

Curriculum, Teaching and Training Quality Analysis

What the Curriculum and teaching text itself says about strong and weak practice, across 238 inspection reports: independent training providers, employer providers, general FE colleges, adult and community learning, and universities

This report draws on 238 Ofsted inspection reports conducted under the Education Inspection Framework (EIF) (188 independent training providers, 20 employer providers, 14 General FE colleges, 10 adult and community learning providers, and 6 universities; specialist colleges and sixth form colleges are excluded from this edition), reading the Curriculum and teaching text of each report directly for recurring themes in curriculum design, training delivery, assessment, and professional development, rather than treating it only as a grade to correlate against Leadership and Governance.

This report is a companion to the Ofsted Inclusion Analysis Report, Professional Development and Teaching Quality, Ofsted Inspection Patterns: A Planning Analysis for Nominees, and Self-Assessment and Quality Improvement Analysis reports. The companion Professional Development and Teaching Quality report already establishes how strongly Leadership and Governance grade predicts Curriculum and teaching grade; this report asks a different question: within the Curriculum and teaching text itself, what separates Strong practice from Needs Attention, in inspectors' own words?

Scope of this report

In scope: general further education colleges, independent training providers, employer providers, adult and community learning providers, and universities delivering apprenticeship or skills provision, all inspected under the Education Inspection Framework (EIF).

Out of scope: 16 to 19 provision delivered through sixth form centres in schools, and specialist colleges.

Dataset overview

The Curriculum and teaching judgement is graded once per provision type rather than once per provider, so a provider offering both apprenticeships and an adult learning programme, for example, can carry two different grades in the same report. This report uses each provider's modal Curriculum and teaching grade, the most common grade across their provision types, as its provider-level figure.

Modal Curriculum and teaching grade	Providers	Share
Strong standard	45	18.9%
Expected standard	170	71.4%
Needs attention	23	9.7%

Headline findings

- On-the-job and off-the-job training coordination with employers is the single clearest differentiator in the text. It is mentioned at similar rates across every grade (26 to 31% of reports), but the framing sharply diverges: negatively framed in 0% of Strong-graded reports, 6% of Expected, and around 80% of the small number of Needs Attention reports that raise it.
- Initial assessment of a learner's starting point is an even sharper differentiator on its own terms: Needs Attention reports raise it more often than Strong ones (39% versus 24%), and are far more likely to frame it negatively when they do, 44% negative in Needs Attention, against 17% in Expected and 0% in Strong.
- Employer and vocational relevance more broadly, real workplace contexts, industry expectations, employer engagement, is mentioned in around 87% of reports regardless of grade, but negative framing rises from 0% (Strong) to 5% (Expected) to 50% (Needs Attention) when it is mentioned.
- Assessment and feedback is mentioned in the large majority of reports at every grade (78 to 91%), and here too negative framing rises with weaker grades: 3% (Strong), 16% (Expected), 29% (Needs Attention).
- Ambitious or challenging curriculum design language appears in 24% of Strong-graded reports, more than double the 9% rate in Needs Attention reports, one of the few themes where simple presence of the language, not just its framing, tracks grade.
- Sequencing and subject expertise language appear at similar, high rates across all three grades and are almost never framed negatively anywhere. Like some themes in the companion Inclusion report, this is language the sector uses fluently regardless of underlying quality, so its presence alone is not a useful signal for nominees.

What Strong curriculum, teaching and training looks like

Reports rated Strong Standard for Curriculum and teaching describe employer coordination and assessment as active, specific processes, not standing policies.

"They work closely and effectively with employers to plan, align and implement on- and off-the-job training so that learning is coherent and purposeful." **University Centre Quayside Limited, Strong curriculum**

"They provide precise feedback so that apprentices understand what they have done well and how they can improve their work." **ANS Academy Limited, Strong Leadership and Governance, Strong curriculum**

"Trainers, through their ambitious and challenging work readiness programme, prepare learners fully for employment." **Any Driver Limited, Strong Leadership and Governance, Strong curriculum**

"Leaders have designed an ambitious and highly inclusive curriculum." **Poplar Housing and Regeneration Community Association Limited, Strong Leadership and Governance, Strong curriculum**

What Needs Attention looks like

Reports rated Needs Attention rarely describe an absent curriculum; they far more often describe a curriculum that exists on paper but is not coordinated with the people who need to act on it, employers, or is not translated into feedback specific enough for a learner to act on.

"Leaders do not work closely enough with employers to coordinate apprentices' on- and off-the-job training." **Multiverse Group Limited, Needs Attention Leadership and Governance, Needs Attention curriculum**

"They do not ensure that assessors consistently provide apprentices with high-quality, timely feedback or progress reviews with employers." **LRTT Limited, Needs Attention curriculum**

"Leaders and staff do not collaborate closely enough with apprentices' employers." **Oasis Care And Training Agency (Octa), Needs Attention Leadership and Governance, Needs Attention curriculum**

Assessment of learning practice

This section looks specifically at assessment: how providers establish what a learner already knows, how they check understanding while teaching, and how they use what they find to adapt what comes next.

Initial assessment of starting points: the sharpest differentiator found

Needs Attention reports raise initial or diagnostic assessment of starting points more often than Strong reports do (39% of Needs Attention reports against 24% of Strong), and when they do, the framing is overwhelmingly critical: 44% negative in Needs Attention, against 17% in Expected and 0% in Strong. Inspectors appear to name a weak initial assessment explicitly more readily than most other themes in this dataset.

"Staff assess the starting points of apprentices accurately at the beginning of each programme."

CSA (Services) Ltd, Strong curriculum

"Teachers do not set appropriate targets for learners to develop their knowledge, skills and behaviours quickly from their individual starting points." **Alt Valley Community Trust, Needs Attention Leadership and Governance, Needs Attention curriculum**

"However, they do not use the results of initial assessment well enough to agree what apprentices need to do to develop their skills." **Cherith Simmons Learning & Development LLP, Needs Attention curriculum**

Checking understanding during teaching

In-the-moment checks on understanding, through questioning, recall and retrieval activity, show a real but more modest gradient: negatively framed in 0% of Strong reports, 7% of Expected, and 12% of Needs Attention.

"Staff use questioning very well in training sessions to check apprentices' understanding." **IBM United Kingdom Limited, Strong curriculum**

"Tutors do not routinely check apprentices' understanding of key concepts, such as unconscious bias and discrimination." **JS Consult Limited, Needs Attention curriculum**

Using assessment data to adapt teaching

Where reports describe using assessment information to identify gaps and adjust teaching, the framing is positive almost every time, regardless of overall grade. This makes it a weaker discriminator than initial assessment: describing this practice signals awareness of good practice, but its presence alone does not reliably separate Strong providers from Needs Attention ones the way initial assessment does.

"Tutors generally use assessment effectively to highlight gaps in learners' knowledge and to inform teaching." **Complete Skills Solutions Limited, curriculum**

Feedback specificity

Feedback itself follows the same overall direction, negatively framed in 3% of Strong reports, 16% of Expected, and 33% of Needs Attention. Taken together with initial assessment and in-the-moment checking, the pattern across all of assessment practice is consistent: it is not whether a provider assesses learning that separates Strong from Needs Attention, it is whether the results are precise enough, and are actually used, to change what happens next for that learner.

Cross-cutting themes

Employer coordination of on-the-job and off-the-job training

This is the most consistent pattern in the whole dataset: where a Needs Attention report discusses how on-the-job and off-the-job training are coordinated with employers, it is negative in around 8 out of 10 cases, against close to none in Strong-graded reports. The failure mode described is almost always the same, staff and employers not co-planning training, apprentices not receiving their protected off-the-job training time, or on- and off-the-job learning not being aligned to the same workplace tasks.

Ambition and challenge

Language describing the curriculum itself as ambitious or deliberately challenging is not universal, but where it appears, it leans heavily towards Strong-graded reports. This is one of the few places in this dataset where simply raising the bar in curriculum design, not just delivering it competently, shows up as a distinguishing feature of the strongest provision.

Sequencing and subject expertise: fluent everywhere, discriminating nowhere

Curriculum sequencing (building knowledge in a logical order over time) and staff subject or industry expertise are mentioned at broadly similar rates across Strong, Expected and Needs Attention reports, and almost never framed negatively at any grade. Inspectors, and by extension providers preparing for inspection, use this vocabulary fluently regardless of how the curriculum actually performs, so its presence in a self-assessment is not, on its own, evidence of quality.

Professional development within the curriculum text

The companion Professional Development and Teaching Quality report analyses the relationship between Leadership and Governance, staff professional development, and Curriculum and teaching grade in depth, including a text-derived CPD signal drawn from both the Leadership and Governance and Curriculum and teaching sections. Within the Curriculum and teaching text specifically, staff subject and industry expertise is most often described as something actively kept current, 'knowledgeable and keep their expertise up to date through regular professional development and sector-specific training', rather than a static qualification held once. Where this framing weakens, it is usually paired with the same employer-coordination or feedback-precision gaps described above, rather than a distinct pattern of its own, reinforcing that professional development in this dataset is best read as feeding into curriculum delivery, not as a separate theme.

Standout providers

Providers combining Strong Leadership and Governance with Strong modal Curriculum and teaching consistently show active, named employer coordination and precise assessment practice, rather than a generic claim of either.

- University Centre Quayside Limited: employer coordination of on- and off-the-job training described as coherent and purposeful, not just present.
- ANS Academy Limited: feedback specific enough that apprentices know both what they did well and what to do next.
- CSA (Services) Ltd: starting points assessed accurately at the outset of every programme, not just referenced in passing.
- Any Driver Limited and Poplar Housing and Regeneration Community Association Limited: curriculum design explicitly described as ambitious, not only competently delivered.

Implications for nominees and leaders

1. Audit employer coordination of on-the-job and off-the-job training specifically, not curriculum design in general. This is the sharpest differentiator in the dataset: check that on- and off-the-job training are planned together with employers, not designed separately and assumed to align.
2. Check initial assessment of starting points before anything else in the assessment cycle. This is the sharpest single assessment-practice differentiator found: Needs Attention reports are both more likely to raise it and far more likely to raise it negatively than Strong reports.
3. Test feedback for specificity, not just frequency. The gap between Strong and Needs Attention is rarely whether feedback happens; it is whether a learner can tell from it exactly what to do differently next time.
4. Build ambition into curriculum design deliberately, and say so. Providers that explicitly describe their curriculum as ambitious or deliberately challenging are disproportionately Strong-graded; this is worth evidencing directly in a self-assessment, not left implicit.
5. Do not rely on sequencing or subject-expertise language alone as evidence of quality. Nearly every provider in this dataset can describe a logically sequenced curriculum and knowledgeable staff; on their own, these claims do not distinguish a Strong provider from a Needs Attention one.
6. Read this alongside the Professional Development and Teaching Quality report. That report shows Leadership and Governance sets a hard ceiling on curriculum outcomes; this report shows that within any given leadership grade, employer coordination, initial assessment and feedback precision are where the practical differences actually show up in the text.

Methodology and limitations

This analysis is scoped to the Curriculum and teaching section text of each report. Where a provider has more than one provision type, all Curriculum and teaching text for that provider was combined, and the provider's modal grade (the most common grade across its provision types) was used as its provider-level figure. Theme prevalence and sentiment, covering curriculum design, employer coordination, initial assessment, checking understanding, use of assessment data, and feedback, were identified by phrase matching, read in context, and classified as positively or negatively framed sentence by sentence; percentages describe the framing of sentences that mention a theme, not the theme's prevalence in the whole report.

The Needs Attention group is comparatively small (23 providers), so theme-level percentages within it, particularly the on-the-job and off-the-job training and initial assessment figures, are based on a handful of mentions and should be read as indicative of a pattern, not a precise rate. All grades in the underlying dataset were independently re-verified by scanning each report's raw text for any heading carrying a grade, rather than relying solely on a fixed list of expected heading names.

The analysis is correlational, not causal, and reflects how clearly inspectors framed curriculum and training practice in writing, which may itself reflect how well a provider communicated its approach at inspection.

Report generated July 2026. Analysis based on 238 Ofsted inspection reports under the current Education Inspection Framework, excluding specialist colleges and sixth form colleges.

Appendix: Providers in this dataset

The 238 providers below make up this report's dataset, grouped by provider type. Grades shown are headline Inclusion, Leadership and governance, and modal Curriculum and teaching (the most common grade across a provider's provision types).

Independent training provider (188)

Provider name	URN	Inclusion	Leadership	Curriculum
100% Effective Limited	2804855	Expected	Expected	Expected
1st 2 Achieve Training Limited	2625245	Needs Attention	Expected	Expected
AKR Growth Ventures Ltd	2765310	Needs Attention	Needs Attention	Needs Attention
ANS Academy Limited	2526604	Strong	Strong	Strong
APA Procurement Training Limited	2526622	Expected	Expected	Expected
AWC Training Ltd	1278603	Needs Attention	Needs Attention	Expected
Academy for Project Management Ltd	1278653	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Access Further Education Limited	50313	Expected	Expected	Expected
Accountancy Learning Ltd	1276444	Strong	Expected	Expected
Achieving Excellence Uk Ltd	2495240	Needs Attention	Expected	Expected
Adalta Development Ltd	1276466	Expected	Strong	Strong
Akona Limited	2748156	Expected	Expected	Strong
Alan Hester Associates Limited	2526625	Expected	Expected	Expected
Aldridge Education (trading as Aldridge Adult Learning)	2527747	Expected	Expected	Expected
Alphabet Training Group Ltd	2626865	Expected	Expected	Expected
Alt Valley Community Trust	58913	Needs Attention	Needs Attention	Needs Attention
Any Driver Limited	1247989	Strong	Strong	Strong
Apprenticeship Learning Solutions Ltd	50081	Expected	Strong	Strong
Apricot Centre CIC	2748190	Expected	Expected	Expected
Averee Ltd	2654171	Needs Attention	Urgent Improvement	Needs Attention
Back to Work Training Limited	1270878	Strong	Strong	Strong
Banham Academy Limited	1278639	Strong	Strong	Strong
Barfection Limited	2761342	Strong	Expected	Expected
Bellevue Education International Limited	2791006	Expected	Expected	Expected
BioGrad	2761347	Expected	Expected	Expected
Birmingham Open Media	2761327	Expected	Expected	Expected
Bock Consultancy & Personnel Development Limited	1237102	Expected	Expected	Expected
Boom Training Limited	1276470	Needs Attention	Expected	Expected
Breakthrough Social Enterprise Limited	2804858	Expected	Expected	Expected
Britasia TV Network Ltd	2748191	Expected	Needs Attention	Expected
Buttercups Training Limited	1276392	Strong	Strong	Strong
CERT C.I.C	1278564	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
CIPFA Business Limited	1278693	Expected	Expected	Expected
CITB (Construction Industry Training Board)	51170	Expected	Expected	Expected
CMS Vocational Training Ltd.	51201	Strong	Expected	Strong
CQM Training And Consultancy Limited	1276409	Expected	Expected	Expected
CSA (Services) Ltd	1278692	Expected	Expected	Strong
Calex UK Ltd	58586	Expected	Expected	Expected
Career Group Courses Limited	2791007	Expected	Expected	Expected
Castle & Co Training Limited	2814670	Expected	Expected	Expected
Chameleon Vocational Training Limited	2494979	Expected	Needs Attention	Expected
Change Please CIC	2791008	Strong	Expected	Expected
Channicool Training Services Limited	2765311	Needs Attention	Needs Attention	Needs Attention
Chatsworth Futures Limited	141887	Expected	Needs Attention	Needs Attention
Cherith Simmons Learning & Development LLP	1280348	Needs Attention	Needs Attention	Needs Attention
Choice Training Ltd	1276393	Needs Attention	Needs Attention	Expected
Chrysos HR Solutions Limited	1278580	Expected	Expected	Expected
Cognition Evolve UK Ltd	1278655	Expected	Expected	Expected
Community Matters Ltd.	2765312	Expected	Expected	Expected
Competum Ltd	2791036	Expected	Expected	Expected
Complete Skills Solutions Limited	1270922	Strong	Expected	Expected
Construct Training Services Limited	2791010	Expected	Expected	Expected
Contracting Services (Education and Skills) Limited	1278664	Strong	Expected	Expected
Corndel Limited	1278673	Strong	Strong	Strong
Cornwall Marine Network Limited	57802	Expected	Expected	Strong
Creative Process Digital Ltd	1278646	Expected	Expected	Expected
Crosby Management Training Ltd	1278609	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Dave Shurmer	2626836	Strong	Expected	Expected
Davidson Training UK Limited	51492	Expected	Expected	Expected
Decidebloom Limited	1276536	Strong	Expected	Strong
East Birmingham Community Forum Ltd	51635	Strong	Strong	Strong
Educate 2Gether Training	2814697	Expected	Expected	Expected
Empeiria Training	2791035	Expected	Expected	Expected
Enterkey Training Ltd	2636441	Needs Attention	Needs Attention	Expected
Enterprise4All (North West) Limited	2748172	Expected	Expected	Expected
Estio Training Limited	1276525	Needs Attention	Expected	Expected
Excellence-Solutions Limited	1270908	Expected	Expected	Expected
F-Tec Forklift Training Engineering Centre Ltd	1278680	Expected	Expected	Expected
FLM Training Ltd	1270812	Expected	Expected	Expected
Fareport Training Organisation Limited	51815	Expected	Expected	Expected
Fashion - Enter Ltd	1278584	Expected	Needs Attention	Expected
Fearless Adventures Academy Limited	2761339	Expected	Expected	Expected
First Avenue Training Limited	2654209	Expected	Expected	Expected
First Intuition Limited	1278665	Expected	Expected	Expected
Fit UK Training & Education Ltd	1278599	Expected	Expected	Expected
Fitch Learning Ltd	2539229	Expected	Expected	Expected
Founders and Coders CIC	2656257	Expected	Expected	Strong
Freight Transport Association Limited	2804849	Expected	Expected	Expected
Futures Training Group Ltd	2791038	Expected	Expected	Expected
GLAS Business Solutions Limited	59152	Needs Attention	Needs Attention	Expected
GLP Training Ltd	1276521	Strong	Expected	Expected
Game-On Coaching Limited	2804850	Expected	Expected	Strong
Global Skills Training Ltd	58950	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Greenlight Training Limited	2556385	Expected	Expected	Expected
HCRG Care Services Limited	1278613	Needs Attention	Needs Attention	Needs Attention
HTFT Partnership Limited	1278661	Needs Attention	Expected	Expected
Hull and Humber Chamber of Commerce Industry and Shipping	2748175	Needs Attention	Needs Attention	Expected
Humber Learning Consortium	58700	Expected	Strong	Expected
IOEX Ltd	2804865	Expected	Expected	Expected
Ideal Boilers Limited (Groupe Atlantic)	2748173	Needs Attention	Expected	Expected
Inspiro Learning Limited	51859	Strong	Expected	Expected
Intec Business Colleges Limited	52487	Expected	Expected	Expected
Intelligencia Training Limited	1276511	Expected	Expected	Expected
Intertrain UK Ltd	1278602	Expected	Expected	Expected
JGW Training Limited	1270877	Expected	Expected	Expected
JS Consult Limited	2674156	Needs Attention	Needs Attention	Needs Attention
KIWI & YUZU LTD	2554081	Expected	Expected	Expected
KLM UK Engineering Limited	2791018	Strong	Expected	Expected
KMF Precision Sheet Metal Limited	2528803	Expected	Expected	Expected
KYP Know Your Potential Consultancy Ltd	2625233	Expected	Needs Attention	Needs Attention
Keibra Ltd	2765318	Strong	Strong	Strong
Kingdom Academy Limited	1276426	Expected	Expected	Expected
Kleek Apprenticeships Limited	54248	Strong	Strong	Strong
Knights Training Academy Limited	1276254	Expected	Needs Attention	Needs Attention
LDN Apprenticeships Ltd	1276252	Strong	Strong	Strong
LRTT Limited	1278577	Expected	Expected	Needs Attention
Langley Waterproofing Systems Limited	2765320	Strong	Strong	Strong
Leap Talent Limited	1270881	Expected	Expected	Expected
Leslie Frances (Hair Fashions) Limited	53010	Strong	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Lighthouse (Training And Development) Ltd	1280357	Needs Attention	Expected	Expected
London Professional College Ltd	1247994	Expected	Expected	Expected
Lynwood Vets Limited	1278657	Expected	Expected	Strong
MI ComputSolutions Incorporated	58370	Expected	Expected	Expected
MIT Skills Limited	53429	Needs Attention	Expected	Expected
Merit Skills Limited	1276423	Expected	Expected	Expected
Mighty Oak Training Ltd	2577257	Expected	Expected	Strong
Mobius Partners Limited	2626852	Expected	Expected	Expected
Multiverse Group Limited	1276443	Expected	Needs Attention	Needs Attention
NATS (En Route) PLC	2791020	Strong	Strong	Strong
NDA Foundation Limited	1247998	Expected	Needs Attention	Expected
NPL Management Limited	2539256	Expected	Needs Attention	Expected
National Business College Limited	53451	Strong	Expected	Expected
Nordic Products and Services	2761346	Expected	Expected	Strong
North Humberside Motor Trades GTA	53586	Expected	Expected	Expected
North Lancs. Training Group C.I.C.	53588	Expected	Needs Attention	Needs Attention
NowSkills Limited	1280342	Expected	Expected	Expected
Oasis Care And Training Agency (Octa)	1271308	Expected	Needs Attention	Needs Attention
OnPointTrac	2761332	Needs Attention	Needs Attention	Needs Attention
Penshaw View Training Limited	1276406	Expected	Expected	Expected
Performance Learning Group Ltd	1276431	Expected	Expected	Expected
Pet-Xi Training Limited	1270856	Expected	Expected	Expected
Phoenix4Training LLP	1280310	Expected	Expected	Expected
Poplar Housing and Regeneration Community Association Limited	1270753	Exceptional	Strong	Strong
Poultec Training Limited	53951	Expected	Expected	Needs Attention
Primed Talent Limited	2748200	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Qualitrain Limited	1276415	Expected	Expected	Expected
Rinova Limited	2791024	Expected	Expected	Expected
SAMB Training (Scottish Association of Master Bakers)	58821	Needs Attention	Needs Attention	Needs Attention
She Compliancy Limited	2654195	Expected	Expected	Expected
Shears Academy Limited	2626863	Expected	Expected	Expected
Showcase Training	1276528	Strong	Expected	Expected
Skillwise Training UK Ltd	2554066	Needs Attention	Expected	Expected
Solveway Limited	1278582	Expected	Expected	Expected
South Wales and South West Roofing Training Group	2791025	Expected	Expected	Expected
South West Association of Training Providers Limited	59093	Strong	Expected	Expected
Sporting Futures Training (UK) Ltd	1278643	Strong	Strong	Strong
Steve Willis Training Ltd	1278570	Needs Attention	Expected	Needs Attention
Sutton Coldfield Training Limited	2765329	Expected	Expected	Expected
System People Limited	1276419	Expected	Expected	Expected
TRN (Train) Ltd.	50315	Expected	Expected	Expected
Teach a Trade Limited	2761350	Expected	Expected	Expected
Tech Educators Ltd	2748179	Strong	Strong	Strong
Technical Professionals Limited	1278669	Strong	Expected	Strong
Temp Dent Dental Agency Limited	54778	Expected	Strong	Strong
The Abbey Access Centre	2791043	Expected	Expected	Expected
The Azure Charitable Foundation	50582	Expected	Expected	Expected
The Coders Guild Ltd	2626854	Expected	Expected	Expected
The Gas Rooms Limited	2748182	Expected	Expected	Expected
The Growth Company Limited	53233	Needs Attention	Expected	Expected
The Learning Curve	54877	Strong	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
The Management Academy Ltd	1278670	Strong	Strong	Strong
The Pioneer Sailing Trust	2804873	Expected	Expected	Expected
The Portland Training Company Limited	1270924	Expected	Expected	Expected
The Priory Federation of Academies	1278671	Strong	Expected	Expected
The Side By Side Partnership Limited	2526596	Strong	Expected	Expected
The Small Business Academy	2791030	Expected	Needs Attention	Needs Attention
The Square Metre Limited	2554082	Needs Attention	Expected	Expected
Three Dimensional Training Limited	1278668	Expected	Expected	Expected
Total Futures	2761343	Expected	Expected	Expected
Train 2 Train Limited	2556388	Expected	Expected	Strong
Triage Centrum Limited	1270864	Expected	Expected	Expected
Trinity Solutions Academy	142673	Strong	Expected	Expected
Turning Factor Limited	2748183	Needs Attention	Expected	Expected
Unipres (UK) Limited	1276522	Expected	Expected	Expected
Unitas	2791027	Expected	Expected	Strong
Universal Vibes Limited	2654190	Expected	Strong	Strong
Urban Care Community Limited	2791028	Strong	Strong	Strong
Utility & Construction Training Limited	1276404	Needs Attention	Expected	Needs Attention
WYK Group Limited	2761345	Strong	Expected	Strong
Walbrook Institute London Limited	2643270	Expected	Expected	Expected
Well Associates Limited	1270876	Needs Attention	Expected	Expected
Wetherby Training Limited	2772948	Expected	Expected	Strong
Why? Change Limited	2526609	Expected	Expected	Expected
Wiltshire Transport Training & Development Limited	55451	Strong	Expected	Expected
Wise Training Streetworks and Construction Limited	2748186	Expected	Expected	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Wiser Academy Ltd	1278659	Expected	Expected	Expected
Workforce Training & Development Ltd	2495041	Expected	Expected	Expected
iungo Solutions Limited	2772954	Strong	Expected	Expected

Employer provider (20)

Provider name	URN	Inclusion	Leadership	Curriculum
Calderdale and Huddersfield NHS Foundation Trust	1278631	Expected	Expected	Expected
E.J.Markham & Son Limited	1276509	Strong	Strong	Strong
IBM United Kingdom Limited	2494963	Strong	Strong	Strong
Little Learners Montessori Ltd	2626878	Expected	Expected	Strong
London Ambulance Service NHS Trust	2510867	Expected	Expected	Expected
National Grid Electricity Distribution (South West) PLC	55347	Strong	Strong	Strong
Oxford University Hospitals NHS Foundation Trust	2526618	Expected	Expected	Expected
RPC Containers Limited	1278656	Expected	Needs Attention	Expected
Sandwell and West Birmingham Hospitals National Health Service Trust	54263	Needs Attention	Expected	Expected
Serco Holdings Limited	2626857	Expected	Expected	Expected
Staffordshire Commissioner Fire and Rescue Authority	2526613	Expected	Expected	Expected
Swiftool Precision Engineering Limited	2626879	Expected	Expected	Expected
The Chief Constable Of Surrey	2554108	Expected	Expected	Expected
The Chief Constable of Thames Valley	1278690	Expected	Expected	Expected
The Chief Constable of West Yorkshire	2654146	Expected	Expected	Expected
The Newcastle Upon Tyne Hospitals NHS Foundation Trust	1276266	Expected	Expected	Expected
Trailfinders Limited	2765330	Expected	Expected	Strong

Provider name	URN	Inclusion	Leadership	Curriculum
Tyne and Wear Fire and Rescue Authority	2674171	Expected	Expected	Expected
UK Power Networks (Operations) Limited	1278641	Needs Attention	Expected	Expected
University Hospitals of Leicester NHS Trust	58442	Expected	Expected	Expected

General FE college (14)

Provider name	URN	Inclusion	Leadership	Curriculum
Bolton College	130495	Expected	Needs Attention	Expected
Craven College	130591	Strong	Expected	Expected
Furness College	130633	Needs Attention	Needs Attention	Needs Attention
Gloucestershire College	130683	Expected	Expected	Expected
Gower College Swansea	2495062	Expected	Needs Attention	Needs Attention
Heart of Worcestershire College	130713	Strong	Expected	Expected
Kendal College	130631	Expected	Expected	Expected
Macclesfield College	130621	Expected	Needs Attention	Expected
Myerscough College	130743	Expected	Expected	Expected
Sandwell College	130479	Strong	Expected	Expected
South and City College Birmingham	130461	Expected	Needs Attention	Expected
St Helens College	130488	Expected	Needs Attention	Expected
Wirral Metropolitan College	130493	Expected	Needs Attention	Expected
Yeovil College	130805	Strong	Strong	Expected

Adult and community learning (10)

Provider name	URN	Inclusion	Leadership	Curriculum
Blackburn with Darwen Council for Voluntary Service	2761325	Strong	Expected	Expected
Bury Metropolitan Borough Council	50898	Expected	Needs Attention	Expected

Provider name	URN	Inclusion	Leadership	Curriculum
Darlington Borough Council	51474	Needs Attention	Needs Attention	Needs Attention
Newcastle upon Tyne City Council	53504	Strong	Strong	Strong
North Lincolnshire Council	53589	Strong	Strong	Expected
North Northamptonshire Council	50178	Expected	Expected	Expected
Plymouth City Council	53927	Strong	Expected	Expected
Portsmouth City Council	53941	Strong	Expected	Expected
Sutton and District Training Limited	54698	Strong	Expected	Expected
Thurrock Adult Community College	54975	Expected	Strong	Strong

University (6)

Provider name	URN	Inclusion	Leadership	Curriculum
Sheffield Hallam University	133871	Strong	Strong	Expected
University Centre Quayside Limited	1270865	Expected	Expected	Strong
University College of Estate Management	1276381	Expected	Expected	Expected
University of Gloucestershire	133818	Expected	Expected	Expected
University of Staffordshire	133882	Expected	Expected	Strong
University of Suffolk	146206	Expected	Expected	Expected