lall

Lead inspector:
Sarah Seaman, His Majesty's Inspector

Team inspectors:
Philippa Firth, His Majesty's Inspector
Jonny Wright, His Majesty's Inspector
Sarah Benson-Smith, Ofsted Inspector
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Jacqueline Shopland-Reed, Ofsted Inspector
Kay Hedges, Ofsted Inspector
Pauline Hughes, Ofsted Inspector
Rebecca Iverson, Ofsted Inspector
Shanna King, Ofsted Inspector
Jon Barker, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 12 May 2026

Number of learners

Total learners

2981

Education programmes for young people

1376

Adult learning programmes

960

Apprenticeships

474

Provision for learners with high needs

171

Percentage of learning aims successfully achieved

Education programmes for young people

Year	This provider	National average	Compared with national average
2024/25	87	84	Close to average
2023/24	86	83	Close to average
2022/23	77	81	Close to average

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	91	87	Close to average
2023/24	88	87	Close to average
2022/23	84	87	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2024/25	72	65	Close to average

Year	This provider	National average	Compared with national average
2023/24	71	60	Above
2022/23	67	55	Above

Apprenticeships pass rate

Year	This provider	National average
2024/25	96	98
2023/24	97	98
2022/23	98	97

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard 🟢

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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