

Fareport Training Organisation Ltd

Inspection report

Unique reference number: 51815

Name of lead inspector: Richard Beynon HMI

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Type of provider: Independent learning provider
Fareport Training Organisation Ltd
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Information about the provider

1. Fareport Training Organisation Limited (Fareport) was established in 1981 by the current managing director and has been a private limited company since 1986. Fareport was originally established to provide training and employment for disaffected and disadvantaged young people under Manpower Services Commission funding. Fareport now contracts with the Skills Funding Agency for apprenticeship, Train to Gain and Foundation Learning provision. Train to Gain provision was originally sub-contracted through both Isle of Wight and Fareham colleges, but Fareport received a direct contract in 2007/08. Fareport delivers private contracts and 14 to 16 provision under contract with various local schools. The company has a history of working on special contracts including projects on pastoral support and citizenship.
2. Fareport delivers intermediate and advanced apprenticeships and Qualifications and Credit Framework (QCF) certificates and diplomas in business administration, customer service, childcare learning and development, care, learning and development, teaching support in schools, hairdressing, housing, retail, as well as Preparing to Teach in the Lifelong Learning Sector (PTLLS), Certificate in Teaching in the Lifelong Learning Sector (CTTLS), assessor awards and management qualifications. It also had a substantial number of learners on Foundation Learning programmes, and a number of functional skills pilot qualifications, but numbers of learners in these areas were low at the time of inspection.
3. Fareport was previously inspected in May 2005. The overall effectiveness of the provision was good. Fareport's leadership and management were good, as were its arrangements for equality of opportunity and quality improvement. All areas of learning inspected were good. The inspection team was broadly confident in the reliability of the self-assessment process. The provider demonstrated that it was in a good position to make improvements.
4. The following organisations provide hairdressing training on behalf of the provider:
 - Academy @ 5
 - Hair Ott
 - Review

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16 Foundation Learning	22 part-time learners 214 full-time learners
Employer provision: Train to Gain Apprenticeships	562 learners 534 apprentices

Summary report

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

Overall effectiveness of provision	Grade 1
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Capacity to improve	Grade 1
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	Grade
Outcomes for learners	2
Quality of provision	1
Leadership and management	1
Safeguarding	1
Equality and diversity	1

Subject Areas	Grade
Health and social care	2
Early years and playwork	1
Hairdressing	1
Business, administration and law	1

Overall effectiveness

5. Learners make very good progress towards their qualifications and in most subject areas they complete within the expected time. Learners develop exceptionally good skills and confidence in their chosen vocational areas and very many progress from apprenticeships to advanced apprenticeships and beyond. Their readiness for employment is outstanding and their understanding of client needs in care, childcare and hairdressing, or customer needs in business administration and retail subject areas, as a result of training, is exceptional.
6. Learners enjoy their training sessions and they are taught exceptionally well. Training sessions are outstanding in all subject areas, and trainers are skilled and knowledgeable in their vocational fields. Learners and their employers are fully involved in training. Target setting and assessment are very helpful in assisting progress. Fareport provides an excellent range of main and additional qualifications which prepare learners very well for their chosen careers.

Fareport has developed exceptionally effective and useful partnerships with other work-based learning providers, with local colleges and specialist agencies to give learners clear advice, guidance and training opportunities. During their programmes, learners are given outstanding, flexible support that enables them to succeed.

7. Management of training at Fareport is highly effective. Staff and managers work together to improve continuously the quality of learners' training and the progress learners make. Staff know their learners very well and are exceptionally responsive to their changing needs. The provider makes very productive use of feedback from employers and learners, and both groups are given very good feedback on what has been done in response to their comments. Managers plan very well for the future and involve staff fully in decision making and strategic thinking. Quality assurance arrangements are effective overall, although the self-assessment reports for some subject areas do not comment on all elements of training in sufficient detail.

Main findings

- Learners' achievement of qualifications is good overall, and outstanding for all learners in childcare, 14 to 16 provision and Foundation Learning provision, and for apprentices in hairdressing. Success rates have been well above national averages in these areas for a number of years, and there has been a steady improvement in successful completion of qualifications within the expected time.
- Learners make excellent progress in hairdressing and 14 to 16 provision, and at least good progress elsewhere. Skills development is at least good across the provision and excellent in hairdressing, childcare, business, administration and law.
- All learners feel exceptionally safe and have a very good understanding of safe working practices. Safety at work and knowledge of employment rights and responsibilities are reinforced well.
- Teachers typically use a wide range of activities which challenge and engage learners. Very good use is made of information and learning technology (ILT) such as electronic portfolios, video conferencing and interactive whiteboards. Teachers are highly motivated and lessons are lively with very good participation from learners.
- Arrangements to meet the needs and interests of learners and employers are excellent. Fareport takes particular care to understand employers' businesses and makes sure that the training is designed to suit the employer and the learner.
- Partnership working is outstanding overall, although some employers are not actively engaged in the care sector. Communication between Fareport Training and employers is excellent and employers value the provider's responsiveness to their needs.

- Care, support and guidance are outstanding overall and good in care. Learners are given extensive guidance to ensure that they are on the right course. They receive excellent individual support to enable them to succeed. Assessors are well supported, both by managers and peers, and opportunities for professional development are excellent.
- The prioritisation at management level, and thorough communication of strategic vision between managers and staff are excellent, and a strong culture of inclusivity exists in decision making and development planning. Staff understand the mission and direction of the company very well.
- Learner and employer surveys are frequent and are supplemented by targeted interviews to gather more detailed feedback. Learners and employers receive clear information about changes made as a result of feedback.
- Self-assessment arrangements are good overall, with inclusive, constructive and forward-looking processes to involve staff and users at all stages. Fareport has excellent measures to improve the quality of teaching and learning. However, some subject area self-assessment reports lack detailed comment on all aspects of training.
- Fareport has a strong culture of social inclusion with a clear focus on engaging disadvantaged and disaffected learners in the area. Equality and diversity are fundamental to all company activities and are promoted sensitively and subtly. Staff training on equalities is frequent and relevant.
- All learners have a very good awareness of safeguarding issues and their resolution from their induction activities. During training their understanding is reinforced and tested at training and review meetings.
- The provider makes excellent use of interactive learning technology (ILT) to deliver effective learning and outstanding value for money. Many learners, who would otherwise miss training sessions, are able to take part or catch up because of the provider's use of web-based technologies.

What does Fareport Training Organisation Ltd need to do to improve further?

- Further develop the self-assessment process to ensure clear analysis of all aspects of training performance year on year in each subject area.

Summary of the views of users as confirmed by inspectors

What learners like:

- the ways that Fareport provides clear guidance about the most appropriate course for their needs
- the very helpful assessors who are highly flexible in the ways they contact and meet learners
- the ways that training is so closely matched to vocational requirements

- the clear and helpful targets set by trainers and assessors which allow careful monitoring of progress
- the close involvement of employers in training
- the provision of local training and opportunities
- the involvement of specialist agencies who provide advice and guidance about specific problems or areas of need
- the increased self-confidence that training provides
- the ways that Foundation Learning and 14 to 16 programmes give such a good initial experience of vocational training.

What learners would like to see improved:

- more frequent visits from assessors in some care settings.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the ways that Fareport managers devise training programmes to suit employer needs
- the responsiveness of managers and staff to requests for information about learners' progress
- the clear improvements in learners' skills following training
- the excellent assessors who have exceptional specialist knowledge and a professional and flexible approach
- the ways that assessors relate the qualification to practice in the workplace
- the ways that Fareport makes training and qualifications accessible to small businesses in the region
- the positive ways that Fareport shares information and expertise for the benefit of all.

What employers would like to see improved:

- more training for care learners closer to their workplaces.

Main inspection report

Capacity to make and sustain improvement

Grade 1

8. Since the previous inspection, success rates in all vocational areas have risen steadily and are now 12% points above national rates overall. Success rates within expected timescales have also risen and are currently around 15% points above national averages across subject areas. Fareport has given scrupulous attention to areas for improvement from the previous inspection, most of which are now areas of considerable strength in the provision.
9. Managers communicate company priorities very effectively and involve staff thoroughly and productively in processes of planning and self-evaluation. Partners receive excellent support and good practice sharing is very well developed. Quality assurance arrangements are good overall, with excellent arrangements to observe and grade the quality of training, learning and assessment. Some subject area self-assessment reports lack detailed comment on every aspect of training, although overall they present an accurate judgement of performance. Between managers and staff a very strong, shared understanding of the need for continued improvement of standards and enhancement of learners' outcomes exists.

Outcomes for learners

Grade 2

10. Achievement of qualifications is good overall and outstanding for learners on 14 to 16 programmes, for those in Foundation Learning, in childcare, and on hairdressing apprenticeship programmes. In all programmes, success rates are above national averages, and on many are as much as 20% points above rates for similar providers. There has been steady improvement in the numbers of learners completing their programmes within the expected timescales, and for many learners progress is exceptionally rapid.
11. Learners make exceptional skills gains during their training. Employers are able to identify ways that learners are better able, for example, to relate to clients, deal with children or meet customers' needs. Learners can identify a wide range of personal and employability benefits resulting from training.
12. Learners have an exceptionally well developed understanding of health and safety at work, personal safety and client safety as a result of induction and training activities. Awareness of employment rights and responsibilities is outstanding. Learners on Foundation Learning programmes develop excellent understanding of personal health and well-being and of ways to work better with others.

The quality of provision

Grade 1

13. In hairdressing, the ratio of teachers to learners enables excellent one-to-one coaching. Teachers in all areas typically use a wide range of activities which challenge and engage learners. Good use is made of ILT such as electronic

portfolios, video conferencing and interactive whiteboards. Teachers are highly motivated and lessons are lively with very good participation from learners. Enrichment activities are very good with a wide range of talks and outside trips available to learners in their vocational areas and of more general interest for personal and social development.

14. Assessment is well planned and target setting is generally good or better. Learners produce good quality portfolios and these include well written and detailed assessor observation and professional discussion records. Assessor feedback is detailed and very thorough with clear guidance on what the learners need to do to improve. In care, the visits are not always sufficiently frequent to enable all learners to be sure that they are meeting their targets.
15. Fareport takes particular care to understand employers' businesses and make sure that the training is designed to suit the employer and the learner. Assessors meet with learners away from the workplace if necessary and at times to suit work and domestic commitments. Extra qualifications are offered and a range of additional courses are available to complement the training programmes.
16. Partnership working is outstanding overall, although some employers in the care sector are not always actively engaged. Typically, employers are fully involved in the teaching and learning, and play an active role in supporting learners. Communication between Fareport and employers is excellent and employers value the provider's responsiveness to their needs.
17. Learners are given extensive initial guidance to ensure that they are on the right course. They receive excellent individual support during training to enable them to succeed. Assessors are readily available by text, email, or by phone to help with both academic and personal problems. Assessors are well supported both by managers and peers, and opportunities for professional development are excellent. Additional support for learners with particular needs is excellent.

Leadership and management

Grade 1

18. Fareport managers have been very successful in identifying and meeting a range of employer, partner and learner needs. Managers have a clear understanding of current performance and future direction, and articulate these very clearly to staff. Staff understand company plans and share a commitment to ensuring learners experience high quality training and outcomes. In all areas, Fareport managers present a strong culture of inclusivity and devolution of decision making. While the strategic team retains appropriate levels of control over final decision making and direction, involvement of staff in self-assessment preparation and moderation, and in development planning is excellent.
19. Staff training and development are outstanding. Managers fully understand the need to train and retain high-quality staff, and place a high priority on the personal and professional development of staff and on training for new sector

initiatives. A clear and well-understood appraisal process, supported by an annual staff training needs analysis, very successfully identifies areas for development and individual training. During the past two years staff have enjoyed a very broad range of training events including legislative compliance and up-dating sessions, courses enabling them to meet learners' needs better, and courses aimed at developing their own careers and professional expertise. On several occasions, Fareport has also provided training for staff of subcontractors and partner organisations.

20. Fareport has been involved in a number of national initiatives to improve systems for gathering and acting upon learners' views, and is one of a small number of training providers to hold a national leadership and management in learner voice award. In addition to numerous learner and employer surveys, more detailed views are gathered from annual interviews with individual learners and employers. Information from surveys and interviews is used to make clear improvements to provision. Learners and employers are kept well informed about changes made as a result of views expressed.
21. Quality assurance arrangements are good overall. Arrangements to observe the quality of training, assessment and learning are excellent. These are comprehensive, with rigorous and transparent moderation, and are well supported and valued by staff. During observations, a distinct grade is given for the effective promotion and reinforcement of equality and diversity. Staff involvement in development planning and self-assessment activity is excellent. In addition to self-assessment activity, subject teams complete a useful annual external environment analysis, which reflects on sector developments and employer needs. These are used to inform the draft business and development plans which set future company direction. While most self-assessment reports are comprehensive and accurate in their identification of strengths and areas for development, some do not make sufficiently detailed reference to all elements of training and learning.
22. Equality and diversity are promoted very well at induction and all staff and learners have a very good understanding of ways that equality and diversity apply to their own vocational environment. Fareport has a strong culture of social inclusion with a clear focus on successfully engaging disadvantaged and previously disaffected learners. Equality and diversity are fundamental to all company activities and are promoted subtly and very well in training. Fareport runs frequent equality and diversity training events for employers, who value them highly. Fareport provides outstanding support for learners with disabilities and takes very effective steps to support those who have missed training sessions for whatever reason. It has a designated equality and diversity officer and several other staff are qualified in the promotion and support of equalities at degree level. Data relating to participation from different groups and their achievements are monitored carefully and analysed to identify and eradicate any differences.
23. All staff at Fareport are Criminal Records Bureau checked and a central list is maintained. All staff have received recent appropriate training, and a

designated safeguarding officer is in place. Policies and procedures to protect and support learners are clear and accessible, and fully meet legislative requirements. The procedure for managing safeguarding issues is very thorough, with rigorous checks to ensure that any issue identified is resolved. Fareport has excellent links with various specialist agencies in the community to support learners with identified safeguarding issues. It also has excellent links with other safeguarding bodies locally which operate through a very effective consortium. Safeguarding features at each of the quarterly staff training days. All staff and learners have a very good awareness of safeguarding issues and their resolution. Detailed records are kept of all safeguarding matters raised, and all identified issues have been resolved swiftly and effectively.

24. Value for money is excellent. The company runs a wide range of programmes which very successfully cater for local skills and training needs. Managers are adept at devising training packages to meet rapidly changing employer needs, for instance, most recently, in retail and business provision. Highly effective use is made of video and web-based conferencing and other forms of ICT and ILT to enable partners to meet or learners to take part in training from remote locations.

Subject areas

Early years and playwork

Grade 1

Context

25. 143 learners are on programme of which 83 are advanced apprentices, 26 are intermediate apprentices and 34 are Train to Gain learners. Of these two are male learners on an advanced apprenticeship, the rest are female. Six learners work in local toy libraries as volunteers, whilst all the rest are employed in local nurseries or pre-schools.

Key findings

- Success rates are well above national averages. Apprenticeship success rates are currently 20 percentage points above national averages, and advanced apprenticeships around 5 percentage points above national averages at 92%. Train to Gain programmes have a 100% success rate. Learners also gain a good range of additional qualifications, which helps them to gain confidence and skills. Learners enjoy their learning and develop excellent workplace skills.
- Learners make good improvements to their economic and social well-being. Large numbers of learners started training at level 1, progressed to childcare programmes at level 2, and many of these progressed to programmes at level 3 and above. On progressing from qualifications at level 2 to those at level 3, learners often gain promotion and a pay rise. All learners feel safe and have an excellent understanding of safeguarding.
- Teaching and learning, both in the classroom and in one-to-one sessions, are exciting and highly motivating, with functional skills successfully embedded in vocational topics. Learning is extremely well coordinated; all employers are fully involved in the training and participate in the teaching to the benefit of their learners. Learning is well supported by judicious and productive use of ILT.
- Assessment is accurate, timely and highly supportive of learning. Staff divide the programme into milestones, which in turn are broken down into tasks, which are targeted appropriately for each individual learner. Each learner is supported in order to achieve a target by a set date, before being given the next target. Feedback is extremely thorough and enables the learners to make rapid improvements.
- Outstanding partnerships exist with local employers to the benefit of the learners and the sector. Employers encourage their learners to complete their assignments and to meet targets. The provider supports employers by running seminars and workshops to update them on latest training and sector developments, and these are much appreciated and very well attended.
- Learners benefit from extremely effective care, guidance and support. They are helped to find employment initially if required, and will be assisted to change employers to help them to achieve their qualification and career aims. Assessors and tutors are available by text, email or phone to help with personal

as well as academic problems. Many learners are given practical support such as lifts to attend interviews and examinations. Learners receive excellent quality advice about possible progression routes.

- Leaders and managers are proactive in monitoring learners' progress and supporting assessors to encourage learners to complete work on target. Staff are energetic and rigorous in looking for ways to improve their practice.
- Promotion of safeguarding at induction is clear and memorable, and this is reinforced comprehensively as part of the learning programme. Learners' knowledge of safeguarding matters is extensive. Learners apply their knowledge to themselves as well as to the young children in their charge.
- Equality and diversity are comprehensively and successfully promoted as part of training. Assessors ask searching questions during reviews to check on both understanding and practice. Both the learners and the trainers apply their knowledge to their working practice, and discussions of equality and diversity are fully established in a realistic vocational context.
- Fareport collects learners' and employers' views frequently, and any suggestions for improvement are evaluated and implemented as appropriate. For example, learners made a request for training during the evening for those unable to attend during the day; classes are held and are well attended.
- Self-assessment is good overall. The childcare team assesses its own performance carefully and realistically, with good levels of self-critical judgement. Staff share a strong desire to improve the learners' experiences and outcomes, and work hard to secure continuous improvement. However, the self-assessment report lacks judgements on some areas of training.
- Learning is very effectively supported by resources. Very successful use is made of information technologies to support learners who may be unable to attend training. In one impressive example, a lesson was given using an interactive whiteboard, with video and audio links through the provider's portal, so that learners could have remote access in real time, interactively. Staff also use dictaphones, email and texts very effectively to widen participation and access.

What does Fareport Training Organisation Ltd need to do to improve further?

- Improve the self-assessment report by linking it more closely to the Common Inspection Framework and including judgements on each element of learners' training.

Health and social care

Grade 2

Context

26. Currently, 210 learners are enrolled on training programmes in health and social care. All learners are employed in a wide range of care settings including care of the elderly, people with dementia, learning difficulties and care agencies. 60 learners are enrolled as intermediate apprentices and 65 are advanced apprentices. On Train to Gain programmes, 34 learners are working towards National Vocational Qualifications (NVQs) at level 2 and 51 towards NVQs at level 3.

Key findings

- Success rates are satisfactory overall and are at, or slightly above, the average for similar provision nationally. Timely success rates for advanced apprentices are good although numbers are small. Learners' work is of a good standard. Assessors monitor learner progress carefully and effective use is made of the individual learning plans and progress reviews. Slow progress is identified and effective remedial action taken. However, in a small number of cases this has not been sufficiently prompt.
- Learners are gaining good skills to support their work practice. Better understanding of their work enables them to provide care that better respects the individual needs of service users. Learners particularly improve their ability to apply health and safety practices conscientiously. Opportunities for learners to progress between levels are good, and many move into more senior roles or onto nursing training.
- Learner safety is well promoted. Fareport offers learners a personal alarm and a very useful discussion about keeping safe accompanies this offer. Questions asked at reviews promote learner understanding of health and safety and are chosen to relate to the learners' current situation either in their training or in their workplace. Learners are aware of how to deal with any issues that arise at work.
- Training sessions are innovative and lively. Good use is made of a range of activities and learning technologies are used to good effect. Good resources, which are appropriate for learners' needs, support the training. Time is included in sessions for learners to complete assignments. Opportunities for learners to attend the main Fareport centres to work on their qualifications with an assessor present to provide support are available. However, not all learners are able to attend or are aware of these opportunities.
- Assessment is satisfactory with some good aspects. Assessment is well planned overall. Learners produce a clear portfolio of evidence that includes well written, detailed and referenced assessor observation and professional discussion. Assessors provide learners with clear and constructive feedback. However, for a small number of learners, visits are not sufficiently frequent to enable them to feel confident that they are meeting their planned targets.

- Support for learners' literacy and numeracy needs is good. Learners undertake a comprehensive initial assessment of their literacy and numeracy levels. Where a learner has an identified or self-declared difficulty, action is taken to provide support. Assessors are equipped with the skills to provide support and are very well qualified. A functional skills tutor also provides one-to-one support for learners.
- Fareport meets the needs of employers and learners well. Assessors' visits are timed to fit in with learners' shifts, and to make best use of assessment opportunities. Assessors also meet with learners away from their workplace if the learners wish. Training sessions are held at employer premises as required and assessment adjusted to meet individual learners' preferences. A good range of additional courses is provided to supplement the learners' programmes.
- The care team have built effective partnerships with employers. Standardisation meetings are held at one employer premises, with some assessors from Fareport attending to ensure quality arrangements are maintained effectively.
- Learners receive good, flexible support from assessors. Visits are planned to meet learner need and assessors make visits very frequently to enable learners who wish to progress quickly to succeed. Good use is made of web-based technologies for submitting and assessing learner work, enabling learners to dictate the speed they wish to progress.
- Managers support assessors well, with monthly individual meetings to monitor learner progress and review internal verification. Assessors record all contact with the learner or their workplace electronically and managers also monitor these records. Assessors have very good opportunities for professional development.
- Promotion of safeguarding, health and safety and equality and diversity is good. Learners' understanding is reinforced thoroughly at reviews and throughout the qualifications. Learners have a good understanding of safety, equality and diversity matters. Assessor safety is monitored on visits to learners outside office hours, with a telephone on-call arrangement for assessors to report in when home safely. Assessors also check up on learner safety if they fail to arrive at training when expected.
- Engagement with employers is good, with timely and clear information on learners' progress. Assessors' skills are carefully matched to employers' particular care provision. However, some employers are insufficiently involved in training to support learner development. Where Fareport has concerns about an employer's willingness to engage properly with training, it works towards a positive solution or, as a last resort, will terminate their agreement.

What does Fareport Training Organisation Ltd need to do to improve further?

- Ensure that monitoring of learner progress is sufficiently rigorous in all cases to ensure that any problems identified are addressed promptly to allow all learners to complete qualifications within the expected timescale.

- Further enhance employer communication and engagement so that all employers fully support training and assessment commitments made on behalf of their employees.

Hairdressing

Grade 1

Context

27. Fareport provides courses in hairdressing in and around Portsmouth and Hampshire. Fareport contracts with three training providers who provide hairdressing apprenticeships, at intermediate and advanced level, Train to Gain and 14 to 16 learner provision. A total of 86 learners are on hairdressing apprenticeship courses and of these 14% are on the Train to Gain programme. All current learners are female.

Key findings

- Success rates on the intermediate apprenticeship programme are outstanding, and on the advanced apprenticeship are good. Both have improved year on year since the previous inspection, keeping well above national averages. On the apprenticeship programme the overall success rate is 94%, which is 28% points above the national average, and on the advanced apprenticeship 13% of learners achieve their qualification before their planned completion date.
- Learners develop outstanding practical skills, particularly on the apprenticeship programmes. These learners demonstrate high-level hairdressing skills when completing precision hair cutting and client consultation, and their skills are well above the requirements of their qualification.
- Learners work with an excellent professional manner and with confidence. They are highly motivated and develop particularly good interpersonal skills. On the advanced apprenticeship learners work as stylists in their salons and manage their own clientele. Target setting is good overall, although a small number of targets on existing learner reviews contain insufficient detail.
- Learners progress highly successfully through the apprenticeship programmes and in many cases into high level positions within their companies. For example, one learner progressed from a work experience placement through the apprenticeship and advanced programmes and is now a trainer and assessor in the same salon. Another former apprentice is now working for an international hairdressing company and providing vocational skills updating to her former teachers.
- Learners feel safe and enjoy their learning and have a very good awareness of their employment rights and responsibilities and of health and safety. A planned programme of topics to improve learners' awareness of health issues, and in some programmes learners' well-being is checked before each learning session. Learners make a positive contribution to the community by a variety of fundraising events, most notably in support of a local cancer hospice.
- Teaching and learning of practical skills are inspirational. In these lessons the ratio of teachers to learners is excellent which gives teachers the opportunity to give superb one-to-one coaching. Teachers inspire learners and are highly effective role models and facilitators. Learners are constantly challenged and teachers use excellent questioning techniques to check learning. The interaction

between learners and teachers develops a dynamic, vibrant learning environment.

- Enrichment activities are very good and learners benefit from a wide range of additional exhibitions, trips and vocational skills development courses that are beyond the requirements of their qualification. Fareport celebrates success very well and learners' work is prominently displayed in salons.
- Partnerships with subcontractors and employers are highly effective. Subcontractors have very good partnerships with local schools to provide courses for 14- to 16-year-olds, and a young apprenticeship programme, and one subcontractor provides assessor and training qualifications. The range of courses is good and meets employer needs and expectations well. Courses provide very good career paths for learners, from which many have benefited.
- Learner support needs are clearly identified early in programmes and teachers are dedicated to providing extra time and support to enable learners to achieve. Teachers ensure that learners are confident in the tasks they have to complete before they move on. Learners value highly the support provided by their teachers.
- Leadership and management are excellent. Fareport works with three high-quality subcontractors who are well managed and dedicated to continuous improvement. Standardisation between subcontractors is good and the sharing of good practice and the development of improved systems have enhanced the quality of provision year on year.
- Fareport has developed particularly good systems of reinforcement for learners' understanding of equality and diversity during reviews. Meetings are frequent and staff are well informed and highly motivated. Subcontractors have a very good input to the self-assessment process and the self-assessment report presents an accurate picture of provision.
- The system for observing teaching and learning is very good, being accurate, developmental and improving teaching and learning. Value for money is good and success rates are high. Insufficient male learners are currently on course. However, the company has planned a variety of strategies to attract more male learners onto the apprenticeship course.

What does Fareport Training Organisation Ltd need to do to improve further?

- Continue to work with local providers, schools and other agencies to develop local and regional strategies for increasing the number of male learners on hairdressing courses.
- Further develop target setting expertise among assessors in order that targets may be more specific and time bound to give learners and their employers better opportunities for completion of qualifications by their planned end dates.

Business, administration and law

Grade 1

Context

28. 127 apprentices are in learning. Just over 75% of these are in intermediate apprenticeships with learners in customer service forming the majority. Of the 29 advanced apprentices, 19 are in business administration. Approximately 10% of learners are in retail. Most learners on advanced apprenticeships are female; in intermediate apprenticeships, 36% are male.

Key findings

- Apprentices' success has shown a significant trend in improvement over the past three years. In 2009/10 the overall success rate for learners on the intermediate apprenticeship and the proportion completing their programme by the planned end date were high compared to similar providers. In-year data for the current year show that this performance is being maintained.
- For learners on advanced apprenticeships, performance has been uneven. From a high point in 2008/09, learners' overall success fell back to the national average in 2009/10, reflecting a turbulent period in the local and national economy. However, the proportion of these learners completing by their planned end date has shown significant improvement and was very high in 2009/10 compared to the national average for business.
- Learners demonstrate high standards of attainment and make very good progress in their learning. They show excellent understanding of their targets and the progress they are making towards achieving these.
- Learners enhance their employability skills, making excellent progress into further learning, employment and promotion. Learners discuss with confidence how their training has helped them improve in their job roles, in areas such as customer service and resource management, and in some cases resulting in significant efficiency savings or operational improvements for their employers.
- Training, learning and assessment are outstanding. Learners are rightly appreciative of the flexibility available to them in presenting evidence of their skills and knowledge, including excellent use of information and learning technologies such as electronic portfolios, digital voice recording and video conferencing. In this way their preferred working methods and learning styles are met very precisely.
- Assessors take exceptional care to understand employers' businesses and learners' job roles to ensure that assessment is highly tailored to learners' needs. Learners and employers are rightly appreciative of the flexibility of assessors to their work patterns and the opportunity to make unrestricted choice from the available option units.
- Employers view their partnership with Fareport as an essential component of their continuing success. Links between on- and off-the-job training are very strong. Employers value highly the excellent communication with Fareport's

staff and their responsiveness to their needs. The provider's participation in the recruitment of new staff is developing as a key component of partnerships.

- The provider takes exceptional care to ensure that learners are on the right course at the right level, and choose the most appropriate units for their job roles. Learners receive excellent individual support to enable them to succeed from knowledgeable and experienced staff who monitor learners' progress very frequently and precisely.
- Leadership and management are outstanding. Learner numbers have grown very significantly in the past year, requiring a significant increase in the number of training staff, and the provision has diversified into the new area of customer service. High standards in existing areas of work have been maintained during this period of intense change and have been established very clearly in the new provision.
- Fareport places learners at the heart of its activities and supports trainers and assessors very well. The provider is highly committed to the professional development of staff and makes excellent use of assessors' vocational experience to support learners' progress and attainment.
- The promotion of safeguarding, and equality and diversity are outstanding. Learners know very well how to stay safe and provide numerous good examples of how they apply what they have learned about equality and diversity in their job roles, such as in treating customers as individuals or in assuring the safety of colleagues working alone on customers' premises.
- The quality assurance of the provision is highly effective in ensuring that learners enjoy a consistently good experience in their learning and make strong progress. The self-assessment report shows an effective, self-critical approach to the continuous improvement of the provision. However, the report does not evaluate all relevant aspects of training in sufficient depth, and some actions in the development plan are imprecise.

What does Fareport Training Organisation Ltd need to do to improve further?

- Evaluate all aspects of the Common Inspection Framework in sufficient depth and define suitably precise actions for improvement, in order to report more comprehensively on all aspects of provision and assist with the continued improvement.

Information about the inspection

29. Three of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's quality manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
30. 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 four of the subject areas the provider offers.

Record of Main Findings (RMF)
Fareport Training Organisation Ltd.
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Leamer 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	Employer responsive
Approximate number of enrolled learners				
Full-time learners	745	21	63	661
Part-time learners				
Overall effectiveness	1	1	1	1
Capacity to improve	1			
Outcomes for learners	2	1	1	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	1			
<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>	-			
Quality of provision	1	1	1	1
How effectively do teaching, training and assessment support learning and development?	1			
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?	1			
Leadership and management	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>	-			
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?	1			
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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