

# Languages Training and Development

## Inspection report

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**Unique reference number:** 52928

**Name of lead inspector:** Maria Barker HMI

**Last day of inspection:** 10 December 2010

**Type of provider:** Independent learning provider

**Address:** Suite 2  
Windrush Court  
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## Information about the provider

1. Languages Training and Development (LTD) has operated as a private training provider since 1996. It operated as a subcontractor until 2003. From 2003 it has held a variety of government-funded contracts from different funding bodies. Since 2008, it has offered Train to Gain provision now funded by the Skills Funding Agency, and Entry to Employment (E2E), now foundation learning, funded through the Young People's Learning Agency. This is LTD's first inspection and covers both contracts. The contracts amount to about three quarters of LTD's funding. LTD receives less than 5% of funding from private provision.
2. LTD operates from two centres. The main centre in Witney, West Oxfordshire, is the administrative base and offers the full range of provision. LTD moved to larger premises in Witney in March 2010. The centre in Reading opened in autumn 2008 to offer E2E provision, now foundation learning programmes. Three shareholders own LTD, two of whom take responsibility for leading and managing the organisation. LTD appointed a senior manager in 2008 to take responsibility for the Reading centre and for the foundation learning provision. In addition, LTD employs three full-time and seven part-time staff.
3. At inspection, 29 learners were on Train to Gain provision in English for speakers of other languages (ESOL) and a further learner was taking a qualification in information and communication technology (ICT). Eight learners were completing E2E programmes and twenty five had enrolled on foundation learning provision. Eight of these learners were based at Witney and the rest at Reading.

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<b>Young learner provision:</b>  Foundation learning, including Entry to Employment	112 full-time learners
<b>Employer provision:</b> Train to Gain	131 learners

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject Areas</b>	<b>Grade</b>
Foundations for learning and life	3
Preparation for work	3

## Overall effectiveness

4. LTD demonstrates satisfactory overall effectiveness and capacity to improve. It has offered this range of provision for two years and has improved the provision over that period. Learners enjoy their courses and achieve appropriate qualifications. In ESOL, learners' achievements are good. In foundation learning, most learners achieve at least one qualification. Learners enjoy their courses and gain in confidence and improve their personal, social and employability skills.
  
5. Teaching and learning are satisfactory overall, and good in ESOL. The better lessons have a good mix of activities which include learners well. The less effective lessons are teacher led and offer little opportunity for learners to participate actively. LTD does not sufficiently identify and monitor individual progress, especially in terms of resolving individual barriers to learning. The setting and monitoring of individual targets focus on working towards qualifications rather than overcoming individual barriers to learning and employability. LTD works well with partner organisations, but has insufficient links with employers and offers few opportunities for work experience. LTD provides good support for many learners, but does not always record this.

6. Leadership and management of the provision are satisfactory. Arrangements for safeguarding and the promotion of equality and diversity are appropriate, although LTD does not ensure that learners are fully aware of them. Quality improvement arrangements are satisfactory but do not ensure that all aspects of provision are monitored and appropriate actions taken to improve the learners' experience.

## **Main findings**

- Outcomes for learners are satisfactory overall. Timely success rates for ESOL Train to Gain programmes were satisfactory in 2008/09 and rose to above national figures in 2009/10. Progression from E2E was satisfactory in 2009/10, as is progression from foundation learning programmes to date in 2010/11.
- Learners enjoy their programmes. ESOL learners improve their confidence through developing skills in speaking and listening. In foundation learning, learners develop a good range of personal, social and employability skills. They enjoy team building and problem solving activities and value small group work.
- Teaching and learning are satisfactory overall, and good in ESOL provision. In ESOL, lessons include a good mix of activities to engage learners and challenge them to improve their language skills. In foundation learning programmes, some teachers are less experienced and do not generally plan their lessons to meet individual learning needs effectively.
- LTD has thorough and comprehensive initial assessment practices. In ESOL provision, LTD collects detailed records of learners' language skills at the beginning of the programme. In foundation learning, LTD uses the five-week induction period well to assess individuals' skills and developmental needs. However, LTD does not keep full records of their barriers to learning and individual support needs.
- LTD uses individual target setting and monitoring insufficiently. In ESOL provision, teachers do not plan their lessons to support individual learners effectively in achieving their targets. Target setting in foundation learning provision does not sufficiently include targets to overcome individual barriers to employment.
- Assessment practice is satisfactory overall. LTD arranges regular reviews to monitor learners' progress, although it insufficiently monitors learners' progress in ESOL provision. Teachers provide insufficient written feedback to learners on how to improve their work.
- Care, guidance and support are satisfactory overall, and good in ESOL provision. Staff know their learners well and provide appropriate support to meet individual learners' needs. However, they do not always record this. LTD encourages learners to drop in and talk to staff if they have any concerns and makes appropriate referrals to specialist agencies.
- Leadership and management are satisfactory overall. Strategic leadership is good, the directors and senior manager demonstrate good awareness of

national and local priorities and of funding streams. LTD has successfully managed substantial changes in the provision it offers.

- LTD has good informal communications between staff. Staff work cooperatively and are well motivated. However, LTD shares good practice insufficiently, especially between the two centres. LTD has insufficient formal processes to record actions taken to support learners or monitor the provision.
- LTD uses data insufficiently to manage the provision. LTD is not yet familiar with its recently introduced management information system. It has not identified the full range of reports it requires to monitor the provision effectively.
- LTD has satisfactory safeguarding arrangements. LTD has a designated safeguarding officer, an appropriate policy and keeps central records of Criminal Records Bureau (CRB) checks for all staff. It provides appropriate training on safeguarding matters for staff. However, LTD promotes learners' awareness of safeguarding matters insufficiently.
- The promotion of equality and diversity is satisfactory. LTD has appropriate policies and procedures for staff. However, it pays insufficient attention to ensuring that learners are familiar with equality and diversity matters. LTD monitors achievement gaps, but does not record trends or the impact of actions taken to recruit from under-represented groups.
- LTD has insufficiently developed processes to ensure quality improvement. It has recently improved its self-assessment process, but does not have suitable quality assurance processes to comprehensively monitor and improve provision. For example, the process for observations of teaching and learning does not include sufficient action planning to improve performance.

### **What does Languages Training and Development need to do to improve further?**

- Improve the setting and recording of individualised specific, measurable and time-bound targets in individual learning plans so that individual learners know what to do to make appropriate progress and that LTD monitors learners' progress effectively.
- Provide more detailed written feedback to learners so that they know what they need to do to improve their work and have a clear understanding of the progress they have made.
- Develop formal processes of communication so that LTD keeps systematic records and uses them effectively to manage the provision.
- Become familiar with the newly introduced management information system and decide on an appropriate range of data reports so that LTD can effectively monitor provision and identify further improvements to provision.
- Introduce a range of appropriate information for learners on equality and diversity, in different formats, so that LTD can ensure effective promotion of equality and diversity to learners.

- Develop a comprehensive range of effective quality assurance processes and procedures in order to improve the learners' experience, with additional procedures applied to foundation learning provision where appropriate.

**Summary of the views of users as confirmed by inspectors****What learners like:**

- the flexible, friendly and helpful staff
- the good teachers
- the range of practical activities
- good social activities
- the help with job seeking
- working in small groups
- the individual learning programmes
- staff treating them with equality and respect.

**What learners would like to see improved:**

- the provision of text books or course books as well as handouts
- the provision of homework online
- the number of outdoor and sports activities
- the number of trips and visits
- the provision of a canteen.

**Summary of the views of employers as confirmed by inspectors****What employers like:**

- the very flexible provision
- the noticeable improvement of spoken and written English by learners
- the improved social skills and confidence of learners.

**What employers would like to see improved:**

- none identified.

## **Main inspection report**

### **Capacity to make and sustain improvement**

**Grade 3**

7. LTD demonstrates satisfactory capacity to improve. It has only offered the current range of provision since autumn 2008. It is too early for the clear identification of sustained improvements in this provision. In ESOL, outcomes for learners have improved and timely success rates were above national figures in 2009/10. It is too early to identify the effectiveness of the foundation learning programme which LTD introduced in 2010/11 in place of E2E provision. Currently, foundation learning provides good opportunities for the development of the personal, social and employability skills of learners. However, LTD has yet to decide its offer of vocational options and has insufficient arrangements for work placements. LTD has identified the need to take action by developing further links with employers.
8. LTD has an appropriate management structure and sufficient staff and accommodation to develop the provision further. In foundation learning, some new and inexperienced staff are working towards appropriate teaching qualifications. The latest self-assessment report for 2009/10 included systematic feedback from staff and is appropriately self-critical. Inspectors generally agreed with the identified strengths and areas for improvement, although the report did not focus sufficiently on analysing the quality of provision. LTD does not currently have comprehensive and effective quality assurance processes to monitor and improve the provision. It has recently introduced a management information system to provide appropriate data to manage the provision, but has yet to implement it effectively. As a small provider, LTD has developed good informal communications processes. It recognises that it now requires more formal communication and record-keeping processes.

### **Outcomes for learners**

**Grade 3**

9. Outcomes for learners are satisfactory overall. In Train to Gain ESOL provision, timely success rates were satisfactory at 73% in 2008/09. They have improved in 2009/10 to 81.5% compared to national figures for 2008/09 of 75%. The learner taking an ICT qualification is making slow progress and has already gone beyond the planned time allocation for completion. Progression rates from E2E provision are satisfactory. Eight learners have carried over from 2009/10 into the current year. The majority of current learners enrolled on foundation learning programmes in 2010/11; it is too early to identify their progress. In 2009/10, most learners completed foundation level qualifications successfully, many gaining more than one qualification. There are no significant achievement gaps between different groups of learners.
10. Learners enjoy their programmes. They gain in confidence and develop appropriate personal and social skills across the provision. In ESOL, learners improve their confidence through developing skills in speaking and listening. In

foundation learning, learners develop team-building and problem-solving skills through group work.

11. Learners feel safe. They adopt safe working practices and have a satisfactory awareness of health and safety in the workplace. Although LTD ensures that staff have a good awareness of safeguarding matters and procedures, it does not ensure that learners are sufficiently aware of safeguarding matters and of how to report their concerns.

## **The quality of provision**

## **Grade 3**

12. The quality of provision is satisfactory. Teaching and learning are satisfactory overall, and are good in ESOL provision. All ESOL teachers are well qualified and experienced. Their lessons include a good range of activities which engage learners in developing their speaking and listening skills. In foundation learning programmes, some teachers are inexperienced and are working towards their first teaching qualifications. Overall, in the better lessons, teachers plan a good mix of learning activities to engage learners, and learners participate well. In the less effective lessons, the sessions are teacher led with little learner participation. Overall, lesson plans do not take sufficient account of the different needs and abilities of individual learners. LTD does not sufficiently enhance the learning environment through displays of learners' work or of materials to stimulate and interest learners.
13. LTD ensures thorough and comprehensive initial assessment. In ESOL, the induction process provides detailed records of learners' language skills. In foundation learning, induction lasts for five weeks, at the end of which LTD gains a good knowledge of individual learners' skills and development needs. However, LTD does not keep full records of individuals' barriers to learning or of actions taken to support learners.
14. LTD uses target setting insufficiently to direct and monitor individual learners' progress. In ESOL provision, individual learners' targets do not inform lesson plans sufficiently. LTD does not effectively record the individual progress of ESOL learners in developing language skills. In foundation learning, the targets set do not reflect individual barriers to employment sufficiently. LTD does not use individual learning plans sufficiently to identify and monitor learners' progress throughout their programmes.
15. Assessment practice is satisfactory overall. LTD uses regular progress reviews to monitor learners' progress overall. However, in both subject areas, teachers provide insufficient written feedback to learners on how to improve their work. Learners do not have a clear understanding of the progress they have made or of how to improve their work effectively to achieve their learning goals.
16. LTD meets the needs and interests of learners satisfactorily. In ESOL, the availability of classes during the day or in the evening meets learners' needs well, although not all employers ensure that learners are free from work commitments to attend regularly. Foundation learning provision meets learners'



needs for personal and social development appropriately. However, opportunities for work placements and vocational development are currently insufficient.

17. LTD has appropriate partnerships overall. It is further developing appropriate partnerships to support learners on foundation learning programmes to overcome their individual barriers to employment. It has yet to develop sufficient links with employers to provide appropriate work placements for foundation learning provision.
18. Care, guidance and support are satisfactory overall, and good in ESOL provision. Staff know their learners well and provide appropriate support to meet the identified needs of individual learners. For example, ESOL learners have received support with a wide range of issues, from opening a bank account to dealing with the aftermath of a car crash. However, staff do not always record the support they provide, or arrange, for individual learners. LTD encourages all learners to drop in and talk to staff if they have any concerns and makes appropriate referrals to specialist agencies.

## **Leadership and management**

## **Grade 3**

19. Leadership and management at LTD are satisfactory overall. It benefits from good strategic leadership. The directors and senior manager have a good awareness of national and local priorities and of funding streams. LTD has managed substantial changes in contracts well since 2003. It has held contracts with the Learning and Skills Council and the Department for Work and Pensions. Previous contracts included learndirect and Next Step provision as well as European Social Fund allocations for specific projects. The contracts for Train to Gain and E2E provision, now foundation learning, set a new direction for the company. LTD has focused well on developing foundation learning provision to replace E2E. The appointment of a senior manager with extensive relevant experience to take responsibility for this provision has enabled LTD to make appropriate progress. However, some of the staff appointed are new to teaching and are developing their skills and expertise. LTD has made appropriate arrangements for them to gain teaching qualifications. Currently, LTD is actively exploring possible consortium arrangements with local providers in order to gain eligibility to offer apprenticeship programmes in the future. LTD has a strong focus on developing effective partnerships. The operational management of provision is satisfactory. LTD is developing appropriate arrangements to manage provision on two sites effectively.
20. As a small provider, LTD has relied upon informal communications to manage the provision. Staff work well together and are highly motivated. They work well in their subject teams. However, LTD acknowledges that the expansion of provision and working on two sites requires more formal communication mechanisms. Currently, LTD has insufficient formal processes for recording information and monitoring progress in improving the provision. LTD has insufficient arrangements to share good practice between the two subject teams and between centres.

21. LTD uses data insufficiently to record and monitor the quality of its provision. It recognises the need for a wider range of data reports to manage the provision effectively. As a result, it introduced a new management information system recently. However, it is not yet fully familiar with operating the system effectively. It has yet to identify the reports it requires from the system to monitor the provision effectively.
22. LTD has satisfactory safeguarding arrangements. It has an appropriate policy for safeguarding young people and vulnerable adults. The designated manager with responsibility for safeguarding has ensured that all staff have received appropriate training on safeguarding matters. The manager has arranged to attend further training in the near future organised through the local safeguarding board. LTD keeps updated central records of CRB checks for all staff. However, LTD promotes learners' awareness of safeguarding insufficiently. It does not ensure that all learners know about safeguarding matters or that they have information about arrangements for reporting any concerns.
23. The promotion of equality and diversity is satisfactory overall. LTD has appropriate policies and procedures for staff. Staff have a good awareness of equality and diversity matters and are committed to providing equality of opportunity for learners. However, in the most recent self-assessment report LTD acknowledges that it pays insufficient attention to promoting equality and diversity effectively to learners. Foundation learners receive a handbook at induction which includes reference to equality and diversity, but the information in the handbook is too complex for all learners to refer to it effectively. ESOL learners do not receive any written information about LTD's equality and diversity policies, although induction includes discussion of the importance of equality of opportunity for learners. Some lessons promote equality and diversity well through the topics they cover. However, LTD displays little information at the centres to promote learners' awareness and understanding of the importance of equality and diversity matters. LTD monitors achievement gaps and takes action where it identifies gaps. However, it does not record these actions or their impact.
24. LTD has insufficiently developed processes for monitoring and evaluating the quality of provision. It has recently improved the self-assessment process. The latest self-assessment report, based on the new Common Inspection Framework, did not analyse or grade the two subject areas separately. LTD does not have comprehensive quality assurance mechanisms to monitor each stage of the learners' progress through their programmes. Some key quality improvement processes are in place, for example observations of teaching and learning. However, LTD does not use them effectively to improve the quality of provision. For example, observations of teaching and learning do not result in clear action plans for improvement. The process does not focus sufficiently on encouraging all teachers to strive towards outstanding practice.

## Subject areas

### Foundations for learning and life

### Grade 3

#### Context

25. Currently, LTD has 29 learners for whom English is a second or additional language enrolled on Train to Gain provision. LTD provides ESOL programmes from foundation to intermediate level. Discrete courses in ESOL leading to external qualifications take place during the day and in the evening. The majority of learners are women from a White, non-British ethnic background.

#### Key findings

- Outcomes for learners are satisfactory and improving. Timely success rates were satisfactory in 2008/09 and improved to well above national figures in 2009/10. Overall success rates were very high in 2009/10.
- The standard of learners' work is good. Learners make good progress in lessons. Learners develop their language skills very well. Employers comment favourably on their increased fluency in spoken English over time. Learners develop social skills and improve their confidence in, for example, text messaging in English. Learners enjoy their learning within a safe environment.
- Teaching and learning are good. Learners actively extend their knowledge and understanding of vocabulary and grammar in lessons. Teachers place good emphasis on correct pronunciation in speaking and listening tasks. They make good use of question and answer in lessons to clarify learning points. They challenge and extend learners' understanding very effectively.
- Initial assessment is thorough and leads to a good analysis of learners' abilities. Individual learning plans give a clear indication of learners' English language skills and include specific individual learning targets. Teachers focus well on the aspirations of learners to gain qualifications.
- The recording and monitoring of learners' progress in lessons is insufficient. Teachers plan lessons with a good variety of learning activities which interest and engage learners. However, lesson plans do not include the targets for individual learning identified at initial assessment. Teachers monitor progress against targets insufficiently.
- Teachers do not provide sufficient detailed or frequent written feedback on learners' work. Worksheets and exercises in learners' files are not organised sufficiently well to demonstrate clearly to the learners the progress they are making in English. Teachers insufficiently record and monitor progress towards course objectives and the achievement of incremental targets by learners.
- Resources are satisfactory overall. Teachers make very good use of interactive whiteboards in lessons. However, learners do not routinely use information learning technology (ILT) to extend their learning activities. LTD has satisfactory accommodation, but does not focus effectively on providing an attractive

learning environment. For example, LTD displays few examples of learners' work or topics of interest.

- LTD meets the needs and interest of learners satisfactorily. The programme is flexible and meets the needs of individual learners well. Learners thoroughly enjoy participating in enrichment activities such as trips, visits and social events. However, LTD provides insufficient written information to learners on enrolment, such as a course outline or learner handbook.
- Partnership working is satisfactory overall. LTD liaises with employers appropriately. Employers comment favourably on the quality of provision for their employees. However, not all employers routinely release learners from work commitments in order to attend classes.
- LTD provides good support for learners. Teachers give good one-to-one support informally and within lessons. Learners are very positive about the support and guidance they receive from staff, both in terms of study support and also with regard to social and welfare matters.
- LTD provides satisfactory curriculum management. Managers set challenging targets in terms of the qualification aims set for learners. Success rates have improved and have risen to above national figures. LTD has good communications across the staff team. Teachers are very well qualified. LTD has satisfactory arrangements for the safeguarding of learners. LTD promotes equality and diversity satisfactorily in lessons.
- LTD has inadequate quality assurance arrangements to improve the learners' experience. It has insufficient quality processes, for example to monitor formal information on course content, to set appropriate targets for learners and monitor learners' progress in lessons.

### **What does Languages Training and Development need to do to improve further?**

- Include learners' targets, identified at initial assessment, in lesson planning and monitor learners' progress towards targets more frequently, so that learners have a clear understanding of the progress they have made to date and the progress they need to make in the future.
- Further develop good study skills by ensuring that learners' files are well organised and that learners' work is regularly marked with clear evaluative feedback so that learners know what they need to do to improve the quality of their work.
- Ensure robust systems for monitoring learners' progress in lessons and provide learners with information on programme content, such as course outlines and schemes of work, together with general information on safeguarding and equality and diversity. Provide this information in a written and easily understood format, so that learners have a good awareness of their programme, their progress and the support that LTD offers.

## Preparation for work

## Grade 3

### Context

26. LTD has 25 learners on foundation learning provision and 8 E2E learners. There are 21 male learners. The programmes take place at both the Witney and Reading centres. Foundation learning provision includes qualifications in functional skills, employability and personal and social development. Five members of staff provide training on foundation learning courses.

### Key findings

- Learners develop a good range of personal, social and employability skills. Learners enjoy learning and are well motivated. They particularly enjoy working in small groups on team building and problem-solving activities. They also work well independently on their individualised learning programmes. Learners develop a good range of personal and social skills.
- In 2008/09 and 2009/10 learners' progression rates into further learning and work were satisfactory. It is too early to make judgements on progression from foundation learning for 2010/11. The achievement of qualifications is satisfactory and many learners gain more than one qualification. The majority of qualifications achieved are at foundation level.
- Attendance at lessons is unsatisfactory. Attendance at induction is 70%, but other than that the highest attendance rate is only 49%. Significant variations in attendance exist between subject areas. Attendance varies from 32% in information and communication technology, 38% in mathematics, 48% in English to 49% in personal finance. LTD analyses attendance overall but not by subject area.
- Learners feel safe. Staff treat learners with respect. Learners appreciate the confidentiality of one-to-one meetings with staff. LTD pays close attention to health and safety during induction. Learners demonstrate awareness of internet safety. They have a satisfactory understanding of the procedures to make complaints. LTD promotes safeguarding insufficiently in the centres and throughout the programme.
- Teaching and learning are satisfactory. Learners enjoy lessons and participate well. In better lessons, teachers plan wide-ranging activities. Lesson planning is satisfactory, but does not take sufficient account of the learning needs of learners of different abilities. Some newly appointed teaching staff are inexperienced and are undertaking teaching qualifications. Teachers use ILT insufficiently.
- Teachers assess learners' work insufficiently. Portfolios are well organised into relevant sections. However, some marked work in portfolios includes insufficient feedback on how learners can improve. The feedback on learners' work does not effectively identify their progress in achieving targets. Some documents

show clear evidence of achievement, but individual learning plans do not reflect this.

- Comprehensive initial assessment of learners' skills levels takes place over a five-week induction period. Initial assessment activities result in appropriately personalised learning programmes and satisfactory individual learning plans. However, induction activities do not fully engage learners and some of the delivery is uninspiring.
- LTD sets insufficiently precise and time-bound targets. They do not fully guide learners on what they need to do to achieve their learning goals. Targets mainly focus on the qualification aims of learners. They do not fully address individuals' barriers to employment and progression. Different recording documents provide inconsistent information about targets set or achieved.
- Provision meets the needs of learners satisfactorily. Although the programme meets learners' needs for personal and social development, functional skills and employability, it has yet to develop the vocational training elements of the provision. LTD has not yet decided its vocational offer and provides limited work placement and volunteering opportunities.
- Partnership working is satisfactory. LTD is further developing links with partner organisations to benefit learners and improve referrals. LTD has satisfactory representation on steering groups for young people. It is developing links with other training providers to improve the range of progression opportunities. LTD has insufficient links with employers, for example to extend work placement opportunities.
- LTD provides satisfactory support for learners. Thorough induction and initial assessment provide staff with good knowledge of learners' strengths, development areas and support requirements. LTD does not formally record ongoing discussions between colleagues and specialist agencies regarding individual support requirements. It does not always record the support provided to learners.
- Leadership and management of the provision are satisfactory. LTD promotes equality and diversity satisfactorily during induction and in some lessons. LTD insufficiently promotes equality and diversity through materials displayed at the centres and in the review process. LTD currently uses informal learner feedback to improve provision. It plans to introduce learner forums in the near future.

### **What does Language Training and Development need to do to improve further?**

- Improve attendance throughout the programme by analysing attendance and setting improvement targets by subject area so that learners' attendance improves across the provision.
- Further develop and widen staff knowledge of teaching strategies to meet the diverse needs of learners by sharing good practice and through team teaching activities.

- Improve target setting and assessment processes by including detailed and measurable action for learners which address all aspects of barriers to learning and by providing regular and detailed feedback on learners' work and what learners should do to improve.
- Develop a range of work placements and employer contacts in order to improve progression opportunities and to improve learners' vocational competence.
- Develop a comprehensive range of effective quality-assurance processes and procedures in order to improve the learners' experience on foundation learning programmes.

## **Information about the inspection**

27. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's senior manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, and data on learners and their achievement.
28. Inspectors used group and individual interviews, and telephone calls 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 and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.



**Record of Main Findings (RMF)**

**Languages Training and Development**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>16-18 Learner responsive</b>	<b>Employer responsive</b>
<b>Approximate number of enrolled learners</b>			
Full-time learners	63	33	30
Part-time learners			
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3		
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	3		
<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		
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>3</b>
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?	3		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>
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>	n/a		
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?	4		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

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