

# Bexley Training Group

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Inspection date

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Hairdressing and beauty therapy
- Employability training
- Business administration and law

## Description of the provider

1. Bexley Training Group (BTG) was formed in 1983 as a registered charity limited by guarantee. BTG has two centres offering similar provision. One is located close to the centre of Bexleyheath, Kent and the other, called Thames Gateway Training, which opened in January 2006, is based in Greenwich. BTG contracts with London East Learning and Skills Council (LSC) to provide work-based learning for young people, entry to employment (E2E), train to gain and a learning agreement pilot that is targeted at young employed persons to attain a range of qualifications and training appropriate to their individual needs.
2. All apprentices are generally placed with small and medium-sized employers. BTG provides vocational and theory training for most learners and subcontracts with Bromley College and Greenwich Community College to support the delivery of motor vehicle apprenticeships and apprenticeships and NVQs in accountancy, respectively.
3. The scope of the inspection reflects the findings of the previous inspection where all areas of BTG's provision were judged to be good. The areas of provision inspected were hairdressing, Entry to employment training, business administration and law, early years, information and communications technology (ICT) and the subcontracted provision. The total number of learners enrolled at BTG at the time of the inspection was 300, of whom 206 were enrolled in the areas of provision inspected.
4. The BTG board is made up of five members. A new chief executive started in September 2006 and has implemented a range of changes to BTG operations. BTG employs 39 staff across the two sites. The management team, which is headed by the chief executive, includes a quality improvement manager and two operations managers.
5. The aim of the organisation is to operate in an equitable, efficient and cost effective manner and to produce satisfied clients by providing effective training, coupled with support and guidance.
6. Unemployment rates for Bexley and Greenwich are approximately 2% and 6%, respectively. At the 2001 census, the proportion of people from minority ethnic groups in Bexley and Greenwich was 12% and 29%, respectively.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

## Sector subject area

Hairdressing	Satisfactory: Grade 3
Employability training	Satisfactory: Grade 3
Business administration and law	Good: Grade 2

## Overall judgement

### Effectiveness of provision

Good: Grade 2

7. The overall effectiveness of the provision is good. Achievement and standards are good, the quality of provision is good, and leadership and management are good. Educational and social inclusion is good and equality of opportunity is satisfactory.

### Capacity to improve

Good: Grade 2

8. BTG demonstrates good capacity to improve. In the past six months, the new chief executive and the board of trustees have carried out an effective review of the provider's performance. Clear strategies to increase capacity and enhance quality have been agreed and some actions have been implemented. The training premises have been expanded and improved. Success rates are good and have improved steadily over the past three years. The development of learners' skills is good. Key skills are now effectively integrated with vocational programmes.
9. Quality assurance and self-assessment processes are good. Quality assurance procedures are well established and thorough and bring about continuous improvements to many parts of the provision. The self-assessment process is inclusive and the self-assessment report contains clear, self-critical and accurate key judgements. The process is integrated well with the provider's development planning. The grades identified by the provider in its most recent self-assessment report mostly matched those of the inspection, with the exception of the grade given for hairdressing and beauty therapy.
10. Since the previous inspection, development planning has generally been effective and most of the strengths identified have been maintained. Some key weaknesses have been rectified. Since the previous inspection, BTG has increased the range of provision to meet local needs. The E2E programme has recruited increasing numbers of learners who require additional personal and social support. Overall, the steps taken to improve the quality of provision since the previous inspection in June 2003 have been satisfactory.

## Key strengths

- Outstanding partnership working
- Good overall success rates
- Good development of learners' skills
- Particularly effective support to motivate learners
- Very good resources and accommodation
- Good strategic management
- Good social inclusion

## Key areas for improvement

- Insufficient planning for individual learning
- Insufficient monitoring of learners' progress for hairdressing and E2E learners
- Insufficient promotion of equality and diversity
- Insufficiently rigorous moderation of teaching and learning observations

## Main findings

### Achievement and standards

Good: Grade 2

11. Overall achievement and standards are good. Most learners at BTG are apprentices and success rates for apprenticeship frameworks overall are good. They are significantly above national averages. Success rates for early years and playwork learners are outstanding. The progression rates for E2E learners are low but are higher than local and national averages. All learners develop good social and vocational skills and improved confidence. They are motivated well and enjoy their training. Learners' progress while on programme is satisfactory and improving. Attendance is monitored well and attendance rates are satisfactory overall. With the exception of hairdressing and beauty therapy, the self-assessment report was generally accurate in identifying success rates as a strength.

### Quality of provision

Good: Grade 2

12. Teaching and learning is good overall. Inspectors observed good teaching and learning in the sector subject areas inspected and graded and in other areas of the provision. Learners value the practical and classroom-based resources, which are of a high standard and meet industry needs. They are maintained very well. There is much good teaching and learning. In the better lessons, all learners are challenged and receive good instruction. Individual learning needs are managed well and a broad range of teaching methods are used effectively to maintain learners' motivation and learning. In less effective lessons, tutors do not use a sufficiently wide range of teaching methods and do not identify those learners who are not always involved in classroom activities. There is insufficient use of direct questioning in learning sessions and some learners who already have a satisfactory knowledge of the subject become bored. Generally, training in the workplace is good and employers support learners well.

13. Learners on apprenticeships are assessed to identify their literacy and numeracy skills. Additional learning support is satisfactory for all learners. However, initial assessment for train to gain learners is insufficient to assess their additional support needs. Assessment and review of learners' progress is satisfactory in business administration, but insufficiently rigorous for learners in hairdressing and employability training.

14. Learners' needs are well met. Learners enjoy attending training at BTG and the work placements are of good quality. Employers speak highly of the arrangements to support training and learners. BTG is very responsive in meeting local training needs.

15. Support for learners is good. BTG has a good knowledge of all learners and responds well to issues of concern. Staff are flexible, accessible and caring. They

motivate learners very well to achieve. Areas for concern are quickly and professionally managed. Arrangements to support learners' welfare needs are good. Learners are given good information, advice and guidance. Support from employers is satisfactory. The self-assessment report identified most of the strengths and areas for improvement in the quality of the provision.

## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

16. Strategic management and business planning is good. The chief executive and board members have recently carried out an effective analysis of strategic options. Business planning identifies learners' needs as a priority and maintains the provider's strong charitable ethos. Staff understand and share the provider's strategic aims. BTG makes an effective contribution to local, regional and national skills development priorities. Strategic plans, business plans and development plans are integrated well, and are communicated effectively in clear and accessible documents. The development plan identifies clear responsibilities and contains realistic milestones and targets.
17. Communication at BTG is very good. Managers, staff and partner organisations are kept very well informed about company strategy and direction. Senior managers ensure good dissemination of decisions and policy-making to staff. Staff, team and management meetings take place regularly, are minuted accurately and are focused on key training priorities. At each staff meeting, curriculum staff take it in turns to carry out a short presentation and to share examples of good practice in teaching and learning. The chief executive produces a weekly electronic bulletin, which is valued by staff. Electronic diaries and appointments schedules are shared effectively across the organisation.
18. Partnership working is outstanding. The provider works very successfully with local schools and the connexions agency to provide appropriate progression routes into vocational training, particularly for excluded school pupils and young people from under-represented groups. BTG has very good partnership arrangements with its own local authority, and is also a key participant in Greenwich borough's 14-19 strategic partnership bodies. The provider works effectively with a large number of employers, including local authorities, to provide apprenticeships and other training programmes appropriate to local needs. The company has a flexible and responsive approach to government and local LSC strategic priorities.
19. Social inclusion is good. The company recruits many learners from under-represented and hard-to-reach groups, including excluded school pupils, young people from the travelling community and those who have not previously been in education, employment or training. The company has adequate child protection measures in place. Measures to safeguard learners' health and safety are satisfactory across the company and at employers' premises.

20. BTG has an extensive and effective range of quality assurance and improvement arrangements in place. Heads of department and staff understand and share the company's quality objectives. The provider's performance overall, and in each curriculum area, is monitored frequently and, in most cases, effectively. In most curriculum areas, good success rates have been maintained since the previous inspection. Thorough quality audits are carried out on course paperwork. The arrangements to gather and analyse learners' and employers' views are effective. The arrangements for observing teaching and learning are comprehensive. Good links exist between the observation of teaching and learning and staff appraisals. However, the processes for moderating observation outcomes across curriculum areas and for the initial training of observers are ineffective. Internal verification arrangements are satisfactory.
21. Management of accommodation, staff and teaching and learning resources is good. The ratio of staff to learners is high. Learners value the good quality resources and show respect for their working environment through good standards of professional behaviour at learning centres. The provision and access to ICT resources is good at all sites. Financial management of the company is good.
22. The self-assessment process is wide-ranging and inclusive. Key judgements in the self-assessment report broadly match those of inspectors. However, the text of the current self-assessment report is too descriptive and does not explain the key strengths or areas for improvement in sufficient detail.
23. Equality of opportunity is satisfactory. The provider has a range of appropriate policies and procedures on equality of opportunity. Learners and staff have a satisfactory understanding of their rights and responsibilities, and of key legislation. Sufficient recent staff training on equal opportunities has been carried out. Data is analysed to monitor the recruitment and success rates of different groups of learners. Reasonable steps have been taken to ensure that premises are accessible to those with restricted mobility. During learners' progress reviews there is insufficient promotion of equality and diversity. Public areas at training centres contain too few displays of learners' work. There are not enough visual images to promote the inclusion of minority groups.

## What learners like:

- The caring and supportive staff
- 'Nice little place, relaxed, and we're treated professionally'
- 'Small group teaching and learning from each other'
- 'If you make an effort, they make the effort'
- Learning theory before doing practical work
- Being assessed in the workplace
- The way that training increases confidence
- 'Better than college'
- Fruit for breakfast

## What learners think could improve:

- The guidance on how to write task reports
- The opportunities to complete qualifications more quickly
- The opportunities to attend more often
- 'Understanding where I am on my course'
- 'Level 3 learners do not get catch-up sessions like level 2 learners'

## Sector subject areas

### Hairdressing and beauty therapy

Satisfactory: Grade 3

#### Context

24. BTG provides apprenticeships and advanced apprenticeships in hairdressing. There are 77 learners on the apprenticeship programme and eight learners on the advanced apprenticeship programme. BTG places learners in 42 salons around the boroughs of Bexley and Greenwich. Learners attend BTG for their vocational and theory training once every two weeks.

#### Strengths

- Good development of skills
- Good resources for learners
- Good support for learners

#### Areas for improvement

- Insufficient recognition of timely unit achievement
- Insufficiently rigorous reviews of learners' progress

#### Achievement and standards

25. Learners develop good skills. For example, advanced apprentices carry out advanced cutting and texturising techniques well. In one lesson they produced an 'emerging cut' to a very good standard. Apprentices demonstrate good perm winding techniques within the first few months of their training. Learners enjoy attending BTG training centres to practice their skills and to develop their knowledge.

26. Overall success rates are satisfactory. For 2004-05, 2005-06 and 2006-07 to date, the success rates for apprentices are 49%, 64% and 58%, respectively. Too few advanced learners have completed their training to make a judgement on success rates. The achievement of key skills is satisfactory as is attendance at background theory training sessions. The number of learners who progress from apprenticeship level to the advanced programme is low. Learners make slow progress in achieving the NVQ. BTG has identified this as an area for improvement in the self-assessment report.

#### Quality of provision

27. The resources for learners are good. BTG has a well equipped practical salon that replicates good industry practice. The range of professional products for use by learners is good. Work placements offer learners a good environment in which to develop their skills. Tutors are enthusiastic, well qualified and experienced. Theory rooms are comfortable and have good teaching equipment, including

interactive whiteboards. All resources are very well maintained and learners appreciate and respond well to the quality of the learning environment.

28. Learners receive good pastoral and academic support from their tutors and employers. Learners have a thorough initial assessment at interview and complete a probationary period in their salon to ensure the suitability of the work placement. Literacy and numeracy assessment results are shared with learners who receive good support for their individual needs. Staff have a good knowledge of all learners and support well those who have complex problems. For example, one learner who could not attend BTG was given the opportunity to catch up with practical training and assessments in the evenings. Learners attend an effective induction at which a nurse is introduced and referrals are made to appropriate agencies. Employers are very supportive. They receive useful and regular feedback from BTG about which skills have been covered at vocational and theory training sessions. Employers confirm that this helps them to deliver individual training to most learners on a weekly basis in the workplace.
29. Teaching and learning is satisfactory. In the better lessons, all learners are challenged and receive good instruction and demonstration of new techniques. Good individual coaching is given where required to keep the learners fully engaged. There is satisfactory use of the learning styles assessment. In a less effective practical lesson observed by inspectors, two learners did not have clients and were not given adequate instruction to ensure that they received a stimulating learning experience. They were not involved in the lesson for long periods of time. There are some poor health and safety practices. For example, learners who drop combs on the floor continue to use them without sterilising them. In one lesson observed by inspectors, the tutor did not discuss this issue with learners. One learner did not follow the correct safety procedure of wearing protective gloves when using bleach in the work place.
30. The provision meets the needs of learners and employers. Learners receive sufficient advice and guidance to make an appropriate choice of course and they enjoy the programmes. Communication between employers and BTG is good. For example, one employer has visited BTG to train learners in excellence in communication, including teamwork, client care and listening and speaking skills.
31. Overall assessment practice is satisfactory, but assessments of learners' skills are not planned to accredit competence throughout the programme. For example, some learners who have been on the programme for more than six months have not yet achieved the shampooing unit, even though they developed this skill very early on in the training programme, or before joining BTG as apprentices. Learners who leave the programme early do not receive recognition for the skills acquired. There is insufficient planning to maximise the use of workplace and BTG assessors.
32. Employers are included in reviews of learners' progress and make a valued contribution, but reviews focus too much on learners' welfare and support needs. Individual learning plans do not record long-term targets in sufficient detail. Learners are not involved sufficiently in the setting of short-term targets, most of which are too general. Learning plans are not updated to show what each learner

has achieved. Equality and diversity are not reinforced sufficiently during reviews. This area for improvement was identified in the self-assessment report.

### Leadership and management

33. Leadership and management is satisfactory. Communication with staff and employers is effective. BTG supports the training of salon staff to become work-based assessors. Staff are well qualified and experienced. All tutors have, or are working towards, a teaching qualification. Internal verification is satisfactory and assessors attend regular standardisation meetings. However, the monitoring of learners' progress is insufficiently rigorous. The provider does not monitor the quality of training in the workplace. Staff receive regular data reports, but they are not analysed in sufficient detail. For example, success rates are identified as a key strength in the self-assessment report but, compared with national averages, they are satisfactory.
34. Equality of opportunity is satisfactory but there is insufficient promotion of equality and diversity to learners. The self-assessment report identified most of the key strengths and areas for improvement, but the grade for the sector subject area was too generous.

## Employability training

Satisfactory: Grade 3

### Context

35. At the time of the inspection, 22 learners were enrolled on E2E. The programme includes personal and social skills, literacy, numeracy and language support, work placement and vocational training. Learners can choose from a range of vocational options in administration, childcare, retail, construction and hairdressing.

36. Learners complete a six week initial assessment period to assess their skills and experience, literacy and numeracy levels, personal and social skills and vocational suitability. Vocational, practical and theory sessions are delivered on the provider's premises and learners attend a work placement for between two and four weeks as soon as their skills are sufficiently developed. Personal and social skill development includes activity-based sessions to increase learners' confidence and self-esteem and to develop their communication skills and behaviour.

### Strengths

- Good learning resources
- Very good support for learners

### Areas for improvement

- Insufficient systematic planning to meet individual learner needs

### Achievement and standards

37. Progression rates are satisfactory. They are higher than national and regional averages, but have declined over the last three years. Progression rates in 2004-05, 2005-06 and in 2006-07 to date are 71%, 54% and 52%, respectively. The number of learners who need additional support with personal and social issues before they are able to focus effectively on learning and progression has increased. Some learners had interviews with employers and further education providers at the time of the inspection, and expect to progress into employment or higher level training.

38. Most learners achieve qualifications in health and safety and first aid. Many learners produce good quality work, such as presentation material, curriculum vitae and workshop constructions. Overall attendance is satisfactory and monitored well.

### Quality of provision

39. As identified in the self-assessment report, learning resources are good. BTG's training centres have clean and welcoming environments. Classrooms and training

rooms are bright, well decorated and well ventilated. They are equipped to modern workplace standards with good quality, comfortable furniture. Learners enjoy working in a professional environment that reflects their career aspirations. All classrooms and training rooms have interactive whiteboards, laptops, projectors and loudspeakers that are used well generally. Each site has a well resourced computer room with good access for all learners. The construction workshop has excellent resources including many new tools and machines.

40. Support for learners is very good. Funding is available for essential items of clothing, for example the purchase of safety boots and items of business dress for interviews. Mutual respect between tutors and learners enables open discussion and tutors offer good support to learners with personal issues. Staff are very flexible in the support they provide, arranging to meet learners at mutually convenient times. Learners' feedback is used regularly to improve the programme. Learners receive a wide range of support from external agencies invited in by the provider to offer additional specialist expertise and support in such areas as drugs awareness and sexual health. Advice leaflets, with telephone helpline numbers, are available in the toilets for learners unwilling or unable to discuss matters with tutors. Sessions on budgeting and healthy living promote improved awareness of personal responsibility. Personal advisers from Connexions visit weekly to check on learners' progress and to offer individual support. All learners on work placement are visited weekly, or more regularly if required.
41. The standard of teaching and learning is satisfactory. The better lessons are planned well. Teaching resources are used well to take account of individual learning needs and preferred learning styles. Tutors develop good rapport with learners and use a range of learning strategies to promote learning. They manage disruptive learners well and work hard to re-establish a desire to learn among disaffected learners. Target-setting and reviews of learners' work are satisfactory. Induction is satisfactory. A well planned week of activities introduces learners to their rights and responsibilities.
42. Programmes and activities meet the needs of learners. Introductory days are offered to assess learners' preferences for the vocational options. Learners value the choice of vocational courses which helps them to develop career aspirations and to plan progression routes. Learners' achievements are celebrated at presentation evenings and learners are encouraged to maintain a portfolio of their work. However, learners' work is not displayed sufficiently around the centres.
43. Support to develop learners' literacy, numeracy, language and ICT is satisfactory. Literacy and numeracy needs are assessed and form part of the learners' key objectives. Support is individually planned and appropriate targets are set and monitored regularly by tutors. Additional learning support is successfully established throughout the programme and includes practical and theoretical vocational sessions. This is done particularly well in construction.

#### Leadership and management

44. Leadership and management are satisfactory. Communication with partners, external agencies, Connexions and local employers is good. Internal

communication to support learners' progress is improving. Regular staff meetings are used to share information and best practice. Quality improvement is satisfactory. Staff are supported well to improve their performance. Feedback from learners and employers is used to improve the programmes. Self-assessment is thorough and judgements generally match those identified by inspectors. Equality of opportunity is satisfactory, although there is insufficient promotion.

45. As identified in the self-assessment report, there is insufficient systematic planning to meet individual learner needs. The vocational and literacy and numeracy aspects of the programme are planned and delivered as an integrated package, however, the personal and social aspect is delivered separately. Not all information relating to learners' progress, achievement and individual needs is recorded. Tutors and learners have insufficient awareness of learners' progress. Information available at learners' progress reviews for discussion and target-setting to improve learners' own personal planning is incomplete. Some learner paperwork is misfiled. Specific team meetings to rectify these issues have recently been introduced. They are well attended, but the timing of the meeting does not allow for full discussion.

## Business administration and law

Good: Grade 2

### Context

46. BTG currently offers programmes in business administration, customer service and accounting. They include work-based learning for young people and NVQ only programmes. The provider has recently introduced a train to gain programme and a learner agreement pilot. There were 103 learners on programme at the time of the inspection. Of these, 83 were business administration learners, of which 18 were advanced apprentices, 59 were apprentices, five were on the train to gain programme and one was enrolled on the learning agreement pilot. There were 12 customer service learners, of which nine were on the train to gain programme and three were enrolled on the learning agreement pilot. There were eight accountancy learners, of which two were advanced apprentices, two were apprentices and four were on NVQs at level 4. Overall, there were 20 advanced apprentices, 61 apprentices, 14 learners on train to gain, four on NVQs and four enrolled on a learning agreement pilot. Of the current learners, 24% are male and 15% are from a minority ethnic background.

47. BTG works with local employers to arrange work placements for most learners in the boroughs of Bexley and Greenwich. BTG contracts the accounting programme to Greenwich Community College.

### Strengths

- Good success rates for apprentices
- Good development of learners' skills
- Particularly effective management of learning for all apprenticeship learners

### Areas for improvement

- Insufficient understanding by learners of their progress

### Achievement and standards

48. Success rates are good on apprenticeships and have improved steadily over the past three years. Success rates in 2004-05 and 2005-06 were 63% and 72%, respectively. In 2006-07 to date, the success rate is 73%. In 2004-05 and 2005-06, they were 80% and 60%, respectively. In 2006-07 to date, the success rate is 78%. Success rates for the small number of learners enrolled on NVQ programmes are satisfactory. At the time of inspection, learners on the train to gain and learning agreement pilot programmes had not been enrolled for sufficient time to make a judgement on success rates. All learners make satisfactory progress.

49. Learners develop good personal and social skills. Learners and employers can clearly demonstrate how learners have developed during their time on

programme. Learners improve their confidence and are motivated well by the training and support offered. Progression rates to higher level programmes are satisfactory, but have much improved in 2006-07. Staff advise learners at level 2 about the potential to study at degree level and a few learners now take advantage of this opportunity. Attendance is good and is monitored well.

## Quality of provision

50. BTG offers particularly effective management of learning for all apprenticeship learners. Learners attend the training centres for one day a week for technical theory, key skills, time to work independently on course work and to receive individual support as required. Training is planned well to enhance learning. Resources are good and are maintained. Accommodation and resources are good. BTG arranges good work placements for most learners. Staff have appropriate experience and are generally well qualified or working towards appropriate qualifications. Staff are knowledgeable, accessible, flexible and supportive of learners' needs. Tutors use a range of good teaching methods to maintain learners' motivation. The provider has identified that there is insufficient attention to individual learning and some learning is too tutor focused. Learners gain much from opportunities to share ideas and experiences. Assessment practice is satisfactory. Train to gain learners receive satisfactory training.
51. Programmes meet learners' and employers' needs. Programmes are planned to offer flexible start times and teaching sessions are planned to operate on a rolling programme. Employers' involvement in learners' training is satisfactory and some previous apprenticeship learners are now mentors/supervisors to new learners. Learners on the advanced apprenticeship receive 'progression' day training to review the demands of the work and training at level 3 and to discuss their appropriateness and commitment before enrolment. Some advanced apprenticeship learners have recently progressed on to a degree programme.
52. All apprenticeship learners receive a thorough initial assessment of their literacy, numeracy, ICT and vocational skills. Initial assessment for train to gain learners does not identify adequately whether learners require additional literacy, numeracy or training support. Learners on train to gain are aware that additional individual training will be offered if required. Induction is thorough and all learners receive good information, advice and guidance.
53. Overall support is effective. Learners are very positive about the care and attention they receive from staff. There are good arrangements with external agencies to offer a range of support needs, for example, social services and housing. Support for apprenticeship learners with additional literacy and/or numeracy needs is satisfactory. Learners receive group and individual support from vocational tutors that is focused on achievement of key skills.
54. Learners have insufficient understanding of their progress. Target-setting is too general to support learners' progress and does not sufficiently involve the learner in setting their own targets. Some learners do not feel appropriately challenged. Individual learning plans are insufficiently detailed to enable learners to have a

full understanding of the key components of the programme and how they can influence their progress.

## Leadership and management

55. Leadership and management is good. Staff are supported well and work effectively as a team. Success rates have improved overall. Resources are managed well and staff are appropriately qualified or working towards appropriate qualifications. Apprenticeship programmes are planned well. The provider has identified the need to improve the planning for train to gain learners. Partnerships with employers are improving. For example, the introduction of presentations by learners to employers at training centres has had a positive impact on learners' experiences and improved employer understanding of training and communication.
56. Overall, equality of opportunity is satisfactory. Some learners have good understanding of equal opportunities but progress reviews do not promote learners' understanding of equality and diversity sufficiently well.
57. Quality improvement is good. Best practice is shared amongst staff. All staff are included in the self-assessment process and the key findings of inspection were an accurate match with those in the self-assessment report. Some of the text to support the judgements in the report is too descriptive. Internal verification is effective.

## Annex

### Learners' achievements

Success rates on work-based learning 'apprenticeship' programmes managed by the provider/college 2004 to 2006

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	22	86	48	59	34
		timely	17	59	31	53	21
	05-06	overall	23	74	53	61	44
		timely	23	70	34	52	27
Apprenticeships	04-05	overall	145	66	50	65	39
		timely	145	34	29	33	22
	05-06	overall	149	68	58	65	52
		timely	150	41	38	39	34

- \* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- \*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Outcomes on Entry to Employment programmes managed by the provider/college 2004 to 2006

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
04-05	58	71	59
05-06	68	54	57

- \* These are key objectives identified for each learner following an E2E programme
- \*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period