

Training 2000 Limited

Inspection report

Unique reference number: 55045

Name of lead inspector: June Cramman HMI

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Type of provider: Independent learning provider

Address: Furthergate Business Park
Harwood Street
Blackburn
Lancashire
BB1 3BD

Telephone number: 01254 54659

Information about the provider

1. Training 2000 Limited (Training 2000) is a registered charity governed by a non-executive board drawn from its member companies. It provides programmes from its headquarters in Blackburn, three main satellite centres in Rawtenstall and Nelson in the east of the county, and Blackpool in the west.
2. The company was formed in 1989 by a merger between Accrington and District Group Training Scheme and Blackburn and District Group Training Association. In January 2001, the engineering provision of a failing provider was transferred to the company. In October 2002, Training 2000 merged with Training Development Services (NW) Ltd whose provision was based in the Rossendale Valley. In February 2003, the company acquired Fylde Training which delivered engineering and business administration on the Fylde coast. In August 2006, the company acquired the work-based learning contract of Pendle Training. At the same time the dental nursing provision of Beneast Training was transferred to Training 2000. In spring 2004, Training 2000 gained Centre of Vocational Excellence (CoVE) status for engineering, followed by CoVE status for automotive engineering and for dental nursing.
3. Training 2000 provides work-based learning programmes for young people and adults in construction; engineering; business administration; health and social care, including dental nursing; and foundation programmes. It has contracts with the Skills Funding Agency for its work-based learning and some adult programmes as well as contracts with the Young People's Learning Agency for Entry to Employment (E2E) programmes and young apprenticeships. Around 75% of all provision is government funded.
4. The board is responsible for the strategic direction of the company, supported by the executive management team that consists of five directors led by the chief executive officer. Areas of learning, below the directors, are led either by sector or team leaders. The company has a total of 312 staff.
5. The provider provides training on behalf of the following organisation:
 - Merseyside Connexions (Next Step)
6. The following organisations provide training on behalf of Training 2000:
 - Accrington and Rossendale College (accounting, plumbing)
 - Avenir Training (foundation – E2E)
 - Blackpool and the Fylde College (plumbing, heating and ventilation installation, vehicle maintenance and repair)
 - Bootstrap (foundation – adult)
 - Craven College (accounting)
 - Longridge Teaching Centre (engineering technical certificates)
 - Nelson and Colne College (accounting, engineering)

- Practical Refrigeration Training Centre (refrigeration and air conditioning)
- Preston College (accounting, plumbing)
- Runshaw College (accounting)
- Vedaas (foundation – adult)

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	108 part-time learners
Foundation learning, including E2E	897 learners
Provision for adult learners: Further education (19+)	733 part-time learners
Employer provision: Train to Gain Apprenticeships	1,609 learners 2,026 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 1
Aspect	Grade	
Outcomes for learners	2	
Quality of provision	1	
Leadership and management	1	
Safeguarding	1	
Equality and diversity	2	
Subject Areas	Grade	
Health and social care	1	
Engineering and manufacturing technologies	1	
Construction, planning and the built environment	2	
Preparation for life and work	2	

Overall effectiveness

7. The overall effectiveness of Training 2000's provision is good. Outcomes for learners are good, reflecting the range of provision. Many learners enjoy outstanding success rates, while others have more satisfactory rates. The quality of provision and leadership and management are both outstanding, as are arrangements for safeguarding young people and vulnerable learners. The management of equality and diversity is good.
8. Learners across the provision enjoy their courses highly. They acquire good, and often excellent, skills particularly for their work. Increases to learners' health and well-being are good and they become effectively involved in a range of community projects. Learners' understanding of health and safety, and safeguarding is outstanding.
9. Teaching and learning are good overall. However, tutors are inspirational and motivating, and resources and accommodation are excellent. The range of provision, the work with partners to benefit learners and the arrangements for support and guidance are all excellent.

Main findings

- Outcomes for learners are good. Apprenticeship success rates are good, although there are pockets of excellent success. Success rates for Train to Gain across the provision are good. Longer qualification success rates are good for young foundation learners, as they are for adults on programmes leading to qualifications in English for speakers of other languages (ESOL).
- Learners improve their economic and social well-being through learning and development in an outstanding way. They also have an excellent awareness of safe working practices and safeguarding issues. In addition, they are able to make informed choices about their own health and well-being and make a good contribution to the community.
- The quality of teaching and learning is good. Staff use varied, well planned methods to inspire learners. Learners benefit from excellent accommodation and specialist resources. Assessment practice is particularly good. Reviews include a clear focus on how well learners understand equality and diversity. However, the promotion of equality and diversity through teaching sessions is less well developed.
- The provider's arrangements for meeting the needs of learners, employers and the community are outstanding. Managers plan provision very successfully to provide coherent progression routes. Significant numbers of learners have progressed between levels. Employers are highly active in shaping the curriculum to ensure it keeps abreast of industry standards.
- Partnership working is outstanding and there are particularly strong links with schools, local authorities, employers and community organisations. The company has highly successful partnerships with national companies, such as Rolls-Royce, that result in very high standards of apprenticeship training. The company is a respected member of national sector skills councils, in areas such as automotive skills, and works closely with National Skills Academies.
- The care, guidance and support for all learners are outstanding. Thorough induction processes enable learners to have an excellent understanding of the demands of their programmes. Learner support officers and career development and engagement advisers offer sensitive support to all learners to help them overcome any social, welfare and personal barriers to successful learning.
- Leadership and management are outstanding. Training 2000's eight-year strategic plan is aspirational, based on a clear vision and mission, and underpinned by clearly defined core values. Communication of the plan to staff is excellent; staff are highly supportive and motivated to achieve the objectives. Staff have significant involvement in the formulation of the company's annual business and operational plans which link specifically to strategic plans.
- The board of trustees provides good oversight, support and challenge to the executive management team's strategic direction. It closely monitors financial performance, safeguarding, and health and safety legislative requirements. However, as recognised by the provider, the composition of the board is still largely engineering based and has not broadened to reflect fully the increasing breadth of provision.

- Arrangements to promote the safeguarding of young people and vulnerable adults are outstanding. Staff and learners have an excellent understanding of safeguarding and health and safety processes. The company's management of equality and diversity is good. Training 2000 has very effectively worked to involve learners from groups traditionally under represented in work-based learning.
- Training 2000's strategy for engaging users to support and promote improvement is outstanding. The company uses a broad range of methods to collect the views of learners and employers. There are many good examples of actions taken to improve the provision in response to feedback received. Learners have very good representation on safeguarding, equality and diversity, and health and safety groups.
- Quality assurance arrangements are good. Performance management is strong, with effective arrangements for appraisal of staff performance and individual target setting. The system for observing teaching and learning is rigorous and provides a broadly accurate picture. The self-assessment report is largely accurate although grades are overly optimistic for some programmes.
- The management of resources, to provide value for money, is outstanding. Outcomes for learners are good, or better, across most programmes. Learners benefit from excellent accommodation, resources and equipment. Revenue from commercial training is reinvested in resources to the benefit all learners. The provider has a strong strategy for managing its resources in a sustainable manner.

What does Training 2000 need to do to improve further?

- Improve the pockets of satisfactory outcomes to at least good.
- Broaden the composition of the board of trustees so that it better reflects the breadth of provision that Training 2000 now has, ensuring effective support and challenge for the performance of all programmes.
- Further develop the self-assessment process to ensure all grades and judgements are fully supported by evidence.
- Extend the promotion of equality and diversity in teaching sessions, to increase further learners' understanding and knowledge.
- Extend learner's external access to learning materials on the company's intranet.
- Develop and implement an equality and diversity action plan to bring all the initiatives together as an overarching strategy.

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

- the helpful, patient, knowledgeable and above all, friendly tutors and assessors
- the personal visits to the workplace, the discreet observations in the workplace and the regular, helpful workplace assessments
- acquiring skills for work and becoming more employable
- getting qualifications that are valued by employers
- being able to progress at work, gain promotions and get better pay
- the fantastic workshops and interactive screens
- getting involved in lots of activities outside of the courses
- the rotational apprenticeship that gave opportunities to work in different places and meet lots of people.

What learners would like to see improved:

- better communication from the administration centre – messages sometimes get lost
- more information on the apprenticeship programme especially on timescales for each part
- having just one assessor rather than being passed from one to another
- poor off-the-job accountancy training.

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

- the highly responsive and flexible approach
- excellent contribution to the success of our company
- Training 2000 is brilliant for bringing young people into engineering
- excellent encouragement for trainees to go on to degree level
- being able to trust that Training 2000 will do what is promised
- the bespoke training packages that Training 2000 creates
- the helpful, knowledgeable, professional and resourceful staff
- the range of provision that meets employers' needs very well.

What employers would like to see improved:

- more information about the off-the-job learning
- more regular assessments with fewer changes of assessor.

Main inspection report

Capacity to make and sustain improvement

Grade 1

10. Training 2000's capacity to improve is outstanding. Since the last inspection, the company has improved success rates, consistently keeping ahead of national rates. For many learners, success rates are outstanding, although for a small number of learners success rates are satisfactory. Learners enjoy their programmes highly and gain excellent skills which they use both socially and at work. Their understanding of health and safety and safeguarding is outstanding. Inspection grades have improved from being mostly good to now being mostly outstanding. While capacity to improve is outstanding, overall effectiveness is good, reflecting the uneven profile of learners' outcomes across the provision.
11. Self-assessment is largely accurate. The process is thorough and the provider generally makes good use of it to secure improvements. Quality improvement plans are rigorous working tools for continuous improvement.
12. Leaders and managers set an inspiring example; staff are highly motivated. They, in turn, motivate and stimulate learners to succeed and aspire to higher goals. Training 2000 has an established data system that is fully understood by staff and managers. It is used very effectively to set accurate and meaningful targets for improvement. Staff ensure board members are well informed and involved in the planning of provision. The company collects and uses the views of stakeholders very well to improve provision. Resource management is outstanding, with managers ensuring that commercial training fees are reinvested in new resources for all learners. Most resources are now outstanding, including a state-of-the-art scaffolding training centre.

Outcomes for learners

Grade 2

13. Outcomes for learners are good. Apprenticeship success rates are good. However, there are pockets of excellent success, for example, in health and social care where both apprenticeship and advanced apprenticeship data show a consistent picture of excellent success rates. Advanced apprentices in the engineering and automotive sectors also have excellent success rates. The provider identified underperformance in both plumbing and accountancy and put action plans in place to remedy the issues. Current plumbing data indicate a significant improvement this year. Train to Gain success rates are good, though again with some outstanding rates and some pockets of satisfactory provision. Progression rates for E2E learners on Training 2000's own internal provision are good but satisfactory for subcontracted provision. Longer qualification success rates are good for young foundation learners as they are for adults on programmes leading to qualifications in ESOL.
14. The provider routinely analyses data at monthly meetings to identify particular groups of learners who may be at risk of underperforming. There have been no significant differences except in foundation learning where learners from minority ethnic backgrounds were succeeding at a rate around 31% below their

White British counterparts. Following sustained action, staff narrowed this gap to 4% over three years.

15. Learners improve their economic and social well-being through learning and development in an outstanding way. Learners benefit from excellent employers with high aspirations for their employees. They acquire good skills for employment and develop particularly good vocational skills. In health and social care, learners develop outstanding skills in the clinical environment, well above those expected in their qualification. All apprentices and Train to Gain learners are employed. New qualifications ensure that they remain in work or, in many instances, gain promotion. Some learners in adult foundation provision develop the skills which enable them to set up businesses.
16. Learners have an outstanding awareness of safe working practices and of safeguarding issues. Health and social care learners have a high awareness of measures to protect both children and vulnerable adults. Apprentices across the provision have an outstanding understanding of safe working practices. Learners feel very safe and have good knowledge of their rights and responsibilities. Learners across subject areas and geographical sites greatly appreciate the measures Training 2000 takes to keep them safe. They like the visible security around the buildings and greatly value the secure bus service from home to their training centre. They are acutely aware of issues such as cyber-bullying and are highly knowledgeable about how to avoid it.
17. Learners are able to make informed choices about their own health and well-being. Training 2000 has programmes, particularly for foundation learners, to encourage them to make informed choices about their own and others' well-being. The on-site restaurants now have a range of reasonably priced healthy food. Take-up is good and staff have noticed some improvement in foundation learners' concentration. The provider has a good range of well-used, health-related activities for all learners such as 'Wasted Lives', a project set up in direct response to a number of fatal car accidents involving young learners. The course encourages learners to be much more aware of the dangers of driving. In addition, staff arrange a series of guest speakers on issues such as personal safety and sexual health, alcohol and drugs misuse and smoking cessation. Through their partners in the health service, they arrange chlamydia testing and cervical screening, and through their dental provision offer a drop-in session for learners to improve dental hygiene and health.
18. Learners' contribution to the community is good. A social committee, consisting of staff and learners, is very active in planning a series of events to support the chosen charity for the year. Learners across subject areas are involved, although those at work for most of the time are less involved. Learners are highly enthusiastic about the fundraising they undertake, organising events such as talent and fashion shows and football tournaments to raise money. Foundation learners are heavily involved in working with local hospices, volunteering time to befriend people there. Asian women in ESOL groups use their sewing skills effectively to generate money for charities. Staff and learners from the dental provision identified the need for better trained dental staff in a particular area where the dental health of 6-year-old children was exceptionally

poor. Staff trained dental nurses from this geographical area and raised clinical practice significantly.

The quality of provision

Grade 1

19. The quality of teaching and learning is good. Staff use varied and well-planned teaching and learning methods to inspire learners and to extend their knowledge and practical skills. Learners' portfolios contain a good range of evidence and they have a good knowledge of assessment requirements. Systems to assure the quality of teaching and learning are rigorous and the findings of observers are mostly accurate. Staff highly value the good contribution observations make to improving their performance.
20. Learners benefit from excellent accommodation, specialist resources and well-equipped training rooms. Staff are appropriately qualified and many are working towards higher-level teaching qualifications. Many have additional advice and guidance qualifications that they use to extend their support for learners. E-learning and technology are widely available and staff use them effectively to promote and support learning. Staff make increasing use of interactive whiteboards, available in all rooms, to enhance learners' understanding of theory and complex issues. Session plans and learning materials are stored on the provider's intranet and this enhances the sharing of good practice. The provider has yet to develop full external access to these materials for learners.
21. Assessment practice is particularly good. Learners receive good guidance on how to improve their written and practical work. Staff keep employers fully informed of learners' progress. They make good reference to learners' initial and diagnostic assessments to plan their learning. They give good help to learners to improve their literacy, numeracy and key skills. Reviews include a clear focus on how well learners understand equality and diversity. However, the promotion of equality and diversity through teaching sessions is less well developed. Learners speak positively about the value of reviews in helping them set short-term targets towards completing units.
22. The provider's arrangements for meeting the needs of learners, employers and the community are outstanding. Training 2000 makes particularly good use of employers' views and identified training needs to inform its training programmes. Managers plan provision very effectively to provide coherent progression routes. Significant numbers of learners have progressed between levels, including from foundation-level programmes. There are excellent opportunities for learners to gain additional qualifications. Particularly good links with over 50 schools enable more than 550 learners aged between 14 and 16 to work towards vocational qualifications or to gain work related experience.
23. The company targets its work with diverse groups of learners extremely well. It has a good re-engagement programme for young people at risk of exclusion and an excellent productive strategy to attract women and learners from minority ethnic groups into non-traditional areas such as engineering and construction. Employers contribute fully to shaping the curriculum, ensuring it keeps abreast of industry standards.

24. Partnership working is outstanding and there are particularly strong links with schools, local authorities, employers and community organisations that lead to demonstrable benefits for learners. External partners speak highly of the valuable contribution and responsiveness of the provider. Employers are highly satisfied with programmes and cite the many benefits they bring to their work practices. Staff use employers' views well to assure and improve the quality of provision. They visit employers' premises regularly to discuss training needs and design bespoke provision. The company has highly successful partnerships with national companies, such as Rolls-Royce, that result in excellent standards of apprenticeship training. It has a strong relationship with a local company that provides interactive whiteboards and staff are now developing a range of high quality interactive learning materials.
25. Several successful partnership initiatives target foundation learners, including young people who are not in education, employment or training. The company shares good practice with other providers and the company makes a very good contribution to local 14–19 initiatives. The company is a respected member of national sector skills councils in areas such as automotive skills and works closely with National Skills Academies. The company has created additional vocational training centres in construction and engineering through its excellent partnerships with schools, local housing associations, employers and the local authority.
26. Care, guidance and support for all learners are outstanding. Employers greatly value Training 2000's supportive and inclusive approach to learners who have additional needs or who require extra learning support. Thorough induction processes enable learners to have an excellent understanding of the demands of their programmes. Learner support officers, and career development and engagement advisers offer sensitive support to learners with social, welfare and personal barriers to successful learning. Staff keep detailed records of the support and its impact on learners' participation and progress. Support motivates learners to progress further and most achieve their qualifications. Staff use their excellent links with external organisations to refer learners needing specialist support and guidance. Learners feel particularly well supported by their employers. Learners with dyslexia have specialist support. Learners receive good guidance to help them plan for their future.

Leadership and management

Grade 1

27. Leadership and management are outstanding. Training 2000's eight-year strategic plan is aspirational, based on a clear vision and mission and underpinned by core values. Communication of the plan to staff is excellent; staff are highly supportive and motivated to achieve the objectives. The company's annual business and operational plans link clearly to strategic plans and staff have significant involvement in their formulation. The use of challenging targets, within a good, structured performance management process, is well established. The provider is diversifying significantly and successfully from its original focus solely on engineering to meet local, regional and national priorities. At the request of funding bodies, Training 2000 has

taken over previously failing provision, subsequently making that provision successful.

28. The board of trustees provides good oversight, support and challenge to the executive management team's strategic direction. It closely monitors financial performance, safeguarding, and health and safety legislative requirements. Trustees monitor the performance of learners in increasing detail. However, as Training 2000 recognises, the composition of the board is still largely engineering based and has not broadened to reflect fully the increasing breadth of provision.
29. Arrangements to promote the safeguarding of young people and vulnerable adults are outstanding. Training 2000 checks all staff with the Criminal Records Bureau and regularly updates a single central register. A group with representatives from across the provision, that includes both learner representation and a member of the local children's safeguarding board, effectively leads the development of safeguarding. Staff and learners have an excellent understanding of safeguarding processes and support arrangements. Learners are highly confident in raising any issues or concerns. All staff have completed a good training programme. An informative leaflet outlining safeguarding roles, responsibilities and reporting procedures provides employers with very good support and guidance. A designated officer, supported by three assistants, maintains a risk register of learners' referrals and subsequent actions. Staff thoroughly investigate all safeguarding referrals and regularly monitor learners who are at risk. Arrangements for working with statutory groups and referral agencies are highly effective. Health and safety has a very high priority and arrangements for its management are outstanding.
30. Training 2000's arrangements for promoting equality and diversity are good. It has clear marketing materials carefully designed to appeal to learners from various backgrounds. Training 2000 has worked very effectively to involve learners from groups traditionally under represented in work-based learning. The numbers of men engaged in the health and social care sector has increased, as has the numbers of women entering engineering. The provider has developed the provision of in-house teacher training which it is using as a way of increasing the number of women vocational tutors. They provide very positive role models for women learners. Strong partnerships with schools and minority ethnic community organisations have effectively encouraged participation by people from under represented groups. All staff have been trained in equality and diversity and the company has a suitable range of well-established policies and procedures.
31. Training 2000's strategy for engaging users to support and promote improvement is outstanding. The company uses a broad range of methods to collect the views of learners and employers. It analyses views thoroughly and communicates actions, taken as a result, very effectively. There are many good examples of actions taken to improve the provision in response to feedback received. Learners have very good representation on safeguarding, equality and diversity, and health and safety groups. Managers use learners' views effectively in staff recruitment processes.

32. Quality assurance arrangements are good. Performance management is strong, with effective arrangements for staff appraisal and individual target setting. The system for observing teaching and learning is rigorous and provides a broadly accurate picture. Self-assessment is well established with good staff involvement. It is effectively informed by the views of learners and employees. The self-assessment report is largely accurate although grades are overly optimistic for some programmes. The company's management of subcontractors' performance is generally good. Internal verification is robust.
33. The management of resources to provide value for money is outstanding. Training 2000 has an ambitious strategy for the future. Outcomes for learners are good, or better, across most programmes. Learners benefit from excellent accommodation, resources and equipment. Revenue from commercial training is reinvested in resources to benefit all learners. Managers monitor financial performance rigorously to ensure effective and efficient resource management. The provider has a strong commitment to managing its resources in a sustainable and environmentally friendly manner, setting itself challenging targets and closely monitoring progress towards their achievement.

Subject areas

Health and social care

Grade 1

Context

34. There are 469 learners on work-based learning programmes. Of these, 405 learners are apprentices and 64 are on Train to Gain programmes. Fifty per cent of all learners are dental apprentices. Most learners are women. Ten per cent of learners are men, 5% are from minority ethnic communities and 2% have a declared disability. Learners are employed and attend off-the-job training at the company's training centres.

Key findings

- Overall and timely success rates for both apprentices and advanced apprentices have been consistently outstanding over a four-year period. Staff promptly addressed any issues that have arisen during this period. Current success rates are excellent. Learners' completion rates within planned timescales are also excellent. Standards of work exceed those required by the qualifications.
- Learners develop excellent vocational knowledge and skills and use technical terms appropriately at an early stage in their training. Learners successfully acquire additional qualifications. Progression rates onto higher-level commercial courses and into higher education are very good.
- Learners say they feel very safe. They demonstrate outstanding knowledge and application of health and safety practices. Their knowledge of safeguarding is generally excellent. However, not all learners are sufficiently able to apply their knowledge to all situations.
- Learners have an excellent knowledge of a wide range of topics, including healthy eating and sexual health. Staff link a programme of activities to monthly themes promoted by the National Health Service nationwide. Learners benefit greatly from a good course promoting safe driving. They speak knowledgeably about a range of nutritional issues and give excellent advice to other learners and the public.
- Learners make a good contribution to the community. They participate effectively in a variety of fundraising activities for a number of charities. In partnership with two Primary Care Trusts, learners and staff work in remote rural locations to promote good dental practice in areas with insufficient coverage for the population.
- Teaching, training and assessment are outstanding. Staff plan lessons very effectively, inspiring and challenging learners to surpass their expectations. Assessment is exceptionally well planned. Assessors provide regular and timely feedback on progress to learners, ensuring learners participate fully and make rapid progress. Tutors use information and learning technology very effectively to support learning.
- The range of provision is outstanding, with entry to higher-level programmes and progression routes into higher education and employment. Employers and

sector skills councils are highly involved in planning and ensuring that training fully meets local and regional needs. Learners and employers appreciate the highly flexible nature of provision. The company has an excellent range of enrichment activities in which work-based learners enthusiastically participate to develop wider skills.

- Partnership working is outstanding and has a highly positive impact on learners and local communities. Partnerships include excellent cadet schemes offered with Primary Care Trusts including, for example, one designed to widen the participation of learners not usually attracted into this sector by recruiting and retaining learners not in education, employment or training. There are similar schemes in social care.
- Care, guidance and support are excellent. Learners receive very good advice and guidance about the full range of progression opportunities available to them. Many take up these opportunities and progression is excellent. Most learners are well qualified when they start their training but those who are not receive prompt and highly effective support both in class and in the workplace.
- Leadership and management are outstanding. Regular and particularly effective staff meetings, reviews and systems identify issues which the company addresses well. Staff appraisal is highly effective. The self-assessment report is broadly accurate. Staff use data particularly effectively to manage provision and managers make excellent use of learner and employer feedback. Value for money is outstanding.
- Management of safeguarding is outstanding. Staff are very well trained and knowledgeable. Excellent processes are in place to protect vulnerable learners and staff. Arrangements to promote equality and diversity are good. Staff reinforce key messages effectively through the curriculum and thoroughly check learners' knowledge and understanding during their reviews.

What does Training 2000 need to do to improve further?

- Further develop learners' excellent understanding of safeguarding by reinforcing it in all aspects of teaching, learning and assessment.
- Share the good practice identified in outstanding lessons across the teaching team to encourage even higher standards of teaching and learning.

Engineering and manufacturing technologies

Grade 1

Context

35. Currently 884 learners are working towards qualifications in engineering or manufacturing technologies. Of these, 465 are advanced apprentices and 251 are apprentices. The remaining 168 learners are on level 2 or level 3 Train to Gain programmes. In transportation, there are 37 advanced apprentices and 118 apprentices. All learners are employed. Twenty-six learners are women. Training 2000 provides an engineering programme for 210 learners aged between 14 and 16.

Key findings

- Outcomes for learners are outstanding. Advanced apprenticeship success rates are excellent and are consistently above national rates. Intermediate apprenticeship rates are satisfactory. Success rates on Train to Gain, programmes are excellent. Young apprentices succeed well.
- All learners increase their economic and social well-being to an outstanding extent. The standard of learners' work is excellent. Learners develop a good and wide range of skills and qualifications that reinforce their excellent knowledge of engineering. Learners develop an extensive range of additional skills, improving their employability and self-confidence. Progression rates are very good.
- Apprentices have an outstanding understanding of safe working practices and adopt them in learning and at work. They feel very safe and have a good knowledge of their rights and responsibilities. Learners increase their confidence, communication and presentation skills very effectively. Employers highly appreciate these additional benefits. Development in health and well-being is good. For example, learners benefit from particularly effective information on alcohol, sexual health, smoking and driver safety.
- Teaching and training are outstanding. Training 2000 provides excellent accommodation and resources for teaching, learning and assessment. Career development advisers make good use of their excellent practical experience and knowledge during lessons to the benefit of learners. Their planning and delivery of training sessions are good.
- Assessment is particularly good. Staff thoroughly plan assessment to ensure it meets the needs of learners. Staff monitor progress very effectively and reviews are frequent. Feedback to learners is generally helpful, clear and concise. Learners benefit from good target setting. Portfolios include a wide range of evidence and learners' written explanations are good.
- The range of provision is outstanding, offering a wide range of qualifications. Most learners take additional National Vocational Qualification (NVQ) units and successfully complete additional awards. Progression into higher education, following apprenticeships, is very good. The young apprenticeship programme is excellent. The engineering course for learners aged between 14 and 16 shows good progression onto apprenticeship programmes.

- Partnership working and communication with employers and national organisations are outstanding. All employers value their relationship with Training 2000 staff and managers. Employers provide excellent support for learners, helping them to succeed.
- Information, advice, guidance and support are outstanding and are key factors in the high success rates for advanced apprentices and Train to Gain learners. Learners get effective individual support from Training 2000 staff and from their employers while at work to develop their key skills and to acquire knowledge.
- Management of the training programme is excellent. Teamwork is outstanding. Staff monitor framework completion thoroughly. Assessment planning is particularly good, enabling assessors to accommodate assessment requests flexibly. Managers make very good use of the management information system on the intranet. However, they do not track learners' progress through their NVQ units fully.
- Arrangements for monitoring health and safety and safeguarding are outstanding. Staff receive excellent training in safeguarding. In reviews, learners respond very well to discussions around safeguarding topics and safeguarding is prioritised. While learners' knowledge of equality and diversity is good, lessons do not actively promote or develop the topic further.
- Training 2000 meets business and employers' needs to a very high standard. There are excellent examples of staff adjusting their schedules to meet commercial demands. Feedback from employers is excellent. Training 2000 gathers employers' views through regular meetings and uses them to ensure its provision meets local needs.
- Self-assessment is good. It is inclusive and involves all learners, staff, trustees and partners. Training 2000 makes good use of performance data to inform its judgements. The current self-assessment report is comprehensive and strengths and areas for improvement broadly match those of inspectors. Training 2000 uses self-assessment very effectively to improve the overall success rates for most learners and to improve the quality of training.

What does Training 2000 need to do to improve further?

- Improve success rates from satisfactory to good on automotive apprenticeship programmes by further developing new initiatives to improve coordination of on- and off-the-job training.
- Further develop arrangements to monitor progress by, for example, capturing detailed information showing learners' progress through their NVQ units rather than relying on tracking achievement of completed units.
- Further promote and reinforce learners' understanding of equality and diversity during lessons.

Construction, planning and the built environment

Grade 2

Context

36. There are 271 learners working towards qualifications in this sector. Of these, 110 are completing qualifications in scaffolding through Train to Gain and the remainder are on apprenticeships. Ninety-six learners are advanced apprentices. Training 2000 offers programmes in plumbing, heating and ventilation, and air conditioning at advanced apprenticeship and apprenticeship levels. Some of the delivery is subcontracted to local providers. A new construction training centre is being developed. Training 2000 has its own scaffolding training centre.

Key findings

- Outcomes for learners are good. Overall success rates for Train to Gain learners are outstanding at 88%. In the current year, apprentices' overall success rates have significantly improved from a satisfactory rate. Current learners are making very good progress. For example, plumbing success rates are currently 82%.
- The proportion of learners who complete in their planned timescale is very good on Train to Gain programmes and satisfactory, but improving, on apprenticeships. Current learners are making good progress and in plumbing 80% of learners achieve their qualification in their planned timescale.
- Learners develop good practical skills and knowledge that meet both their own and their employers' needs. Learners work as respected members of staff. Most learners are occupationally competent before they complete their apprenticeship. Employers value the knowledge they acquire, greatly appreciating the updates apprentices give them on the latest developments and standards in their sector.
- The arrangements for promoting health and safety are excellent. Learners feel very safe and have a particularly good understanding of safeguarding. Most learners work for employers where health and safety is a very high priority. During the programme learners develop very good knowledge of health and safety and improve their working practices.
- Training and assessment are good. Learners speak highly about the quality of both in-house and subcontracted training. The NVQ assessment process is thorough. Portfolios are well structured and are of a good standard. Assessment arrangements are flexible to meet the needs of both learners and employers. Observations of teaching and learning processes are good but existing arrangements do not yet extend to a new subcontractor.
- The scaffolding provision is outstanding. Learners undertake two blocks of carefully planned training. The resources for the training at Training 2000 are outstanding, with high-quality indoor rigs to facilitate the training and assessment. Training is delivered to a very high standard.
- Provision meets the needs of learners very effectively, with programmes tailored to meet learners' and employers' short- and long-term needs. Over 90% of

learners progress from intermediate to advanced programmes. All apprentices take additional qualifications that are very relevant to their employment.

- Partnership arrangements are outstanding. There are strong and effective links with schools, employers and the council. Contact is frequent and employers speak highly of the way in which Training 2000 cooperates with them to develop the provision. The close links with the local authority have resulted in the acquisition of a redundant school building currently being developed as a new construction centre.
- The support for learners is very good. Learners have the contact details of learner support officers and are encouraged to contact them. Learners benefit from highly effective one-to-one support. Staff are good at finding alternative employment for learners who have been made redundant.
- Leadership and management are good. Managers set high expectations for the organisation and staff share the company's values. Resources are very good and outstanding in scaffolding. Staff use feedback from learners and employers to identify potential improvements to the provision. Subcontractor management is good.
- Management arrangements for monitoring health and safety and safeguarding are good. Learners feel safe and have a good awareness of safeguarding. Staff promote equality and diversity effectively in reviews. However, they do not promote it sufficiently in general teaching sessions.
- Staff are fully involved in the self-assessment and quality-improvement processes. Internal verification, including standardisation, is thorough. Staff hold standardisation meetings but do not always record the outcomes of the meetings effectively. Managers are making good preparations for sustainability programmes. Staff are preparing these programmes in readiness for their inclusion in the apprenticeship framework and for commercial use.

What does Training 2000 need to do to improve further?

- Ensure that the outcomes of NVQ standardisation meetings are properly recorded and that the relevant points are shared with other internal verifiers and assessors.
- Extend the existing arrangements for observing teaching and learning to the refrigeration subcontractor, ensuring that it has occupational specialists to carry out these arrangements.

Preparation for life and work

Grade 2

Context

37. There are 235 learners on foundation youth programmes and 180 adult learners. Learners gain qualifications in employability and personal development and one or more in English, mathematics, and information and communication technology. Learners gain work experience through a range of work-placements. Some foundation youth learners remain on E2E courses. However, the majority are now on foundation learning.

Key findings

- Young learners and adults on ESOL courses enjoy good success rates on their longer qualifications. Progression rates into work or further training for young foundation learners are good for internally managed provision and satisfactory for the much smaller subcontracted provision. The rate of progression into employment for adults on employability programmes is low.
- Learners make good progress in acquiring work skills and in developing personal and social skills, gaining particularly in their levels of confidence and motivation. Their employability skills are good. Young learners' behaviour and attitudes improve significantly. Learners' attendance was low at the start of foundation learning but has improved significantly and is now good.
- Learners feel very safe and have a good understanding of safeguarding. They are very aware of issues such as harassment and bullying and how to keep themselves safe. Learners regard staff as extremely trustworthy. They have a very thorough induction in health and safety and security and show good awareness of e-safety both in the centre and at home.
- All learners demonstrate a high awareness of healthy living and eating sensibly. Younger learners are encouraged to make healthy choices and they learn cooking skills as part of their programme. They benefit from sessions with specialist agencies learning, for example, about the effects of drugs and alcohol misuse and safe sex practices. Adult learners benefit from guest speakers from the community.
- Foundation learners across the provision are very involved in community projects. They all take part in a range of fundraising projects for local charities. Younger learners volunteer with local hospices and with the elderly. Recycling initiatives are good. Learners gain much positive feedback from the projects which gives them a sense of pride and self-worth.
- Training 2000 has good teaching and learning resources that stimulate and engage learners. Tutors use technology very skilfully. They promote equality and diversity and safeguarding very effectively. Activities in the sessions usually engage learners fully. Tutors' questioning skills are good. However, they do not always plan sessions sufficiently to meet learners' individual needs and to help overcome their barriers to learning.

- The range of provision meets learners' and employers' needs well. The good range of work-placements across different programmes covers a wide geographical area. All learners take part in a good range of enrichment activities, such as project work, or complete short qualifications like first aid or food handling. Assessment and review visits are productive. Staff plan them to minimise disruption for learners and employers.
- Partnerships with employers, wider support services and internal company departments are good. They greatly enhance learners' employability prospects and help them to progress to apprenticeships. Employers have long partnerships with the company and they work very effectively with learners to improve their work skills and experience. Training 2000 is extending its internal partnerships, for example within health and social care and automotive engineering to create level 1 provision.
- Advice, guidance and support for learners are good. Training 2000 works closely with partner agencies and internal staff to support learners. Interventions are very effective. For example, a woman learner gained a job with an apprenticeship but due to family problems she wanted to leave the course. The adviser successfully supported the learner to stay on the course and in employment. Staff ensure there is good involvement of parents and carers in the programme.
- Management of the foundation programmes is good. Staff work effectively as a team. They feel valued and receive good support from their managers and team leader. Managers use stakeholder feedback very successfully to improve the provision. The internal verifier provides good support and guidance. Operational management is good. However, although the new foundation learning programme is appropriately structured it is insufficiently individualised.
- The management of both safeguarding and equality and diversity is good. Key staff have completed extra training to support learners. Risk assessments are effective. Security on site is excellent. The induction process covers safeguarding and equality and diversity issues very well. Staff ensure that learners have a good understanding of cyber-bullying, harassment and discrimination.
- Self-assessment arrangements are satisfactory, with staff fully involved in the process. The process for observing teaching, learning and assessment is effective and arrangements for internal verification are good. Managers use data satisfactorily to inform self-assessment judgements. However, data do not always support the grades in the report. Although subcontractor arrangements are satisfactory, managers do not manage changes in progression rates sufficiently. Value for money is good.

What does Training 2000 need to do to improve further?

- Increase the progression rates of learners into further education, training or employment to a good rate for all learners.
- Improve the planning and delivery of sessions by making better use of the results of initial and ongoing assessments, as well as risk assessments. Ensure that teaching sessions accommodate learners' needs and barriers to learning more effectively.

- Move the focus of the foundation learning programme to ensure a more individualised programme while retaining a workable structure.
- Improve subcontractor management through a continuous action planning process, increasing progression rates to a good level.

Information about the inspection

38. Two of Her Majesty's Inspectors (HMI) and 6 additional inspectors, assisted by the provider's director of quality and contracts, 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, the previous inspection report 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 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)**Training 2000 Limited**

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	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners	2,041	181	217	173	1,470
Part-time learners					
Overall effectiveness	2	2	2	2	2
Capacity to improve	1				
Outcomes for learners	2	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?	1				
How safe do learners feel?	1				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
Quality of provision	1	1	1	1	1
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	1				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	1				
Leadership and management	1	1	1	1	1
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	1				
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?	1				
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?	1				

*where applicable to the type of provision

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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

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