

Tyneside Training Services Ltd

Inspection report

Unique reference number: 55138

Name of lead inspector: June Cramman HMI

Last day of inspection: 15 April 2011

Type of provider: Independent learning provider

Address: Beaminster Way East
Airport Industrial Estate
Kingston Park
Newcastle upon Tyne
NE3 2ER

Telephone number: 0191 2862919

Information about the provider

1. Tyneside Training Services Ltd (TTS) is based in Newcastle upon Tyne. The company was established in 1969 by a group of haulage contractors. TTS now operates from its main site at Kingston Park, a short distance to the north of the city of Newcastle. It also has its construction plant training centre located near Blyth in Northumberland. It has a board of 11 directors who are all engaged in the logistics sector.
2. Day-to-day management is the responsibility of the company manager. He is supported by two training managers, one of whom is responsible for the motor-vehicle team while the other oversees the Logistics and Construction plant team.
3. Most learners are from areas close to Newcastle city centre. Heavy industry in the city has declined over many years and has been replaced by growth in the service sector. The unemployment rate in Newcastle is 6.8%, compared with the national rate of 4.4%. The proportion of people in the community from minority ethnic groups is small.
4. TTS has contracts with the Skills Funding Agency to provide work-based learning. It has intermediate apprenticeship and advanced apprenticeship training in motor-vehicle engineering as well as Train to Gain programmes in construction plant operations and driving goods vehicles. TTS has one woman learner and three learners from minority ethnic communities on programmes.
5. TTS provides commercial training to companies in the sector, which constitutes 45% of the business. The remainder is government-funded provision.
6. TTS provides training on behalf of the following organisation:
 - Gateshead College (engineering)
7. The following organisation provides training on behalf of TTS:
 - Actions Ltd (engineering)

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	39 learners 64 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Engineering and manufacturing technologies	3
Construction, planning and the built environment	2

Overall effectiveness

8. The overall effectiveness of TTS provision is satisfactory. Outcomes for learners, the quality of provision, and leadership and management are all satisfactory. Learners gain good levels of employability and they gain good, sometimes excellent, workplace skills. Success rates are satisfactory. Teaching and learning are satisfactory overall though Train to Gain learners enjoy some good coaching and motivating training sessions. Arrangements for meeting employers' and learners' needs, and care, guidance and support are satisfactory. Partnerships are good with TTS having long and sustained partnerships with a range of employers in the area as well as some good new partnerships with other training providers and support agencies. Arrangements for promoting equality and diversity and safeguarding learners are satisfactory, with some good practice in working with partners to develop these aspects across the provision. The team works well together and members are respected by their employers and partners. However, the team lacks strong direction and some systems are insufficiently used for improvement.

Main findings

- Success rates for engineering advanced apprentices are good. Success rates for intermediate apprentices, who are the largest group of learners in the provision, are low but improving. Success rates are very high for Train to Gain construction and driving goods vehicle learners.
- Learners enjoy their training and gain good, sometimes excellent, relevant workplace skills. Many learners across the provision would not be able to enter, or keep, the jobs they have without successful completion of the key qualifications TTS offers. Learners feel very safe and display a satisfactory knowledge of safeguarding but a good knowledge of health and safety.
- Teaching and learning for Train to Gain construction learners are good, with tutors using their extensive knowledge of the industry very effectively to inspire learners. Teaching and learning for apprentices are satisfactory. Assessment practice is satisfactory overall. Train to Gain learners benefit from good joint planning with employers at reviews but target setting for apprentices is weak.
- Partnership arrangements are good. TTS has long and sustained partnerships with a good range of large and small employers in the region. The board comprises employers in the industry who bring an excellent knowledge of the sector and the region. Partnerships with other providers and support agencies are effective in improving provision for learners.
- Individual pastoral support for learners is good with some good examples of TTS working with partners to access specialist support on behalf of learners with extreme needs. Although information, advice and guidance are satisfactory, further work is needed to improve the quality of these aspects of provision. Induction for Train to Gain learners is effective and TTS has made some good improvements to the recruitment process for intermediate apprentices, though the impact of these changes is not known.
- TTS managers and staff responded well to the challenges of the last inspection and to managing cultural change within the organisation. Team working is much improved. Partners value the team and have high levels of respect for the company and its staff. There is a strategic plan as well as the quality improvement plan. However, TTS insufficiently uses target setting for performance management and action planning.
- The board is highly committed to the provision and gives sound financial management and support to the company, having made significant investment in resources for learners. The chair and board receive regular progress updates via management team meeting minutes and face-to-face reports. However, the board does not always give sufficient direct input to staff to inform operational planning.
- TTS management of safeguarding, and equality and diversity are satisfactory. The company has formed a good partnership to develop both aspects across the provision. Staff have completed a very comprehensive safeguarding assessment of TTS provision. Policies and procedures are generally satisfactory. However, managers have not fully implemented all aspects of safeguarding, including safe internet usage, and equality and diversity across the provision.

- Systems to improve the provision are satisfactory. The self-assessment process is satisfactory. However, stakeholders remain insufficiently involved in the process. TTS now has a satisfactory observation process. However, action plans to improve practice are insufficiently challenging. Although monitoring systems are fit for purpose for individual programmes, the provider is not sufficiently collating information across the provision.
- Value for money is good. Outcomes overall are satisfactory with good success rates in Train to Gain and for advanced apprentices, though they are low on intermediate apprenticeships. TTS uses revenue from commercial provision very effectively to supplement funded courses and the board provides its own monies for resource improvements.

What does TTS need to do to improve further?

- Further improve the low success rates for engineers on intermediate apprenticeships to match at least national benchmarks.
- Improve teaching, learning and assessment across the provision so that all learners benefit from the good practice identified.
- Continue the work started in improving information, advice and guidance so that all learners derive maximum benefit from high-quality interventions.
- Develop the use of target setting for staff across provision but particularly for performance management related to success rates.
- Improve communication channels from the board to all staff to avoid delays in implementing management decisions.
- Continue the good work in promoting safeguarding to include specific updating in safe internet usage to ensure learner safety at all times.
- Further develop equality and diversity strategies to include widening the composition of the board, using data further and embedding equality and diversity into sessions to ensure that equality and diversity are priorities within the company.
- Develop the self-assessment and observation processes to gather and use staff, learner, employer and wider stakeholder views more systematically and improve action-planning following staff observations.

Summary of the views of users as confirmed by inspectors

What learners like:

- the sense of achievement – especially in gaining qualifications
- the good, flexible assessor support and the fact that training is held at work
- training and support that helps learners understand how to do everything safely and correctly
- the supportive, non-patronising staff who give good information and advice
- useful tips to help improve skills and working practices
- the fact that tutors understand the industry and have credibility with learners and employers

- being treated like an adult and with respect
- the workshop and workshop classes – and the specific information on cars.

What learners would like to see improved:

- the tools and equipment in the workshops
- the lack of practical work at times – and not just watching a video
- tutors should stop changing things without giving sufficient notice or explanation.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the help that TTS gives with safeguarding
- the constant contact and the way that training is changed to meet employers' needs
- the high level of skills of the trainers and assessors
- the commitment of TTS to training and its professional approach
- the flexible training opportunities and the good advice
- the helpful, pleasant and informative staff.

What employers would like to see improved:

- less moving of trainees without prior consultation.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. TTS capacity to improve is satisfactory. Since the last inspection, success rates have improved across the provision. Train to Gain rates are high both overall and for those achieved within a given time period. Success rates for advanced apprentices are high and remain consistently above national benchmarks. Intermediate apprenticeship success rates are improving but remain low.
10. The provider has made good investments in resources. They are now at least satisfactory, with some good resources. TTS has also invested well in staff training and development, with a concentration on those aspects directly affecting learners. Since the last inspection, the provider has undertaken some good actions to rectify the weaknesses identified. For example, the observation process, which did not exist, is now in place and is satisfactory. Self-assessment is broadly accurate with most judgements matching those made by inspectors. However, the process is not yet fully inclusive of staff, learner, employer and wider stakeholder views.
11. Managers have taken some good actions, particularly in the management of cultural change and attitudes of staff and employers. However, they use target setting for improvement insufficiently. The board provides sound financial controls and good support but it is insufficiently proactive in facilitating operational management decisions.

Outcomes for learners

Grade 3

12. Success rates for engineering advanced apprentices are good. Success rates for intermediate apprentices, who are the largest group of learners in the provision, are low but improving. Retention of current intermediate apprentices is good at 92%. Success rates are very high for Train to Gain construction learners and have improved consistently year-on-year. Success rates for the small numbers of learners on Train to Gain driving goods vehicle provision are also high.
13. Learners enjoy their training and gain good, sometimes excellent, relevant workplace skills. These workplace skills make a good contribution to learners' economic and social well-being. As all learners in Train to Gain and apprenticeships are employed, they support employers' business developments and contribute to the economy of their community and the region as a whole. Many learners across the provision would not be able to enter or keep the jobs they have without successful completion of the key qualifications TTS offers. Once in jobs some progress to positions of responsibility, including managerial posts.
14. Learners feel very safe and display a satisfactory knowledge of safeguarding. They can recall the named officer for safeguarding and are aware that they need to report to that person if they have an issue. They use good, safe working practices and have a good understanding of health and safety.

The quality of provision

Grade 3

15. Teaching and learning are satisfactory overall. Teaching and learning for Train to Gain construction learners are good, with tutors making good use of their extensive knowledge of the industry to inspire learners. Teaching and learning for apprentices are satisfactory, with tutors in the better sessions using varied and stimulating methods while others do not use sufficiently good questioning techniques or varied assessment methods. Most construction learners develop their good practical skills further while they are on programme and engineering learners develop excellent practical skills and theoretical knowledge. Arrangements for literacy, numeracy and language support are satisfactory. All learners receive an initial assessment. Apprentices gain support through appropriate key skills provision. However, although staff offer Train to Gain learners support, few take it up.
16. Assessment practice is satisfactory overall. Assessors visit regularly and form good relationships with employers. Feedback to apprentices does not sufficiently help them to plan effectively. Although reviews are satisfactory overall, Train to Gain learners benefit from good joint planning with employers at reviews. Target setting in apprenticeship reviews is weak. Internal verification arrangements are effective.
17. The specialist construction facilities are good. TTS has improved general teaching and learning resources since the last inspection and they are now satisfactory. All classes have smartboards and tutors are becoming increasingly confident in their use.
18. Partnership arrangements are good. TTS has long and sustained partnerships with a good range of both large and small employers in the region. The board comprises employers in the industry who bring an excellent knowledge of the sector and the region. Employers trust TTS and have confidence in its understanding of the sector, which gives them confidence to take on new apprentices. Partnerships with other providers and support agencies are effective in improving provision for learners. Providers are happy to share resources and TTS has benefited considerably from these. Through a provider partnership, TTS now has access to an external learning support worker as well as direct help in improving safeguarding.
19. Provision satisfactorily meets the needs and interests of learners. TTS is a small provider that serves a particular need within training. It has some good specialist provision, including the new driver training for young people, and a range of provision that is continuing to develop. Within the subject areas the choice and range on offer is at least satisfactory, with some good additional qualifications for learners.
20. Individual pastoral support for learners is good with some good examples of TTS working with partners to access specialist support on behalf of learners with extreme needs. Information, advice and guidance are satisfactory. Induction for Train to Gain learners is effective. TTS has successfully improved the recruitment process for intermediate apprentices to match applicants to the vocational area more precisely. However, the impact of this is not yet known. A

Connexions worker gives specific and impartial information, advice and guidance appropriately.

Leadership and management

Grade 3

21. TTS managers and staff responded well to the challenges of the last inspection and to managing cultural change within the organisation. Team working is much improved. TTS responds quickly and effectively to issues that arise. Partners value the team and have high levels of respect for the company and staff. Resources are now at least satisfactory in all areas, with some aspects, such as the construction site, being good. Staff training is adequate. It has maintained a clear focus on improving the provision for learners, such as teaching practice and equality and diversity training. There is a strategic plan as well as the quality improvement plan. However, TTS insufficiently uses target setting for performance management and action planning.
22. The board is highly committed to the provision and gives sound financial management and support to the company, having made significant investment in resources for learners. The company chair meets regularly with the manager. The chair and board receive regular progress updates via management team meeting minutes and face-to-face reports from the manager. However, the board does not always give sufficient direct input to staff to inform operational planning. For example, it gave insufficient advice and support during the extended period that TTS was without a quality manager and it provided insufficient guidance to help remedy the low success rates in motor-vehicle apprenticeships.
23. TTS management of safeguarding is satisfactory. The company has formed a good partnership with a small group of other work-based learning providers to develop safeguarding provision. Together they have successfully gained external funding that has given them access to specialist advice and support. Staff have completed a very comprehensive safeguarding assessment of TTS provision. Staff training in safeguarding is appropriate. Policies and procedures are satisfactory with some good explanations and definitions of terms to help staff better understand how to deal with issues. However, it does not sufficiently cover the TTS internet policy for learners. All staff are appropriately checked by the Criminal Records Bureau and managers keep an appropriate central record. The manager keeps the board informed about safety and safeguarding through regular reports. However, the board has not received any training in safeguarding through TTS. Risk assessments for those learners identified as having an issue are appropriately completed. TTS manages health and safety effectively across the provision.
24. Arrangements for equality and diversity are satisfactory. The provider is very learner-focused and inclusive. Staff intervene appropriately with parents and employers to support learners. TTS works well with schools in an attempt to recruit girls and people from minority ethnic backgrounds into engineering and construction. However, despite these efforts, too few enter the provision. Currently, only one woman learner and three learners from minority ethnic backgrounds are on programmes. Statistically such numbers are too low to

- make any realistic comparisons about achievement gaps. However, TTS is satisfactorily tackling the low achievement of 16 to 18 year old learners.
25. Policies and procedures are adequate. The company has re-designed its induction for apprentices, and equality and diversity coverage is much improved. Reviews now contain a section on equality and diversity. Learner understanding is satisfactory. The teaching sessions and schemes of work show insufficient reinforcement of equality and diversity on an ongoing basis.
 26. The provider engages with users satisfactorily. Staff gather information from evaluation forms completed by learners and employers. They collate the responses and managers analyse the results. TTS recognises that formal user-engagement mechanisms of this kind have insufficiently informed improvements in the past. Staff are developing new mechanisms in partnership with an external consultant. However, TTS is a very small company and staff listen carefully to the views of learners and employers and make some good improvements as a result. For example, learners contributed to the planning and designing of the new classrooms and rest room facilities. Managers changed the deployment of assessors in Train to Gain to allow more time for on-demand assessment.
 27. Systems and actions to improve provision are satisfactory. The self-assessment process is satisfactory. Judgements are broadly accurate and they reasonably reflect those made by inspectors. However, learners, employers and partners remain insufficiently involved in the process. At the last inspection there was no process for observing teaching and learning. TTS now has a satisfactory observation process which managers use to inform training and development. However, action plans to improve practice are insufficiently challenging and observers do not always concentrate sufficiently on the impact on learners. Tracking and monitoring systems are fit for purpose for the small numbers of learners on the various programmes. However, the provider is not sufficiently collating and using information systematically across the provision. Management of subcontractors is satisfactory.
 28. Value for money is good. Outcomes overall are satisfactory, with good success rates in Train to Gain and for advanced apprentices though they are low on intermediate apprenticeships. Since the last inspection, TTS has improved resources and the construction site resources are good. Staff training in teaching and learning has improved. TTS makes good use of revenue from commercial provision to supplement funded courses and the board provides its own monies for resource improvements.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

29. TTS provides training for 61 work-based learners in engineering. Currently, 44 are intermediate apprentices and 17 are on advanced apprenticeships. TTS has one woman learner in this subject area. All learners are working towards vehicle maintenance and repair qualifications and all are employed. The majority of learners spend one day each week at the TTS training centre for off-the-job theoretical and practical training. Local garages and dealership employers give on-the-job training. TTS conducts progress reviews in the workplace.

Key findings

- Success rates for advanced apprentices both overall and those within a given time period are high. Current learners are making good progress and the standard of learners' written work is satisfactory. Intermediate apprenticeship success rates have improved over the last three years. However, these remain low. In addition, intermediate apprentices do not achieve sufficiently within planned timescales.
- Learners develop excellent practical skills and theoretical knowledge. They work in good workplaces under the supervision of skilled technicians, often maintaining prestigious vehicles. Employers value the high levels of practical skill and theoretical knowledge gained by learners. Many former learners have progressed to positions of responsibility, such as master technicians and supervisors. Learners feel safe and apply safe working practices.
- Teaching, training and learning are satisfactory. Resources in the training centre are satisfactory, with a good range of vehicles and diagnostic equipment. Trainers make good use of detailed schemes of work and lesson plans. However, they do not make sufficient use of questioning techniques in classes to assess learning. Staff do not promote equality and diversity sufficiently in general teaching and learning. Arrangements for literacy and numeracy support are satisfactory.
- Assessment practices are satisfactory overall. Assessments are very thorough and carried out at regular intervals. Assessors respond quickly and effectively to learners' requests for assessments as suitable work becomes available. However, written feedback after assessment does not give learners clear guidance on how they can improve their performance.
- Learners' progress reviews are satisfactory. However, assessors do not always set sufficiently specific and detailed targets for learners and employers. Staff routinely challenge learners' knowledge and understanding of equality and diversity as well as health and safety at most progress reviews. However, progress reviews carried out by a new TTS subcontractor do not discuss equality and diversity effectively.
- The range of programmes is satisfactory. Employers are very supportive of the learners and they understand how to develop learners' skills following on from

the off-the-job training at TTS. Learners have a mentor to supervise their training in the workplace. The garages are well equipped and offer good learning opportunities. Progression from the intermediate apprenticeship to the advanced apprenticeship is good.

- Partnership arrangements with employers are very good. Contact is frequent, and the employers speak very highly of the cooperation and the work done to develop the programmes. Employers have enjoyed good links with the staff delivering the programmes for many years. TTS also works with local schools to deliver vocational training to pre-16 learners.
- Learners receive good pastoral guidance and support. Staff give good support to learners facing redundancy to enable them to find alternative employment. They deal with learners' pastoral needs sensitively and effectively. Recruitment and induction processes are satisfactory and learners receive appropriate advice and guidance. TTS recently changed the recruitment process for intermediate apprentices to meet their needs more effectively. However, it is too early to assess the impact.
- Leadership and management are satisfactory. Team working and communication are satisfactory as are arrangements for self-assessment. Staff have improved the progress review process and the falling trend in success rates has been successfully reversed. Ninety-two per cent of the learners recruited in 2010/2011 are still on programme. Internal verification is robust. Arrangements for equality and diversity and safeguarding are appropriate.
- Monitoring and tracking of learners' progress overall is satisfactory. However, TTS insufficiently uses its central tracking system to monitor learners' progress. It has an appropriate system but staff generally use their own monitoring systems for different parts of the apprenticeship programme. Learners in the workplace effectively update their own tracking of assessments and observations.

What does TTS need to do to improve further?

- Further improve the low success rates for intermediate apprentices to at least match the national average.
- Make better use of questioning techniques in teaching and learning sessions to test and develop learners' knowledge and understanding.
- Increase the promotion of equality and diversity in teaching and learning sessions by using schemes of work and session planning more imaginatively to improve learners' knowledge and understanding.
- Make effective use of feedback after workplace assessments to enable learners to develop their skills in a more timely fashion and complete their qualifications within their planned timescales.
- Improve target setting during learners' progress reviews to help learners make better progress in their programme between assessors' visits.
- Continue to develop an adequate central recording system to track and monitor the ongoing progress of each learner, enabling assessors, learners and employers to plan their work more effectively so that learners achieve within their planned timescales.

Construction, planning and the built environment

Grade 2

Context

30. Thirty-eight learners are following Train to Gain programmes in plant operations and working towards a National Vocational Qualification at level 2. All learners are men. Off-the-job training and assessments take place at a dedicated construction-plant training site at West Sleekburn. TTS completes the majority of the training and assessments on site.

Key findings

- Outcomes for learners are good. A very high proportion of learners achieve their intended qualifications and most achieve well within the required timescale. Overall and timely success rates for Train to Gain programmes have improved significantly year-on-year for the past three years and are very high. Both rates were far above the national averages in 2009/2010.
- All learners have very good practical skills on entry to their programmes. Most learners develop these skills further while on programme which helps them improve their economic and social well-being. Attention to health and safety is particularly good on all courses. Learners feel very safe and adopt safe working practices. The standard of learners' written work is broadly satisfactory.
- The induction programme makes a significant contribution to the high success rates on Train to Gain programmes. Learners clearly understand the programme structure, the expectations of the tutors and their own rights and responsibilities. During induction they learn how to collect evidence and develop their understanding of health and safety and equality and diversity.
- Teaching and learning are good. Learners benefit from good individual coaching and most meet the challenging targets set for them. Tutors' questioning is highly effective in helping learners to understand difficult theory. Tutors promote equality and diversity when opportunities arise but are insufficiently creative in finding less obvious opportunities for their promotion. TTS resources for off-the-job training are now very good.
- Assessment is satisfactory. Assessments are fair, accurate and reliable. Oral feedback is good and it helps learners to improve. Learners' portfolios are satisfactory. Written feedback is minimal and there is too much repetition in the assessment reports. Internal verification is satisfactory but most is end-loaded.
- The training programmes meet the needs of learners and employers particularly effectively. The range of provision is narrow but highly specialised. Managers have set a realistic agenda for the development of the provision and it is proceeding at a measured and controlled pace with the search for new training partners.
- Learners benefit from good partnerships with employers. Communication with employers is good. Many employers play an active role on the board of TTS and give good steers to influence the type of provision offered. TTS works well with employers, many of whom provide a valuable input to the training programmes.
- Effective personal support from tutors and managers benefits learners. Initial assessment is effective in identifying some wider support needs. Although

learners with literacy and numeracy needs are successfully identified through initial assessment, too few learners take up the offer of formal support. Information, advice and guidance for Train to Gain learners are appropriate.

- Operational management is good. TTS designs the programmes in collaboration with employers and in doing so ensures that the provision is flexible and meets the specific needs of employers and learners. Performance management and staff development are effective. Managers monitor learners' progress particularly effectively and this contributes to the very high success rates. Formal arrangements for quality improvement are fit for purpose.
- Arrangements for equality and diversity and safeguarding are satisfactory. Learners are aware of their rights and responsibilities and the named person for safeguarding. They are aware of the dangers of bullying and harassment and know how to obtain help. There are no significant differences in achievement between groups of learners. There are no equality and diversity targets in this subject area.
- The self-assessment process is satisfactory. The report itself is concise, incisive and self-critical. TTS has identified most of the strengths and areas for improvement identified by inspectors. However, links between the self-assessment report and the quality improvement plan are not clear. Not all staff are involved in the self-assessment process and learner and employer contributions are not systematically gathered and included.

What does TTS need to do to improve further?

- Continue to improve teaching and learning by encouraging staff to think more creatively and identify more opportunities to promote equality and diversity in the training sessions to improve learners' knowledge and understanding.
- Revise internal verification procedures to include more interim verifications to avoid end-loading and to increase verification efficiency.
- Encourage more learners to take up formal literacy and numeracy support in order to develop their Skills for Life competency.
- Improve the links between the self-assessment report and the quality improvement plan to ensure all issues identified are resolved in action planning.
- Continue to develop and establish more formal quality improvement procedures as the provision expands and develops to ensure there is a more coordinated and systematic approach to quality improvement.

Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's company manager, as nominee, carried out the inspection. Inspectors also took account of the company's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas TTS offers.

Record of Main Findings (RMF)**Tyneside Training Services Ltd**

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	61	99
Part-time learners	38	0
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals? How well do learners progress?	3 3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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

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

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

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

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

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

No. 090105

© Crown copyright 2011