

Community Training Services Ltd

Inspection report

Unique reference number: 51259

Name of lead inspector: Mike White HMI

Last day of inspection: 21 January 2011

Type of provider: Independent learning provider

Address: 3 Acres Hill Business Park
Acres Hill Lane
Sheffield
South Yorkshire
S9 4LR

Telephone number: 01142 261 5920

Information about the provider

1. Community Training Services Ltd (CTS) is a privately owned training company established in 1999 and based in Sheffield, South Yorkshire. It has six centres located throughout the South Yorkshire region and employs 126 staff. The provision includes programmes in the subject areas of business, administration and law; health, public services and care; preparation for life and work; and retail and commercial enterprise.
2. This inspection focused on provision funded through contracts with the Skills Funding Agency and the Young People's Learning Agency. This included apprenticeships, advanced apprenticeships, Train to Gain, Entry to Employment (E2E), foundation learning and an employability skills programme. Together these account for approximately 74% of CTS's revenue. CTS also contracts with the Department for Work and Pensions (DWP) to deliver employability programmes.
3. During the inspection week, CTS had 2,453 learners. Of these, 786 were on programmes that were inspected. The remaining 1,667 learners were on DWP-funded employability programmes which were outside of the scope of this inspection.
4. The inspectors graded provision in health, social care and public services; business, administration and law; and preparation for life and work, funded through the Skills Funding Agency and the Young People's Learning Agency. Inspectors sampled, but did not grade, provision in retail and commercial enterprise.
5. Some 24% of learners on the programmes that were inspected are from minority ethnic groups, 54% are women and nearly 17% have learning difficulties and/or disabilities.
6. Unemployment figures within Sheffield, Rotherham and Doncaster are increasing. They are currently higher than both the regional and national averages. The proportion of young people who are not in education, employment or training has remained around 10% for some time. GCSE performance is improving but is not nearing the national average. The proportion of people with no qualifications is higher than the national average. The percentage of people from minority ethnic backgrounds in South Yorkshire varies across the region. It ranges from 12.7% in Sheffield to 5.2% in Rotherham and 4.4% in Doncaster, against regional and national averages of 9.4% and 11.8% respectively.
7. CTS was previously inspected in December 2006, with a monitoring visit in June 2008. Since the inspection, CTS has started to provide apprenticeship and Train to Gain programmes.

8. The following organisations provide training on behalf of the provider:

- ITS Training
- Oracle Training Consultants
- Dimensions
- Learning World
- Meadowhall Training
- GTA Doncaster

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Foundation learning, including Entry to Employment	663 full-time learners
Provision for adult learners: Employability	1,379 part-time learners
Employer provision: Train to Gain Apprenticeships	104 learners 255 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
-------------------------------------------	----------------

Capacity to improve	Grade 2
----------------------------	----------------

	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Health, public services and care	2
Preparation for life and work	2
Business, administration and law	2

Overall effectiveness

9. The overall effectiveness of CTS's provision is good. Managers at all levels provide sound leadership that has successfully raised outcomes, increased expectations and promoted ambition among learners and staff. Outcomes for learners are good. CTS has implemented a range of effective improvements to ensure more learners successfully complete their programmes within agreed timescales.
10. The quality of teaching is good and assessment arrangements are satisfactory. The standard of learning is good and many learners have gained promotion at work or have progressed to achieve at higher levels. Arrangements to monitor and support learners' progress are good. CTS works very productively with learners, employers and other partners to provide good, flexible training that meets their needs. Arrangements to assess learners at work are flexible, efficient and well managed.
11. Arrangements to safeguard learners are good and prioritised well. Learners say they feel safe and protected. CTS successfully creates a culture of respect and

care for learners and staff. Insufficient use is made of information gained from the observations of teaching and training to inform organisational development.

Main findings

- Learners on preparation for life and work programmes achieve and progress well. Train to Gain has been highly successful, with nearly all learners achieving their qualifications. Success rates for apprenticeships are at least satisfactory. However, learners in health, public services and care have not completed within their planned timescales too often. Current learners are making good or better progress towards achieving their qualifications.
- Apprentices develop good occupational skills. Employers are very positive about the benefits that the training brings to their organisations. Learners on preparation for life and work programmes increase their self-confidence and employability. They use their newly developed skills to improve their everyday lives.
- Teaching, training and assessment are good. Teachers and assessors use their knowledge of the learners successfully to plan appropriate teaching and training opportunities, which enable them to increase in confidence and to succeed. However, individual targets lack sufficient detail. Assessors do not always effectively reinforce the application of key skills to personal and professional practice.
- Employers value the flexible and responsive approach of assessors who keep them well informed about their employees' progress. Employers identify raised self-confidence and improved professional practice as particular benefits of the training.
- Support arrangements are good and particularly good on preparation for life and work programmes. Learners feel safe and valued, gaining in confidence, knowledge and skill; many progress to further levels of study. Information, advice and guidance are not as effective for those wishing to progress beyond advanced level programmes as for those on lower-level programmes.
- CTS works with a broad range of employers and outside agencies to enhance and inform learning. Links are particularly effective in supporting personal and social development for those on preparation for life and work programmes.
- Leadership and management are good. Managers have a clear focus on improving success rates and continuously improving provision. Communication and teamwork are good. Demanding targets are set within the organisation and for subcontractors. Managers monitor progress in meeting targets using a good risk-assessment process and reliable data.
- The safeguarding of learners has a very high priority. The use of risk-assessment is both well established and effective. There is thorough investigation of reported incidents and good use is made of links with external organisations to provide support.
- The promotion of equality and diversity is good. The provision focuses on addressing issues of social inclusion well; CTS works effectively with a wide

range of partners to this end. Frequently data identify achievement gaps which CTS works to reduce.

- Strong partnership working supports strategic business planning. However, CTS does not engage with a sufficiently wide range of users to support improvement and development planning.
- Quality improvement systems are well established; they secure improvements and inform planning effectively. CTS has introduced a range of effective actions to ensure more learners succeed within agreed timescales. However, insufficient use is made of information gathered when observing key learning processes to inform improvement planning and organisational development.
- CTS provides good value for money. Success rates are good and learners make good progress. Resources for staff and learners are good and well managed. However, more work needs to be done to evaluate fully the impact and value of support and other learner interventions.

What does Community Training Services Ltd need to do to improve further?

- Further improve success rates on apprenticeship programmes by continuing to monitor closely the effectiveness and impact of actions already taken.
- Record individual targets on action plans fully; provide a more detailed record of the issues to address and the timescales for completing them.
- Ensure more consistency in the provision of information, advice and guidance across the provision, making advice about career options and further training more widely available.
- Devise better ways to engage learners and employers and to consult with local and regional partners to support quality improvement and programme development.
- Develop arrangements to monitor and evaluate the effectiveness and impact of all the support provided for learners.
- Increase the range of observations of learning processes and make better use of the information collected to introduce improvements.

Summary of the views of users as confirmed by inspectors

What learners like:

- improving self-confidence
- the flexibility of assessors to meet their personal needs
- being kept well informed of their progress
- the good support provided to overcome problems
- being able to work in a way that best suits them and their work
- gaining a qualification
- meeting new people and making new friends.

What learners would like to see improved:

- more job advice for learners whose first language is not English
- access to higher-level Skills for Life
- the social facilities during break periods
- more training on mental health.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the training which is well matched to meet employers' needs
- the quality of the support
- the regular communication and good feedback on learners' progress
- the very thorough assessors who are professional, adaptable and flexible
- the reliability of the service.

What employers would like to see improved:

- better guidance on progression to level 4 programmes
- better information on forthcoming changes in the sector.

Main inspection report

Capacity to make and sustain improvement

Grade 2

12. CTS has a good capacity to make and sustain improvements. The organisation has a very clear focus on continuous improvement and improving learner outcomes. Staff are enthusiastic, motivated and well managed; they are committed to the success of their learners and the organisation. Overall success rates are good and early issues around slow progress to achieve within agreed timescales have been successfully resolved. Challenging targets are set and increasingly achieved. CTS has made good progress in addressing areas for improvement from the previous inspection.
13. The self-assessment process is well established and used effectively to improve the provision. Staff at all levels contribute to the report and although there is no written user-engagement strategy, the views of learners and employers are incorporated into the report's development. The self-assessment report is broadly accurate and successfully informs a range of quality improvement plans. Progress against the quality improvement plan is closely and effectively monitored.

Outcomes for learners

Grade 2

14. Learners on preparation for life and work programmes achieve well; they are making increasingly good progress. A high proportion of learners on these programmes achieve both Skills for Life and vocational qualifications. Train to Gain has been highly successful with nearly all learners achieving their qualifications. Early issues around slow progress have been successfully resolved. Apprenticeship success rates are good in administration, and retailing and warehousing, and particularly good in customer service. In health, public services and care they are satisfactory but these learners have too often failed to complete within the planned timescales.
15. Most current learners are making good or better progress towards achieving their qualifications. There are no significant variations in the performance of different groups of learners.
16. Apprentices are developing good occupational skills, have high aspirations, and increase in self-confidence. Employers are very positive about the benefits that the training brings to their organisations. Learners on preparation for life and work programmes improve their self-confidence and employability; they use their newly developed skills to improve their lives. Retention and attendance levels on these programmes are good.
17. Learners feel safe, pay close attention to safe working practices and know who to contact if they have health and safety, or safeguarding, concerns. Learners on preparation for life and work programmes make informed choices about ways to improve their own health and well-being and engage successfully in local community projects.

The quality of provision

Grade 2

18. Teaching, training and assessment are good. Teachers and assessors use their knowledge of individual learners to plan appropriate teaching and training strategies to ensure learners successfully achieve their programmes. Individual learning targets are generally realistic and owned by learners who are enthusiastic and motivated to succeed. However, written targets on progress reviews and learning plans are not always sufficiently detailed.
19. Initial guidance includes assessment of potential barriers to learning, with action plans quickly and sensitively put in place. Diagnostic testing identifies the level of basic, key, or functional skills to be achieved with some evidence of support to gain a higher level for those exempt from key skills. However, assessors on work-based learning do not always assist learners to appreciate their importance for life and work.
20. Taught sessions provide a good range of practical activities that promote and check knowledge and skills effectively. Coaching sessions develop professional practice. They are effective and used well to check learners' understanding. Internal verification processes ensure assessment practice complies with awarding body requirements.
21. Resources to support learning are good. Assessors and teachers use well-designed workbooks to develop learners' understanding. Assessors make good use of laptops to help learners access online resources which support their studies. Learners on preparation for life and work programmes have access to good information technology resources which they use well to develop their skills.
22. Teachers hold or are working towards appropriate teaching qualifications. Those working with adults who have English as a second language hold specialist qualifications. Assessors are vocationally experienced and hold assessor and verifier awards. Well-planned professional development programmes ensure teachers and assessors maintain current knowledge and skill. Childcare assessors undertake three days industrial experience each year.
23. CTS offers a wide range of provision from foundation to National Vocational Qualifications (NVQs) at level 3 for those aged 16 to 18 and adults. Work-based learning assessors collaborate closely with employers to provide an appropriate and flexible approach to training, meeting the needs of learners and employers successfully. Many learners progress from NVQ at level 2 to level 3. However, information, advice and guidance for those wishing to progress further are insufficient.
24. CTS uses its strong and productive relationships with a wide range of employers and outside agencies well to provide good opportunities for learning and voluntary work, and to enhance vocationally relevant knowledge and skills. Learners on preparation for life and work programmes benefit from the strong and productive links with a wide range of agencies to support learning and

personal development. For example, links with the City Stewardship programme are particularly effective in developing a range of employability skills, for example painting and decorating, construction, and gardening.

25. Learners on foundation-level programmes benefit from a very effective programme of speakers and events linked to the five areas of Every Child Matters, raising learners' awareness of their own health, safety and well-being at work and in their own lives.
26. Support for work-based learners is good. Assessors know their learners well and plan effectively to meet individual needs. The support for learners on preparation for life and work programmes is very strong. All teachers view personal and social support as a high priority.

Leadership and management

Grade 2

27. Leadership and management are good. Leaders and managers are extremely well informed about national and local priorities within their sector. Good financial management supports the company's clear strategic direction particularly effectively. CTS has a supportive and positive culture that is ambitious and focused on promoting high standards. Staff are motivated and enthusiastic, and teamwork is good. Progress against the demanding targets set for staff and subcontractors is closely monitored, using reliable and accurate data. CTS supports staff and learners well to achieve and develop. However, there is insufficient evaluation of the impact and effectiveness of support and other interventions to inform development planning and value for money judgements.
28. Internal and external communication is highly effective. Resources and accommodation are good; staff are very professional, well qualified and knowledgeable. CTS has invested in good learning and teaching resources which benefit learners. Curriculum management is good and learning is well planned and structured. Staff benefit from good staff training. However, information collected through observations of teaching and learning does not contribute sufficiently to the organisational development plan nor does the plan link effectively to other quality improvement activities.
29. The safeguarding of learners is given a very high priority and arrangements for safeguarding are good. A single central record shows that Criminal Records Bureau checks are carried out for all appropriate staff. A designated senior member of staff is in charge of safeguarding arrangements together with two further named safeguarding officers. All staff have received appropriate training in safeguarding. The use of risk-assessment for activities and individuals is well established and effective. Reported incidents are thoroughly investigated with good use made of links with external organisations to provide support. Policies and procedures are reviewed following incidents and revised if appropriate. Learners are reminded of the importance of safeguarding when accessing web-based resources. Arrangements to ensure the health and safety of learners and staff are effective. Learners receive appropriate information on health and

safety and have a satisfactory understanding. Records of accidents and incidents are detailed and lead to effective actions for improvement.

30. Arrangements for the promotion of equality of opportunity are good. There is a culture of inclusion and respect for learners from a wide range of minority ethnic backgrounds, age groups and abilities. They work well together. Incidents relating to equality and diversity lead to thorough investigations and effective resolutions. Reported incidents are used appropriately to inform future improvements. For example, a potentially violent situation led to CTS introducing mandatory conflict management training for all staff. Induction provides learners with a good introduction to aspects of equality and diversity, including how to recognise and report any harassment or bullying. Learners show at least satisfactory understanding of equality and diversity during progress reviews although the thorough discussions are not always recorded in sufficient detail.
31. CTS works particularly effectively with a wide range of partners to ensure its provision successfully addresses issues of social inclusion. Programme teams frequently analyse reasons why learners fail to complete their training and report on action taken at senior management meetings. Data show few differences in the success rates of different groups of learners.
32. CTS engages satisfactorily with users. It uses a variety of effective ways to collect learners' views, including surveys following induction and tuition. Managers review all feedback and use it to inform improvement planning. Some training centres inform learners about actions taken as a result of their feedback but this is not consistent across the organisation. CTS does not engage sufficiently with the wider user-groups who use the services and programmes offered.
33. Quality improvement arrangements are good and effective in increasing learner success. CTS's quality systems are well established and risk-assessment is used well to challenge and improve underperformance across the provision. A range of recent actions have been successful in improving the number of learners that complete their programmes within agreed timescales. Arrangements for assessment and internal verification are satisfactory. CTS's arrangements to observe teaching, training and assessment are developing well. However, observations need a greater focus on evaluating the quality of learning. They also need to extend across a broader range of learning processes and activities.
34. CTS offers good value for money. Financial performance is monitored well. Overall, resources and accommodation are good, as is the investment in supporting both staff and learner development. Success rates are good. CTS has an effective environmental and sustainability policy and action plan.

Subject areas

Health, public services and care

Grade 2

Context

35. Currently there are 244 learners on employer-responsive NVQ learning programmes in health and social care, and childcare, learning and development at levels 2 and 3. Of these, 185 learners are on health and social care, and 59 are on childcare learning and development programmes. Approximately 9% of learners are men, 11% are from minority ethnic groups and 4% have disabilities.

Key findings

- All learners on Train to Gain have successfully completed their qualifications. Apprentice outcomes are satisfactory and much improved since 2008/09. Actions to address slow progress have been successful and current learners are making good progress towards completing within their planned timescales.
- Learners make good progress in acquiring and developing a wide range of occupational and social skills. Employers confirm that learners work to a good professional standard. Learners take responsibility for a variety of tasks in the workplace. Many learners gain promotion or take on additional responsibilities on finishing their programme.
- Learners feel safe. They know who to contact if they have any concerns. All staff have undergone appropriate training in safeguarding and safeguarding procedures are good. Safeguarding is satisfactorily covered within the training. However, discussions around safeguarding are not always thoroughly recorded in progress reviews.
- The target setting during learners' progress reviews is good. Arrangements to support learners are good. Assessors visit learners frequently, according to individual need. Each visit can be up to three hours in duration, allowing assessors to observe practice, provide feedback, set targets, and plan effectively.
- Training is effective. Staff use a range of well-designed workbooks and other resources to develop learners' knowledge and understanding. However, more detailed individual planning is needed on where and how learners will gain knowledge over their programme and how gaps will be filled.
- Key skills training is satisfactory. There are insufficient arrangements to provide further Skills for Life support for learners aiming to progress beyond NVQ at level 3 or to seek promotion to management positions.
- Assessors use a wide range of questioning techniques effectively to develop learners' knowledge and understanding. Assessors make good links between theory and practice during all sessions and where possible use examples from learners' own workplaces. Oral feedback following assessment is comprehensive and constructive. However, it is not always fully documented.

- Programmes effectively meet the needs and interests of learners. Learners are assessed during their induction to ensure they are on an appropriate level of programme. Employers value the time and effort that assessors put into helping each learner to succeed.
- CTS engages well with employers who value the significant impact that CTS has on the development of their employees. Employers receive frequent reports that keep them well informed about their employees' progress.
- Employers value the good opportunities available to them to provide feedback on the service offered by CTS. They welcome this contact and the opportunity it offers to influence programmes and performance.
- Support for learners is good. Learners have good access to internet resources and centre-devised e-learning materials to support knowledge development and research. However, learners do not always have access to appropriate information, advice and guidance to assist in career development opportunities beyond NVQ at level 3.
- Leadership and management are strong. Support for staff is good through frequent team meetings. Staff have realistic and achievable targets which are monitored regularly. The progress of all learners is risk-assessed monthly and assessors work with learners to ensure that deadlines are met. The self-assessment report is accurate and the provider has correctly identified areas for improvement.
- The promotion of equality and diversity and their coverage within the curriculum is satisfactory. Policies and procedures are up-to-date and appropriate to the needs of the organisation. Staff have sufficient understanding of equality and diversity and receive appropriate training.

What does Community Training Services Ltd need to do to improve further?

- Continue to improve the overall and timely success rates of apprentices through maintaining the monthly performance reviews with each assessor and continuing the risk-assessment strategy.
- Develop and implement an effective literacy and numeracy strategy for learners aiming to progress beyond NVQ at level 3, which accurately identifies and addresses learners' needs.
- Ensure that learners receive effective initial advice and guidance through improved policies and procedures to support progression for learners beyond NVQ at level 3.
- Ensure that all oral feedback following assessment is thoroughly recorded.

Preparation for life and work

Grade 2

Context

36. Currently there are 415 learners on preparation for life and work programmes. CTS delivers provision from its centres in Sheffield, Rotherham, Doncaster and Barnsley. There are 23 learners on the E2E programme, 194 learners on foundation learning programmes and 198 learners on the employability skills programmes. Approximately 70% of learners are men, 34% of learners are from minority ethnic groups, and 26% of learners have declared learning difficulties and/or disabilities.

Key findings

- Outcomes for learners are good with progression and achievement rates on all programmes showing an improving trend. The achievement of qualifications by learners on foundation learning and the employability skills programmes are good. Following a dip, E2E progression rates have returned to their previously good levels.
- Retention and attendance are good and learners are punctual. Their work is of an improving standard and is generally well presented. Learners' behaviour is good and they improve their self-confidence and employability. They listen carefully to advice and try out different methods of seeking work and presenting themselves for interview. Many learners have also used these new skills to improve their everyday lives.
- Learners enjoy their learning. Some learners who have never used a computer before starting the courses are able to access learning websites with ease. Many learners whose first language is not English are able to demonstrate good English skills in both literacy and numeracy lessons.
- All learners say they feel safe and pay close attention to safe working practices. They know how to protect themselves and each other and have good awareness of how to identify and prevent different forms of bullying and safe use of the internet. Learners have a good understanding of employment rights and know how to make a complaint.
- Learners make informed choices about ways to improve their own health and well-being, such as healthy eating and stopping smoking. Foundation learners make a positive contribution to their local community. They engage well in local community projects and activities such as decorating a local theatre, clearing paths and supporting a scheme to help homeless people at Christmas. These projects and activities provide useful experiences.
- Teaching, training and assessment are good. Teachers use a wide range of activities that learners enjoy and participate in fully. Lessons are skilfully linked to prior learning and experience which helps learners make important connections with jobs and working life. Effective planning and use of good materials ensure learners of different abilities can take a full part in all learning experiences.

- Staff are very experienced and know the learners well. They understand their needs and are discreet and sensitive in the way they address personal goals and problems with learners. However, written targets are not always sufficiently detailed and do not always address individual needs well enough. Foundation learners in Rotherham do not always receive sufficient support in workshop sessions.
- The provision meets the needs of learners, the community and employers very successfully. Tutors pay particular attention to ensuring learners' individual needs and interests are met. Courses are offered at a variety of levels and learners are encouraged to choose subjects which interest them the most. However, there is currently a limited range of workplaces to meet the needs of all learners.
- Partnerships with schools, employers and community groups are outstanding. They are used very effectively to help encourage learners to become active in participating in a variety of very well-organised activities. The City Stewardship Programme gives foundation learners opportunities to gain real work experience such as painting and decorating for older people.
- Learners receive good care, guidance and support. Learners are comfortable about discussing confidential issues with staff. In almost all sessions learners receive effective support. Additional support is used successfully and staff are experienced in identifying and assessing needs. Good links with external agencies are used appropriately to provide advice and guidance.
- Operational management is very good. This ensures clear messages about continuous improvement and the strategic direction of the company are understood and implemented effectively. Curriculum management is good. Quality improvement initiatives have improved the quality of teaching and learning and outcomes for learners. Managers and tutors have high expectations of learners, which helps raise aspirations. Safeguarding arrangements are outstanding.
- Equality and diversity are promoted effectively. There is a culture of inclusion and respect, and learners from a wide range of minority ethnic backgrounds, age groups and abilities work well together. There is little difference in the achievement and progress of learners from different groups. The self-assessment report is accurate and the provider has correctly identified areas for improvement.

What does Community Training Services Ltd need to do to improve further?

- Continue to use the detailed quality improvement plan to further increase achievement and progression rates for learners on all programmes.
- Ensure that the target setting, assessment and review processes are better used to recognise and record progress made towards overcoming personal barriers.
- Continue with plans to increase the range of work placements and job vacancy information for foundation learning learners.

- Ensure all foundation learners in Rotherham receive appropriate support in workshop sessions.

Business, administration and law

Grade 2

Context

37. Currently 52 learners are working towards apprenticeships in business administration and customer service. Of these, 37 learners are working towards administration qualifications and 15 are working towards awards in customer service. Learners are employed in a range of workplaces such as housing providers, care homes, veterinary surgeries, nurseries, hairdressers and schools. Approximately 82% of learners are women and 3% are from minority ethnic groups.

Key findings

- Outcomes for learners are particularly good for customer service. Overall success rates are well above the national average and most learners achieve within their planned timescales. Overall success rates for administration apprentices are good. The monitoring of learners' progress is good and administration and customer service learners are making good progress.
- Learners develop good work-related skills and practices and the standard of their work is good. They have high aspirations, enjoy their training and increase in confidence. They use their new knowledge successfully to benefit employers. A number of learners have been promoted, taken on additional responsibilities or have deputised for more senior staff. Employers are very positive about the added benefits that learners have brought to their organisations.
- Learners feel safe, use safe working practices and have a good understanding of health and safety. They know who they should contact if they have health and safety or safeguarding issues. They work in good-quality workplaces for employers who have appropriate health, safety and welfare policies and procedures. At induction learners are given good information about equality of opportunity, bullying and harassment.
- Teaching, learning and assessment are good. Assessors provide effective individual coaching. They visit learners in the workplace at least once every two weeks to plan training and to record their progress. Progress reviews are frequent and learners are set clear targets and deadlines.
- Assessors plan visits and record assessments clearly. Learners and employers are effectively involved in the process. An appropriate range of assessment methods is used, including observation of workplace performance. Following assessment, clear feedback is given to learners. Assessors have good relevant vocational experience and they benefit from regular professional development updating.
- Key skills assignments for application of number are well matched to learners' roles and make good use of relevant, work-related projects. However, opportunities to maximise the use work-related projects for communication are missed. Individual training plans do not always record the key skills training and development planned for learners.

- Partnerships with employers are effective and well established. Arrangements for meeting the needs and interests of learners and employers are good. CTS works successfully with employers to identify good assessment opportunities and employers are often closely involved in agreeing optional units for learners.
- Assessors provide good support for learners as do employers, many of whom become mentors. Arrangements for assessment visits are flexible and assessors respond well to requests for additional help at short notice. Learners attribute their high levels of satisfaction with the programme to the support they receive.
- Initial advice and course guidance are effective in ensuring learners are on the most appropriate programme. Induction also includes advice and guidance on equality and diversity, and health and safety. Good progression information is given to learners prior to the completion of their qualification.
- Leadership and management are good. Managers scrutinise learners' progress carefully and monitor assessors' performance closely to improve training, assessment and outcomes for learners. Actions taken to improve completion within planned timescales are effective and the progress of current learners is good. Team work is also good. Assessors have clear targets that link closely to learners' progress and achievement.
- The promotion of equality and diversity is satisfactory. Learners have an appropriate knowledge of bullying and harassment and know who to contact if they have any concerns about their treatment. Learners' understanding of equality and diversity topics is at least satisfactory but discussions during progress reviews are not recorded in sufficient detail.
- Self-assessment arrangements are satisfactory and the self-assessment report is broadly accurate in identifying strengths and areas for improvement.

What does Community Training Services Ltd need to do to improve further?

- Further improve success rates by continuing to monitor learners' progress closely.
- Fully record the discussions on equality and diversity, health and safety, and safeguarding topics during progress reviews to develop learners' knowledge and understanding further.
- Ensure key skills assignments for communication are closely matched to learners' roles and that they make good use of relevant, work-related projects.
- Improve individual training plans to ensure that they record the key skills training and development planned for learners.

Information about the inspection

38. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, 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.

39. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires that 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 CTS offers.

Record of Main Findings (RMF)
Community 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	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	217	217	0	0
Part-time learners	569	0	198	371
Overall effectiveness	2	2	2	2
Capacity to improve	2			
Outcomes for learners	2	2	2	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
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>	3			
<i>How well do learners make a positive contribution to the community?*</i>	2			
Quality of provision	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
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?	2			
Leadership and management	2	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	N/A			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
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?	2			
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