

Huddersfield Textile Training Limited

Reinspection report

Unique reference number: 52395

Name of lead inspector: Ian McMillan HMI

Last day of inspection: 14 April 2011

Type of provider: Independent learning provider

Address: Textile House
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Information about the provider

1. Huddersfield Textile Training Limited (HTTL) is a not-for-profit training company based in Huddersfield, West Yorkshire. It was formed in 1976 to meet the training needs of local textile manufacturers. Training is funded through contracts with the Yorkshire and Humber Skills Funding Agency and is provided for apprentices and advanced apprentices in engineering and manufacturing technologies, mechanical and electrical engineering, and print and printed packaging. HTTL also offers Train to Gain programmes and commercial training. Government funding represents approximately 50% of the training income. Engineering and manufacturing technologies were inspected and graded during this inspection. Although the other subject areas were not directly inspected, evidence from them contributed to the overall inspection judgements.
2. The company employs 26 staff, of whom eight are involved directly in the delivery of work-based learning. Five subcontractors are used to provide training and assessment services. All the learners are employed and nearly all the training and assessments are completed in the workplace.
3. HTTL was last inspected in December 2009. Capacity to improve, outcomes for learners and the quality of the manufacturing technology provision were graded as satisfactory. Leadership and management, equality and diversity, and the arrangements for safeguarding were judged inadequate. The overall effectiveness of the provision was inadequate. A reinspection monitoring visit took place in June 2010. Inspectors recognised that HTTL had made reasonable progress against all six themes identified for that visit including outcomes for learners, self-assessment and improvement planning, the arrangements for safeguarding and the promotion of equality and diversity.
4. The following organisations provide training on behalf of HTTL:
 - Edward Marshall (textile training)
 - M & M Learning (Skills for Life training)
 - MS Training Services (printing training)
 - Sue Taylor (apparel and manufacturing training)
 - The Business Training Company (team leader training)

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	32 learners 28 apprentices

Summary report

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

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
Aspect	Grade	
Outcomes for learners	3	
Quality of provision	3	
Leadership and management	3	
Safeguarding	3	
Equality and diversity	3	
Subject Areas		
Engineering and manufacturing technologies	3	

Overall effectiveness

- The overall effectiveness of the provision is satisfactory. Managers provide leadership that has successfully raised expectations and promoted ambition in learners and staff. HTTL has worked effectively since the last inspection to improve retention rates, standards of work and achievement rates. Teaching, training and assessment are satisfactory in supporting learning and promoting learners' personal development. Learners enjoy their assessment and learning sessions and employers benefit from learners' improved skill levels and self-confidence. HTTL works productively with learners, employers and other partners to provide training that meets their needs particularly effectively. However, more work needs to be done to gauge the impact of the training programmes on the textile manufacturing and other industrial sectors.
- Arrangements to assess learners at work are flexible and skilfully managed. The safeguarding of learners is satisfactory and learners' health and safety are high priorities. Learners say they feel safe and respected. HTTL carefully monitors the work of its subcontractors and closely monitors the progress made by learners. Appropriate action is taken when learners or assessors underperform. HTTL needs to reduce further the variations in quality across programmes and ensure its currently good in-year retention leads to improved success rates. Learners and employers are engaged appropriately in providing general feedback about their needs and experiences. However, they and HTTL's subcontractors are not sufficiently involved in development planning, quality improvement or programme reviews.

Main findings

- Outcomes for learners are satisfactory. Learner success rates in 2009/10 fell below the national average. In-year data for 2010/11 show a significant improvement in learner retention.
- The standard of learners' work is good and learners who have started this year are making good progress. Apprentices and Train to Gain learners undertake a satisfactory range of additional qualifications and awards that improve their awareness of safety and overall effectiveness at work. Learners feel safe; health and learner safety are accorded a high priority.
- Assessors work effectively and give good support to learners to ensure they develop new skills and competencies and produce a good standard of work. Employers appreciate the value that new skills and training bring to the workplace. However, there is insufficient evaluation of the impact programmes have on the sectors and businesses that HTTL serves.
- Teaching, training, and assessment are satisfactory. Learners develop good vocational skills at work and improve their personal effectiveness and self-confidence. Assessment is skilfully managed and flexible. During progress reviews, relevant progress targets are set.
- HTTL provides the sector with a good range and choice of relevant courses that meet learners' and employers' needs fully. Programmes match the needs of smaller organisations particularly successfully and provide a minimum of disruption to the production output of these companies. More evaluation is required of the impact of HTTL's programmes on organisational and personal effectiveness.
- Partnership working is strong and effective. Employers speak highly of the value training and employee development bring to their businesses. Through their extensive local and national links with many organisations, schools and funding bodies HTTL is an important partner involved in meeting the training needs of the local and regional textile industry.
- Support, information, advice and guidance arrangements are satisfactory. Learners' support needs are quickly identified and successfully met. The provision of appropriate information and advice allows learners to make informed decisions about accessing training. More evaluation of the impact of support is required.
- The senior management team promotes high standards and expectations. Close monitoring of learners' progress and better matching of learners to programmes have helped improve retention rates on all programmes.
- Arrangements for safeguarding learners are satisfactory. HTTL carries out appropriate checks, provides training for staff and promotes safe practices to learners. It has introduced new guidance for staff to use with learners and has identified the need for further reinforcement to extend and embed learners' awareness.
- The promotion of equality and diversity is satisfactory. Staff have received recent training to support improvement in this area. It is a satisfactory feature

of training and progress review sessions. The promotion of equality and diversity throughout the wider programme is not always effective.

- The self-assessment report is accurate and leads to improvements. HTTL makes good use of feedback from learners to inform self-assessment and improvement planning. However, there is insufficient involvement by employers and subcontracted assessors in improvement and development.

What does HTTL need to do to improve further?

- Ensure that improved retention leads to more learners completing successfully within agreed timescales by maintaining a close scrutiny of learners' progress and applying appropriate interventions when progress slows down.
- Improve the evaluation of the impact programmes have on the learners, sectors and businesses that HTTL serves, by establishing more detailed dialogue with all parties about how training influences individual and organisational effectiveness.
- Improve the monitoring of support provided to learners to gauge its effectiveness more accurately through closer analysis of all the support activities provided by HTTL and its subcontractors.
- Improve the promotion of equality and diversity by ensuring a less variable approach by subcontractors through improved training and development.
- Ensure better engagement of subcontractors and a broader range of employers in decision-making, quality improvement and programme development.

Summary of the views of users as confirmed by inspectors

What learners like:

- the way assessors are experienced ex-practitioners who can meet learners' needs flexibly
- the way the tutors make the course interesting and enjoyable
- the individual support they receive from HTTL staff
- the opportunity to gain new skills and build confidence while at work.

What learners would like to see improved:

- more opportunities for online assessment
- slow down the pace of the technical certificate sessions at HTTL.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the way HTTL supports the local textile manufacturing community through its courses and partnership working
- the flexibility of HTTL's staff in meeting the needs of employers and the learners
- the impact of training on improving performance in the workplace

- the effectiveness of communications.

What employers would like to see improved:

- more information on what other training opportunities are available.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. HTTL's capacity to make and sustain improvement is satisfactory. It has taken effective action to improve safeguarding, equality and diversity, and the slow progress of learners. HTTL's most recent data show a significant improvement in retention rates across all programmes and these learners are making good progress.
8. Self-assessment is satisfactory. Good use is made of learners' views to inform judgements. Quality improvement arrangements have been effective in resolving most of the issues raised at the last inspection, in particular the developments needed to improve equality and diversity and safeguarding arrangements. However, variations in the quality and standard of provision still exist across the programmes. The subcontractors, who deliver most of the training and assessment, are not sufficiently involved in quality improvement processes and in programme development. HTTL's board of directors provides a satisfactory level of challenge and support.

Outcomes for learners

Grade 3

9. Learners' attainment of qualifications and learning goals is satisfactory. Apprenticeship success rates so far in 2010/11 have improved from a poor position in 2009/10. In-year retention rates are very good across all programmes. Overall and timely success rates on Train to Gain programmes are satisfactory and have improved so far this year. Current learners are making good progress and most are on target to achieve as planned. There is no noticeable variation in the success rates of different groups of learners.
10. Learners achieve a good standard of work. In the engineering manufacturing technologies programmes, learners apply and demonstrate a good range of vocational skills. Many Train to Gain learners and apprentices show a good improvement in self-confidence and undertake additional responsibilities and awards during their training that are highly regarded by their employers.
11. All learners have a good understanding of safe working practices and adopt them appropriately in learning and at work. They feel safe and know their rights and responsibilities at work. Learners quickly improve their communication skills. Tutors provide them with satisfactory support to make career and progression choices. Learners are generally well motivated and enjoy their learning.

The quality of provision

Grade 3

12. Training and assessment are satisfactory. Assessments are skilfully planned and use a variety of methods to suit the learning styles and different needs of individual learners. Assessment feedback is generally detailed and supportive and it provides learners, supervisors and employers with a clear view about progress made and work still to be completed.

13. Current learners demonstrate good skills and personal development. Their progress towards the achievement of qualifications is scrutinised on a weekly basis and support is quickly provided should progress slow down. For some apprentices the pace of tuition for the technical certificate is too fast.
14. The reinforcement and promotion of equality and diversity during progress reviews and throughout the programme varies in depth and quality. Some reviews fail to extend learners' knowledge and understanding of equality and diversity while others are challenging and record learners' understanding in detail.
15. The programmes delivered in the workplace are provided at times convenient to all parties so as to cause minimum disruption. This is a feature that is particularly appreciated by smaller employers. The planning of these programmes helps meet the needs of both learners and employers. Employers are fully involved in selecting the most appropriate qualifications for their staff, and learners often undertake additional awards to meet employers' needs and to improve their own personal effectiveness at work.
16. HTTL works productively with its partners to develop programmes to support the skills shortages and training needs of the textile industry. Its commercial courses complement its apprenticeship and Train to Gain provision particularly effectively. Employers recognise that HTTL is an important partner in the change, development and promotion of apprenticeship and other training within the sector.
17. Support arrangements are satisfactory. Learners receive appropriate information to guide and inform their progression into and through training. Few learners now leave their programmes early. The company's website contains much useful information about the support available and the courses offered. This information is distributed widely to employers. The weekly progress reviews undertaken with learners are particularly effective in supporting learning and promoting progress. Initial assessment arrangements, to identify learners' support needs, are satisfactory. HTTL works effectively with others to provide specialist support for learners where needed. Learners are provided with laptop computers to help them complete their assignment work. HTTL needs to evaluate the support it provides more closely in order to gauge its effectiveness better.

Leadership and management

Grade 3

18. Leadership and management are satisfactory. The board of directors and the senior management team provide good strategic leadership and direction. Throughout a difficult operating period in the textile manufacturing industry HTTL has maintained a good focus on developing apprenticeship and commercial training to support the sector. Arrangements for the promotion of equality and diversity and for safeguarding have improved. HTTL now challenges its own performance and the performance of its subcontractors more effectively. Organisational performance and learner progress targets are set and closely monitored. Learners' outcomes are improving.

19. An effective blend of formal and informal communications is used to liaise with staff, subcontracted assessors, learners and employers. However, assessors are insufficiently engaged in sharing good practice or developing corporate objectives. Staff training and development are carefully planned to ensure staff are suitably prepared to meet changes in government requirements. Attendance at these sessions by subcontractors is poor.
20. Safeguarding arrangements and their prioritisation are satisfactory. They ensure staff are aware of key considerations for child protection and the protection of vulnerable adults. Learners are provided with good information and guidance on safeguarding. Health and safety checks and risk assessments of employers' premises are carried out thoroughly and appropriate action is taken if learners are at risk of harm. Learners are provided with good training in health and safety. Learners know who to contact if they are concerned and they have a satisfactory understanding of safety and safeguarding matters. HTTL is aware of the further work needed to reinforce and fully embed its policies and procedures.
21. Equality and diversity arrangements and the promotion of these are satisfactory. Learners receive good information. Staff training has helped to ensure that learning takes place in a safe environment and that rights and responsibilities are respected. Learners know how to obtain help or support if they need it. The reinforcement of equality during reviews is satisfactory. Further work is needed to reduce the inconsistencies in practice between assessors and ensure the thorough promotion of equality and diversity. A recently established equality and diversity working group that includes learners and a company director has conducted a survey and made recommendations for further improvement. There are no significant variations in performance between different learner groups.
22. HTTL has established satisfactory partnerships with a wide range of employers that promote inclusion and extend the range of programmes, commercial training and qualifications available. The use of learners' views is increasing and are used well to inform the quality improvement process. Employers and subcontractors are not engaged sufficiently in self-assessment or development planning.
23. The self-assessment process and quality improvement arrangements are satisfactory. Actions taken since the last inspection to improve initial assessment, support arrangements and the monitoring of learners' progress have been effective in improving retention rates and learners' progress. The self-assessment report is accurate. It makes good use of feedback from learners to inform judgements but in some aspects judgements are not clear enough and action plans are insufficiently detailed. Learners' achievement data are accurate and good use is made of them to monitor individual progress. The performance of all assessors and learners is scrutinised weekly and HTTL provides good support to those who fall behind agreed expectations.
24. The process used to observe teaching, training and assessment is satisfactory. However, observations tend to focus on teachers' performance rather than on

learning and development. HTTL needs to develop its quality improvement arrangements and more fully evaluate the wider impact of its programmes on apprentices and their employment. HTTL secures satisfactory value for money.

Information about the reinspection

25. Two of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's facilities and quality improvement manager, as nominee, carried out the reinspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, 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.
26. 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)**Huddersfield Textile Training 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	Employer responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	60	60
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	3	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
Quality of provision	3	3
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?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
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>	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	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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