

# NTS Ltd

## Inspection report

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**Unique reference number:** 58781

**Name of lead inspector:** Penelope Horner HMI

**Last day of inspection:** 11 February 2011

**Type of provider:** Independent learning provider

**Address:** National Works Unit 27  
Bath Road  
Hounslow  
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**Telephone number:** 0208 5778572

## Information about the provider

1. NTS Vocational Training was established in 2001, as a subsidiary of NTS Management Training, to offer apprenticeships in health and social care and Entry to Employment. In 2002, the organisations merged to become NTS Limited (NTS). NTS' head office is in Banbury. All its work-based learning is managed from its Hounslow office and provided at employers' or its training centres in Hounslow and Penge. Publicly-funded provision accounts for 70% of NTS' work.
2. Apprenticeships were discontinued in 2007, but NTS maintained its Entry to Employment programmes and now provides its successor, Foundation Learning. It has held contracts for Train to Gain programmes in children's care, learning and development at levels 2 and 3 since 2007/08. Foundation learning is offered as one of two programmes known as 'Hand on Music' or 'Hands on Childcare'. In October 2007, NTS introduced a programme based on its foundation learning course for learners aged 14 to 16. This aspect of its provision was not graded at this inspection.
3. NTS is managed by a senior team consisting of a director and two training managers. They are supported by a part-time administrator. NTS also works with a number of freelance staff to provide functional skills training, work with learners on the foundation learning programme, and provide assessment and verification on Train to Gain.
4. Hounslow and neighbouring boroughs are ethnically diverse and include significant areas of deprivation. In 2008/09 in Hounslow, attainment of five GCSE subjects, including English and mathematics at A\* to C, was 56.6% and above the national average of 49.8%.

Type of provision	Number of enrolled learners in 2009/10
<b>Provision for young learners:</b> 14 to 16	48 part-time learners
Entry to Employment	83 learners
<b>Employer provision:</b> Train to Gain	61 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>
<b>Capacity to improve</b>	<b>Grade 3</b>
	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	2
<b>Subject Areas</b>	<b>Grade</b>
Health and social care (early years)	2
Foundation Learning	3

## Overall effectiveness

- NTS is a satisfactory provider of work-based learning. It has responded well to changes in provision for learners at foundation level and carefully designed a programme to meet their needs. Provision for these learners, the majority at NTS and its core service, is satisfactory. Its Train to Gain provision in child development and well-being is good. Learners gain good vocational and personal skills and improve in confidence and self-esteem during their programmes. Most achieve the qualifications or learning goals that were planned at the start of their programmes. However, too few learners on the foundation tier progress to further education, training or employment.
- Training managers and their staff are vocationally well qualified and enthusiastic. They provide particularly effective support for learners and know their learners and the provision well. Teaching and learning are satisfactory. However, NTS does not have a sufficiently well-planned programme of quality assurance and improvement activities linked to self-assessment to ensure that improvement is systematic. Staff use good teaching and training resources, but NTS' premises are shabby and poorly decorated.

## Main findings

- Most learners enjoy their programmes. They develop good vocational and personal skills, achieve their learning goals and gain the qualifications planned for them. On Train to Gain, many achieve these qualifications within the time planned for their programmes. However, the proportion of foundation learners that progresses to further education, training or employment is low.
- On the foundation programme, learning is very carefully planned to meet individual learners' needs. It combines functional and vocational skills training very effectively. Tutors use a suitable range of teaching methods in lessons and provide clear feedback to help learners make progress.
- NTS carries out thorough initial assessments of learners' skills and needs. However, it pays insufficient attention to encouraging Train to Gain learners to take up opportunities to improve their literacy and numeracy. In foundation learning, tutors do not make use of a sufficiently wide range of methods for helping learners to improve their literacy and numeracy.
- On Train to Gain, the assessor provides good coaching for learners, and plans assessment well. She makes good use of a wide range of assessment methods and provides affirming feedback to learners and good guidance on how they can improve their performance.
- NTS' range of provision is suitable for the learners it serves. NTS works cooperatively with employers and other providers to offer qualifications and enable learners at risk of exclusion to remain in education. However, it does not make enough use of partnerships, community organisations and external links to extend and enrich learners' experience.
- Tutors and assessors at NTS give learners a high level of individual support. They are generous with their time and respond well to requests for information or guidance and refer learners to specialist agencies when necessary. However, NTS does not provide sufficient publicity on these agencies to enable learners to make independent use of their services.
- Managers and staff are clear about the aims of the company and its focus on meeting the needs of learners from disadvantaged groups. Tutors and assessors are vocationally well qualified and enthusiastic about helping learners. However, managers do not make sufficient use of data to monitor and evaluate the quality of provision.
- Training resources for learners are good. Tutors on foundation learning programmes have developed and make effective use of well-designed resources for learners. However, premises are shabby and unkempt, with few posters or attractive displays to motivate or inspire learners.
- NTS promotes safeguarding satisfactorily. It carries out checks to ensure that staff are suitable to work with young people and vulnerable adults. Tutors promote and reinforce health and safety well. Learners feel safe in their training or work environments. However, NTS pays insufficient attention to the promotion of safe use of the internet and the dangers of cyber-bullying.

- NTS is particularly successful in widening participation and enabling disadvantaged learners to participate or remain in education and training. It promotes equality and diversity well in foundation lessons and during learners' reviews. However, its premises at Hounslow are not suitable for people with restricted mobility and staff have not had recent training in equality and diversity.
- Training managers know their learners and provision well. They respond well when they identify the need for change. However, NTS does not have a sufficiently well-planned quality assurance programme that is linked to self-assessment and quality improvement. Its self-assessment report is too descriptive and does not identify strengths and areas for improvement sufficiently clearly.

### **What does NTS Ltd need to do to improve further?**

- Improve the use of strategies for identifying and improving learners' literacy and numeracy needs in order to improve learners' skills in these subjects.
- Develop and improve the use of partnerships with external organisations to extend and enrich learners' experience and skills.
- Make better use of data and information to monitor and evaluate the quality of provision.
- Improve the decoration and displays in the learning centre in order to create an environment that is more conducive to participation in learning.
- Continue to develop staff safeguarding awareness and update staff in equality and diversity in order to improve learners' understanding of these topics.
- Develop and implement a planned programme of quality assurance and improvement activities to provide information for self-assessment in order to improve these processes and the quality of provision overall.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the excellent and helpful advice and support provided by assessors and tutors
- the opportunity to gain qualifications
- that it provides an alternative to school or college
- the relaxed but productive working time during sessions
- the skills they gain during their programmes
- the opportunity to use equipment in the music studios
- the well-organised Train to Gain programme
- the friendly and approachable staff.

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

- the decoration and displays on the walls at NTS' centres
- more music-related trips and visits
- more studio time.

**Summary of the views of employers as confirmed by inspectors**

**What employers like:**

- the approachability of staff
- the excellent support provided by assessors
- the opportunity to offer young learners an alternative curriculum.

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

- none identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

7. NTS has successfully restructured its programme for foundation learning, focusing closely on developing relevant course content and well-designed teaching materials. It has implemented these changes carefully. It has responded well to local need and has successfully expanded its provision to include 14- to 16-year-old pupils at risk of exclusion from school, and to provide training and qualifications to adult learners working with young children.
8. NTS has rectified many areas for improvement identified at the previous inspection. It now uses initial assessment satisfactorily on foundation learning and for skills assessments on Train to Gain. Its mechanisms for monitoring foundation learners' progress are now good. The management of literacy and numeracy is now satisfactory, although tutors make insufficient use of specialist strategies for teaching literacy and numeracy and NTS does not do enough to promote literacy and numeracy provision to Train to Gain learners. Teaching resources are now good, although NTS' premises remain uninspiring learning environments. Collaborative working among staff is good, and effective at developing their skills. However, NTS does not yet have a planned programme of development for staff.
9. Training managers and staff know their learners and the progress they are making. The organisation is small and communications are good, with frequent and effective sharing of information among staff, so that action is taken if a need for improvement is identified. However, managers make insufficient use of data and other information to monitor and evaluate provision or identify areas for improvement. Although NTS has a range of quality assurance mechanisms, it does not have a plan for their use to ensure that they contribute systematically to self-assessment and quality improvement.

### Outcomes for learners

**Grade 3**

10. Train to Gain learners achieve their qualifications well within the time scheduled for their completion. Timely success rates at level 2 and 3 were well above the national rate in 2009/10, as were success rates overall. The timely success rate for qualifications completed within the planned time at National Vocation Qualification level 2 was particularly high, at 93%. Those learners who left the programme before completing their awards came from Black or Asian ethnic heritage groups. NTS has investigated the reasons for these disparities, and almost all can be attributed to the family responsibilities of these learners. NTS has provided good support to enable these learners to re-join the programme and two have since completed their awards. Although the timely success rate for learners in Croydon was lower than that for London as a whole, NTS has taken suitable action to rectify this discrepancy.

11. On Entry to Employment (E2E) programmes, achievement rates for key objectives and qualifications at level 1 were high. Although learners on foundation learning programme, which started in September 2010, have yet to gain any qualifications, some have completed music technology awards and are awaiting verification of their portfolios. The progression rate on E2E was satisfactory in 2008/09, but fell to 39% in 2009/10. It remains low in foundation learning, at 29% to date in 2010/11.
12. Learners develop good vocational and practical skills in child care and music technology. Music technology learners develop greater confidence in using and applying literacy, numeracy and ICT skills. However, NTS does not take sufficient action to promote the development of these skills on Train to Gain programmes.
13. Learners enjoy learning and feel safe in training and work environments. Tutors promote health and safety well, and reinforce them regularly at learners' reviews. However, NTS pays insufficient attention to the promotion of safe use of the internet and the dangers of cyberbullying.

## **The quality of provision**

## **Grade 3**

14. The assessor provides good coaching and guidance to improve learners' skills and knowledge on Train to Gain. She plans assessment well and makes good use of a wide range of assessment strategies to meet learners' needs. Tutors and assessors provide clear and affirming feedback to learners on their performance, with good guidance on how they can improve. Teaching and learning are satisfactory on foundation learning programmes. The training manager and tutors plan learning very carefully and have integrated functional skills training with vocational training particularly well. They make effective use of a suitable range of teaching and learning strategies to meet programme requirements and individual learners' needs.
15. NTS carries out a thorough initial assessment of learners to identify Skills for Life needs and ensure they are placed on programmes at the correct level. It provides suitable support to help learners with literacy or numeracy skills needs. However, on Train to Gain, it pays insufficient attention to encouraging learners to take up opportunities to develop their literacy or numeracy skills. In foundation learning, tutors do not make use of a sufficiently wide range of methods for identifying learners' barriers to literacy and numeracy or of strategies for overcoming these barriers.
16. Tutors and assessors set clear targets for learners that are effective in helping them to make progress. Learners' progress is carefully monitored. Learners' reviews on Train to Gain are thorough and include particularly careful attention to health and safety and equality and diversity. However, on foundation learning programmes, review records focus on the units and tasks that learners have completed rather than the personal and vocational skills that they have developed.



17. NTS' range of provision is good. The foundation learning programme offers a satisfactory range of music or childcare qualifications, employability skills and functional skills at level 1. NTS has extended this programme successfully to 14- to 16-year-old learners at risk of exclusion from education. Its Train to Gain programme addresses areas of skill shortage and provides approved qualifications that are very well matched to the needs of learners and their employers. NTS works very cooperatively and flexibly with employers to ensure that it supports service delivery at childcare settings and meets the learning needs of learners.
18. Partnerships with schools, employers and community groups are satisfactory. NTS' partnerships with schools are effective in enabling disaffected learners to remain in learning. Its links with employers in childcare settings are good. However, NTS has too few links with community organisations to help enrich learners' programmes, or with providers who may provide specialist support or training for Train to Gain learners with Skills for Life needs. Although it provides timely advice and referral to specialist agencies for learners on the foundation tier, it does not actively promote these services to learners.
19. Staff at NTS give learners good personal support. Tutors provide a high level of individual support for foundation learners. Staff are highly committed and provide clear and careful guidance to help learners progress. The assessor for Train to Gain programmes has a very productive rapport with her learners and responds thoughtfully and sensitively to their individual needs. She is very generous with her time and energy, and responds promptly to learners' queries and concerns. She provides very effective pastoral and learning support needed to help ensure their success.

## Leadership and management

## Grade 3

20. Managers at NTS provide clear direction for provision, focused on meeting the needs of learners, and particularly those from disadvantaged groups. NTS has responded well to local and national needs, for example by extending its programme to learners who are excluded from school or the local college, or who are at risk of exclusion. Staff understand and support the company's strategy. They are vocationally well qualified and enthusiastic about helping these learners to re-engage in learning or prepare for employment. They meet regularly, if informally, to share information and ideas on ways of teaching learners effectively and keep up to date with developments in their subjects through a range of external contacts. Managers monitor provision closely to ensure that it meets contractual targets, but they do not make sufficient use of success rate data or other sources of information to monitor and evaluate provision or set targets for improvement. Training resources for learners are good, but NTS' accommodation is shabby and unkempt and does not provide an environment conducive to participation in learning. There are too few posters or attractive displays, for example of learners' work, to motivate and inspire learners.

21. NTS has a clear policy setting out its commitment to safeguarding learners. Senior staff have had suitable accredited training in safeguarding and all staff take their safeguarding responsibilities seriously. They know what action to take if learners may be at risk or express a concern. However, not all staff have had formal safeguarding training. The staff handbook does not provide sufficient information on safeguarding and the behaviours that staff should adopt when working with young people or vulnerable adults, although some of this information is included in NTS' safeguarding policy. NTS has suitable recruitment procedures to help ensure that staff are appropriate to work with young people and vulnerable adults. It carries out Criminal Records Bureau checks on all staff and keeps a central record of these checks. Staff promote many aspects of safeguarding to learners. However, they do not include sufficient information on safe use of the internet or cyberbullying in learners' programmes.
22. NTS is particularly successful in widening participation and enabling disaffected learners or those at risk from exclusion to remain in education and gain suitable qualifications. Its equal opportunities policy is sound, makes reference to bullying and harassment, and includes suitable impact measures. It promotes equality and diversity well to learners. Their responses to questions at reviews are thoughtful and detailed. Most learners on the foundation learning programme have a good understanding of equality and diversity topics. They know what to do if they have a complaint or a concern about their treatment. If learners behave inappropriately, staff take suitable action to challenge and amend the behaviour. Access to NTS' training premises is good in Penge, and NTS can provide adaptive technology for learners if necessary. However, its premises at Hounslow are not suitable for people with restricted mobility.
23. NTS routinely collects feedback from learners. Its analyses show that learners are satisfied with their programmes and that their interest in training grows during their programmes. It makes suitable responses to their suggestions for improvement and uses learners' feedback well to support its judgements in self-assessment. However, it does not make enough use of its trend analyses to prompt discussion on areas of strength or improvement, or to set targets for development.
24. Good communication with their small teams means that training managers know and understand their provision well. They are responsive when they identify a need for improvement. NTS uses a suitable range of procedures to assess the quality of its provision. Its internal verification of assessment is thorough and helps improve assessors' performance. Training managers carry out observations of teaching and learning and complete a detailed checklist. However, most observation reports are insufficiently evaluative and do not focus sufficiently on learning. It is often difficult to justify the grade awarded as a result. Associated action plans for tutors are not sufficiently detailed or specific. NTS does not have arrangements for formal observations of learners' induction or reviews. It has a suitable range of procedures for guiding the work of staff working with foundation learners. However, these do not include reference to procedures for staff working on Train to Gain programmes. Staff

teams meet regularly to review the programme and to exchange information and agree action for improvement. However, the self-assessment report does not capture all this activity sufficiently successfully. Although it includes judgements on the quality of provision, it is too descriptive. The associated quality improvement plan contains clear areas for improvement, and its implementation is monitored by senior managers. However, not all its objectives are linked to findings in the self-assessment report. NTS provides satisfactory value for money.

## Subject areas

### Child development and well-being

### Grade 2

#### Context

25. NTS provides Train to Gain programmes in children's care, learning and development at NVQ levels 2 and 3. It currently has 27 learners on programme. Of these, two are men. The profile of learners is representative of the diverse population of West London, where most learners are employed. One learner at level 2 is a volunteer. All learning and assessment take place in learners' workplaces.

#### Key findings

- Outcomes for learners are good. Success rates for qualifications completed within their planned time in 2009/10 were well above the national rate and at level 2 were high. Learners make good progress and many complete their awards before the planned end date. However, learners in Croydon made slower progress. NTS has taken action to tackle this, and further work in South London has been discontinued.
- Learners develop good vocational skills and knowledge. They apply theory to their child care practice effectively and link policy and practice to current government initiatives. Learners gain in confidence and self-esteem as a result of their participation. They take a more active part in running their pre-school settings and managers see improvements in their vocational practice.
- Learners enjoy their programmes and talk enthusiastically about the course and how it supports their professional practice. They feel safe at work. The assessor checks learners' safety thoroughly during their regular progress reviews. Learners adopt safe working practices and routinely follow company health and safety guidance and procedures.
- Training and assessment are good. The assessor provides effective coaching and guidance to enable learners to progress. She uses a wide range of well-chosen assessment strategies to address directly the qualification requirements and individual learners' needs.
- Assessments are carefully planned with learners and their employers. The assessor sets and monitors challenging targets for learners and gives clear information on what is required of them. She gives learners affirming feedback following their assessment and helpful guidance for improvement. NTS monitors learners' progress very carefully and learners are clear about the progress they are making.
- Working relationships between the assessor and employers are good and productive. Managers are normally present at, and contribute to, learner reviews and the assessor provides detailed and regular feedback on individual learners' progress. Managers and learners' colleagues are very helpful and

ensure that schedules and other arrangements are in place to support learners' development and assessment.

- NTS carries out a thorough initial assessment of learners' vocational skills and work responsibilities to ensure that they are placed on the correct level of programme. Many learners are subsequently given the opportunity to take a level 3 qualification as a result.
- NTS has introduced an assessment of learners' literacy and numeracy skills. The assessor provides suitable support to learners with literacy and numeracy skills' needs to enable them to achieve their NVQ. However, NTS has insufficient resources to support the improvement of learners' Skills for Life and has too few links with organisations that may provide additional help.
- Personal support for learners is good. Learners develop a very productive rapport with their assessor who responds thoughtfully and sensitively to their individual needs and provides the guidance needed for their success. However, NTS makes insufficient use of its links with agencies that could provide independent, additional specialist support for learners with personal or learning needs.
- Curriculum leadership and management are good. The training manager organises provision well. She sets high standards for the programme and learners make good progress. However, NTS makes insufficient use of success rate data to monitor and evaluate the quality of provision among different groups or by location.
- NTS managers have responded well to government priorities and areas of well-documented skill shortage. They have been successful in reaching mature, often hard-to-reach learners and enabled them to achieve approved vocational qualifications. The assessor is effective in promoting safeguarding and equality and diversity, through curriculum delivery and through careful questioning and reinforcement at each learner review.
- Internal verification is thorough and detailed. It is carried out efficiently and effectively to ensure good, fair assessments. NTS staff complete verification reports clearly and conscientiously. They use verification well to monitor the quality of assessment and improve assessment practice. However, NTS makes insufficient use of ICT and e-portfolios to manage assessment.

### **What does NTS Ltd need to do to improve further?**

- Improve links with agencies who offer specialist support and training in Skills for Life to help encourage learners to improve their Skills for Life.
- Explore the use of information and communication technology (ICT) to manage the assessment process and the recording of learner progress in order to improve further learners' motivation and progress in their award.
- Promote information on specialist agencies providing support to enable learners to access these sources independently, if necessary.
- Increase the use of success rate data in order to monitor and evaluate the quality of provision more effectively.

## Foundations for learning and life

## Grade 3

### Context

26. At the time of inspection, NTS has 17 foundation tier learners aged 16 to 18 and 26 learners aged 14 to 16 who are at risk of exclusion, or have been excluded from school. Programmes are offered at learning centres in Hounslow and Penge and lead to vocational, functional and employability skills and qualifications at entry level and level 1. Most learners choose music technology as their vocational option. Three learners are following a programme in child care. Learners are from diverse ethnic backgrounds, reflecting the boroughs in which they live.

### Key findings

- Outcomes for learners are satisfactory. Achievement rates are high. In 2009/10, over 80% of learners achieved their key objectives on E2E and gained a qualification in music technology at level 1. Learners who began the foundation learning programme in 2010/11 have yet to achieve a qualification. However, some have completed their awards and are awaiting verification of their portfolios.
- Progression rates are low. Progression rates fell to 39% in 2009/10 on E2E programmes. On the foundation learning programme they remain low, at 29% for the year to date.
- Learners develop good skills in child care or music technology. Music technology learners develop greater confidence in using literacy, numeracy and ICT within their vocational area. Learners enjoy their studies, work in a safe learning environment and feel safe.
- Teaching and learning are satisfactory. Tutors integrate functional skills into music technology lessons particularly well. In better lessons tutors share their enthusiasm for music and promote effective discussion. Learners are interested, motivated and participate actively in the lesson. However, in some lessons tutors fail to promote collaborative learning among learners or to reinforce learning sufficiently.
- In child care, tutors use well-chosen, interactive tasks to involve learners and promote good cooperative working in small teams. Learners make very good use of ICT as a research tool and in the presentation of their work. However, tutors make insufficient use of discussion activities to provide additional challenge for learners and develop their understanding further.
- Teaching and learning resources are good. Tutors make effective use of a range of technology in music lessons and the paper-based resources they have produced for learners are good. However, teaching accommodation is shabby and uninspiring, with insufficient useful information on display for learners.
- NTS' staff use diagnostic assessment tools very effectively to place learners on the correct functional skill to meet their needs. Tutors monitor learners'

progress carefully and learners improve their literacy, numeracy and ICT skills during their programmes.

- Targets and records on learners' progress reviews give satisfactory information on the completion of units of qualifications. However, they give insufficient information on the skills and knowledge that learners have developed or need to gain during the programme.
- Learners' needs and interests are satisfactorily met. Tutors and learners agree an appropriate balance of vocational, employability and functional skills and targets that is based on learners' individual needs. Partnership working is satisfactory. However, the programme provides insufficient opportunity for learners to take part in external trips or visits, or in volunteering, to enrich their learning.
- Tutors give learners a high level of individual support and are responsive to their concerns and immediate problems. Learners value this support highly. However, tutors do not make sufficient use of methods for identifying and overcoming learners' barriers to literacy and numeracy, or for providing effective support for learners with specific literacy or numeracy difficulties.
- Curriculum management is satisfactory. The training manager and his colleagues have prepared a well-planned and well-resourced programme that successfully meets the requirements of the revised foundation learning curriculum. They have been particularly effective in making use of initial and diagnostic assessment of literacy, numeracy and ICT needs and in integrating functional skills within the programme.
- The promotion of equality and diversity in the curriculum is good and effective in improving learners' understanding of other cultures. Staff make use of a satisfactory range of NTS procedures and policies, including those on equality of opportunity and safeguarding. However, NTS has no policy on cyberbullying or internet safety, and these are given insufficient attention on learners' programmes.

### **What does NTS Ltd need to do to improve further?**

- Provide training to enable tutors to use a range of methods for identifying learners' barriers to literacy and numeracy and for teaching these learners so that they make better progress in developing these skills.
- Extend and develop partnerships with education providers to improve learners' progression to further training.
- Develop and make use of volunteering opportunities for learners to help improve their employability and team working skills.
- Improve accommodation at the centres to provide an environment for learners and visitors that is more conducive to participation in learning.
- Use posters and other publicity literature to provide better information on specialist support agencies so that learners may use these services independently if they wish.

- Develop and implement a policy on internet safety to ensure learners use the internet and other forms of electronic communication safely and with consideration for others.



## **Information about the inspection**

27. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, 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.
28. Inspectors used group and individual interviews and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**

**NTS 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	70	17	27
Part-time learners			
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Capacity to improve</b>	3		
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	2		
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>			
<i>How well do learners make a positive contribution to the community?*</i>			
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>2</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?	2		
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?	2		
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>2</b>
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>			
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?	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?	3		
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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