

Poultec Training Ltd

Inspection report

Unique reference number: 53951

Name of lead inspector: Derrick Baughan HMI

Last day of inspection: 08 July 2011

Type of provider: Independent learning provider
South Green Park Enterprise Centre

Address: Mattishall
Dereham
NR20 3JY

Telephone number: 01362 850983

Information about the provider

1. Poultec Training Ltd (Poultec) was established in 1999 and is a large national training provider. The main focus of its training is agriculture and food manufacturing. It currently provides training in six subject areas: agriculture; engineering (food processing); information and communication technology (ICT); retail (customer service, hospitality and catering); and business (management and business administration). Poultec currently has approximately 700 learners who, in some subject areas, are spread across the country. About half of the learners are apprentices and half Train to Gain learners. Poultec is based in Dereham, Norfolk. Most of the training and assessment takes place in the workplace.
2. Poultec works with a range of public and private sector partners and is a member of a number of national and regional organisations. Poultec was last inspected in 2006. Poultec has some private-funded training but the majority is government funded through the Skills Funding Agency. Provision in agriculture, engineering and business was inspected and reported on. Inspectors also sampled provision in ICT, customer service, hospitality and catering. Poultec have received the investors in people award and the information advice and guidance matrix award.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Further education (16 to 18)	51 part-time learners
Employer provision: Train to Gain Apprenticeships	314 learners 324 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 2
		Grade
Outcomes for learners		2
Quality of provision		2
Leadership and management		2
Safeguarding		3
Equality and diversity		2
Subject Areas		Grade
Agriculture, horticulture and animal care		2
Engineering and manufacturing technologies		2
Business, administration and law		2

Overall effectiveness

3. Learners do well at Poultec. The achievement of qualifications is good and above national averages. Learners gain a wide range of skills and improve their employability. Many learners gain additional workplace responsibilities or are promoted as a result of the skills they develop. In addition learners develop other useful employment qualities and skills such as self-esteem and problem solving.
4. Learners also develop a range of skills that help them integrate well with the other workers and society generally. This is particularly appreciated by learners from other countries, who regard this skills development highly. All learners improve their economic well-being as a result of their programmes of learning. Learners' understanding of equality and diversity is broadly satisfactory, although this is not fully developed at every opportunity.
5. Teaching is good. Learners fully participate in, and enjoy, their learning. Good use of technology means that learners are fully involved in their learning and know how well they are progressing. Communication with learners is good and they feel safe. Workplace health and safety practice is generally good. Poultec

carry out rigorous initial checks. However, they do not carry out sufficient routine monitoring of all employers to ensure employers maintain their high standards.

6. The provision is very well matched to the needs and interests of learners and employers. Poultec works very well with industry to identify and meet training needs and ensure that learners develop current and relevant skills. Other partnerships are very strong and used well to contribute to the wider community. Good use is made of innovative buses, fitted out with training equipment, to take learning to learners in remote areas.
7. Leadership and management are strong. Poultec has an excellent focus on the development of learners' skills overall and staff are particularly passionate about helping learners develop and improve their employability skills. This is focused well on developing relevant skills and helping learners achieve their maximum potential. Leaders and managers work continuously to improve the quality of provision. However, some aspects of quality assurance are areas for improvement. For example regular observations of assessment practice.

Main findings

- Success rates are high, with many significantly above national rates. Rates of success within planned timescales have been consistently high for the last three years. Of particular note are success rates for learners studying Skills for Life qualifications. These have been consistently much higher than national averages. Apprentices achieve better than Train to Gain learners.
- Poultec has worked well to improve learner success rates. Additional support and timely guidance have contributed well to learners achieving qualification aims. Support to overcome barriers to success has been particularly effective although some success rates dipped on 2009/10. However, this trend has been reversed and success rates have broadly increased year on year.
- Learners develop good occupational skills which benefit both them and employers. The work of learners across all areas is of a good standard. Learners' good skills are used well in the workplace. Many learners are particularly adept at working safely.
- The development of additional skills to benefit learners' economic and social well-being is highly effective. Learners gain in confidence and self-esteem. Many learners display good analytical thinking and independent working skills. Skills for Life learners develop a good range of skills to help them improve their opportunities for employment and integrate well into society.
- Teaching and learning are good. Training is well organised. Learners are motivated and enthusiastic. Tutors and assessors are experienced and well qualified. Initial assessment is used well to identify learners' literacy and numeracy needs; however, it does not always take sufficient account of learners' occupational roles. Assessment is focused well on helping learners develop. Information learning technology is used well to support learning.

Promotion and reinforcement of equality and diversity are insufficient in a few cases.

- Poultec meets employers' training needs and learners' aspirations well. Poultec carries out thorough market research, to identify skills and labour needs within the industry, and offers a good range of qualifications. Assessors are sensitive to employers' routines and shift patterns and set their schedules to minimise disruption to production. However, the learning programmes for a few learners are not sufficiently individualized.
- Poultec has developed very good partnerships to benefit learners and the wider community. It works well with schools to help disengaged learners. Its partnership with the poultry industry is excellent. By working closely with employers Poultec has developed a suite of relevant qualifications to meet the particular needs of the industry very well.
- Poultec provides very good support for its learners. Good use is made of technology to provide support and guidance. Staff are very supportive and respond swiftly and effectively to any requests for additional support. Poultec often pre-empts these requests. Initial advice and guidance are satisfactory and ensure that learners are on the right programmes.
- Poultec promotes learning and skills outstandingly well. Leaders give exceptional strategic direction. Managers use information systems very effectively to monitor performance. Links with industry are excellent, particularly in the poultry industry where Poultec is taking a leading role in setting up a training quality standard. Very good links exist with other partners to develop the provision further.
- The promotion of equality and diversity is good. A good ethos of inclusion exists throughout the organisation. Poultec works exceptionally well to widen participation in training and employment, both with young people leaving school, and industry workers, who come from 24 different nationalities. Staff have regular update training. However, the promotion of learners' understanding of equality and diversity is not sufficiently well embedded in teaching and reviews.
- Quality improvement arrangements are satisfactory. Self- assessment is accurate and self-critical. However, it does not focus sufficiently on different subject areas. The quality improvement plan is effective in improving quality, but does not contain sufficient detail about each subject. The observation process for teaching and learning is effective, but does not sufficiently cover aspects such as induction and reviews.
- Poultec provides good value for money. Rates for success within planned timescales are improving and above national averages in all subjects. Managers invest in physical resources well, meeting the needs of learners and employers very effectively. Staff have very good industry experience and the use of technology in assessment is good.

What does Poultec need to do to improve further?

- Improve success rates even further by ensuring learning plans are better focused on individual needs.
- Further develop initial assessment by matching it more closely to each learner's workplace situation.
- Better embed equality and diversity throughout the learners' programme, by more rigorous checking of their understanding at induction, in training and at reviews of progress.
- Improve quality improvement arrangements by carrying out more formal observations of inductions and reviews, further developing the quality improvement cycle and focusing more on subject areas in self-assessment and quality improvement plans.

Summary of the views of users as confirmed by inspectors

What learners like:

- the knowledgeable, friendly and approachable staff
- the way the learning is organised so they can learn while working
- gaining good skills that help them in the workplace and to integrate into society
- their good progress which they can follow well on e-portfolio
- the good teaching, for example the specialist butchery training
- achieving nationally recognised qualifications.

What learners would like to see improved:

- less paperwork at the start of the programme
- more access to information technology (IT) and more time to use the computers
- more information about further qualifications and career development.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the professional, quick and effective approach and regular communications
- the credible and experienced staff
- the flexible and responsive arrangements for training
- the good care and support for learners
- the good celebration of success and motivating celebration of success events.

What employers would like to see improved:

- more frequent communication about relevant changes to training programmes updates.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Since the last inspection, Poultec has made a range of improvements to its provision, during a period of expansion both in size and range of provision. Success rates have been broadly increased in all areas and are now generally above national averages. Leaders and managers set challenging targets and use data well. Staff have a good focus on improvement and providing the best experience for learners. The process for self-assessment is satisfactory. However, Poultec knows itself well and has accurately identified key areas for improvement. Managers focus well on continuous improvement and regularly review their work and the impact on learners

Outcomes for learners

Grade 2

9. Outcomes for learners are good. Success rates have broadly improved year on year. Rates for success within planned timescales have been consistently high. Overall success rates are now high, with some significantly above national averages. Skills for Life learners achieve particularly well and make very good progress from their starting points. The strategic focus on success rates is implemented well and staff provide good support to help learners succeed.
10. Overall, apprentices achieve slightly better than Train to Gain learners. In 2009/10 there was dip in a few subjects. However, this has been reversed and in-year data show a much improved picture. Train to Gain learners in both Skills for Life and business have consistently achieved well above national averages. Train to Gain learners in other areas achieve broadly at, or above, national averages.
11. Learners develop a range of good skills to help them in the workplace; employers value this highly. Learners display good standards of work with a strong focus on industrial health and safety. Many learners gain additional skills beyond the requirements of their programme. The development of learners' problem solving skills and self-reliance is particularly strong.
12. Learners feel safe and demonstrate good workplace safety. However, for a very few learners working in small businesses, this aspect is no better than satisfactory. Learners enjoy learning and are very positive about the benefits that it brings to them. They participate well in lessons and other learning activities. Many learners gain additional responsibilities, or promotion, as a result of the skills that they develop. Targets for learners are challenging and staff work hard to encourage learners to progress. Many learners gain supplementary qualifications and awards.
13. Learners are very clear about their rights and responsibilities at work. They integrate well with the workforce. For example, learners from other countries who have studied English for speakers of other languages qualifications report

that as a result of their skill development some employers now rely less on the use of translators and translations. Moreover, the language skills they develop contribute well to helping these learners integrate with their co-workers and within the community generally.

14. Many learners gain skills that contribute well to the local and wider community. For example, in agriculture the work that learners do contributes well to promoting consumer confidence in the food that is produced. Learners have a satisfactory understanding of equality and diversity. They are clear about issues such as discrimination and bullying. However, they are less clear about issues around e-safety. Poultec is aware of this and has plans in place to improve learners' understanding.

The quality of provision

Grade 2

15. Training is organised well. Good use is made of learning materials to develop and support learning, both in group and individual lessons. Learners are motivated, enthusiastic and enjoy their learning. Tutors and assessors are well qualified and have good industrial and teaching experience. Training in food manufacturing is linked closely to employer staff development. Safe working practices are well embedded. Off-the-job training for business learners is planned very effectively. Learners on the agriculture programme make good use of online training resources.
16. Initial assessment effectively identifies learners' literacy and numeracy support needs. These are met well and Poultec is good at helping learners overcome their learning barriers. However, initial assessment does not always take sufficient account of the learners' occupational roles. Assessment practice is good. Assessment is comprehensive and robust. Learners on the business administration programme receive very effective observations which relate to many competencies and which capture much evidence relating to actual work tasks. On the food manufacturing programme feedback to learners is objective and informs progress well.
17. Information learning technology is used very well to support learning and learners' progress. Learners use the electronic portfolio well, to help them manage the pace of their learning. Learners and employers are able to easily track progress and achievement. It has improved the speed of communication between learners and assessors, enabling feedback to be almost instantaneous. The promotion and reinforcement of equality and diversity are not sufficiently well embedded in learning sessions and reviews.
18. Employers' and learners' needs are met very well. Assessors take good account of employers' routines to minimise disruption to production. Poultec offers a good range of national vocational qualifications (NVQ) at intermediate and higher levels. In addition it offers foundation programmes for learners aged 14 to 19, and apprenticeships. Progression routes are well thought out. Learners for whom English is an additional language progress well from functional

literacy and numeracy courses onto NVQ programmes. Regular and thorough reviews of training ensure that the provision is adapted well to meet learners' and employers' needs. Poultec's response to employers' short-term additional training needs is very good. It analyses skills and labour needs within the industry accurately.

19. Poultec has developed good partnerships to benefit learners and the wider community. It works well in secondary schools with disengaged pupils to make the teaching and learning of mathematics more engaging, using real-life situations. Poultec works well with groups of young learners to develop employability skills. Poultec also works with primary school children introducing them to a more realistic, but fun way of learning about food production. Its partnership with the poultry industry is excellent. By working closely with employers it has developed a suite of relevant qualifications to meet the particular need of the industry and help learners gain relevant qualifications.
20. Poultec supports its learners very well. Good use of the electronic portfolio enables assessors and learners to keep in frequent contact and for learners' work to be assessed online. Learners have good control of their own learning. Support and guidance for other aspects of the learners' journey is very swift, timely and effective. Advice and guidance are satisfactory. The prospectus gives learners clear information about their available options. Good use is made of the electronic portfolio to ensure that learners are made aware of their next step. However, a few learners are not clear about their progression options.

Leadership and management

Grade 2

21. Leadership is strong, with exceedingly clear strategic direction. The promotion of learning and skills is exceptionally strong. Links with the agriculture and food manufacturing industry are very strong, with Poultec leading the development of an industry training quality standard. Other partnerships are established and managed well, with good links with local authorities, employers and schools. Managers develop resources well to broaden the provision available. For example, Poultec has equipped three buses to provide information and guidance, practical IT and hospitality resources to serve the rural area. Managers use data very well to monitor contractual and staff performance. Operational management is good. Staff have good industry knowledge and experience and undertake regular staff development activities.
22. Poultec has satisfactory measures to ensure learners' health and safety. Safeguarding arrangements meet current legal requirements. Poultec maintains a list of criminal record checks for all staff. Good links exist with a local school for pupils with complex needs and Poultec staff access regular update training from an experienced trainer. Employers have very thorough health and safety standards and provide regular training for learners. Poultec carries out an initial rigorous check of employers' health and safety, but does not carry out regular reviews to ensure this is maintained. Learners are very safe at work but the promotion of employers' awareness of safeguarding is insufficient.

23. The promotion of equality and diversity is good. Poultec uses data well to monitor the performance of different groups of learners. Efforts to widen participation from under-represented groups are very successful, resulting in a wide variety of nationalities accessing courses. Poultec and employers celebrate success well. Links with the local community are good. A childcare facility is available on-site for learners and staff. Policies and procedures are clear, demonstrating a good commitment to equality, and staff receive regular update training. Learners receive sufficient information at induction and assessors ask questions at quarterly reviews of progress. However, Poultec does not sufficiently well embed equality and diversity throughout the programmes.
24. Poultec engages with partners and employers well to develop and improve the provision. Senior managers use the excellent links with industry to develop training to meet employer needs. Poultec arranges specific training to support individual employers. Managers use feedback from partnerships to improve the quality and diversity of provision well. Poultec collects feedback from learners via online questionnaires and training course evaluations. However, managers do not sufficiently evaluate this feedback to identify improvements to provision. Poultec acknowledges this in the self-assessment report.
25. Quality improvement arrangements are satisfactory. Arrangements to monitor training and assessment are satisfactory, but arrangements to share best practice are not sufficiently well developed. Observers do not formally monitor the quality of all aspects of the learners' experience, such as induction and progress reviews. Meetings are extremely effective in reviewing provision, dealing with issues and action planning. The self-assessment process is effective. The report is accurate and sufficiently self-critical. However, there is insufficient detail about individual subject areas. The quality improvement plan provides clear actions and targets. Managers monitor progress effectively and clear improvement is being made in issues such as achievement within the planned time and the use of technology. Value for money is good. Poultec has good financial management and develops good quality resources well, to meet the needs of learners, staff and employers.

Subject areas

Agriculture, horticulture and animal care

Grade 2

Context

26. Learners are on programmes in agriculture livestock at levels 2 and 3. Poultec provides training and assessment for 46 apprentices and 45 advanced apprentices. It also provides NVQ training and assessment for 105 Train to Gain learners at intermediate and advanced level. Currently there are eight female learners and 29 learners from a minority ethnic background, most of whom are from Eastern Europe.

Key findings

- Success rates have improved since the last inspection and, for both Train to Gain and apprenticeships, are now good. Learners progress well and generally achieve within agreed timescales.
- The standards of work achieved by learners are good and learners gain a wide range of work skills allowing increased responsibility and breadth of experience at work. They have increased self-confidence and recognise their own ability to perform well in the workplace. Learners develop sound analytical skills, are self-reliant and can work with the minimum of supervision. Employers report rapid gains in employability skills.
- Learners feel safe in the workplace. Health and safety is well managed and there is a high regard for bio-security within each farm unit. Opportunities to develop and confirm learners' understanding during training and review are sometimes missed, in particular, regarding the safe use of the internet.
- Training in the workplace is good. Poultec staff use their considerable knowledge and experience in the industry to motivate and enthuse learners. Learners make good use of online training materials and current legislative documentation. Employers fully support training and celebration of achievement events and have high regard for the training received.
- Poultec meets the needs of users well. Assessors carry out frequent comprehensive observations of learners' work at times that are convenient for employers. A broad range of assessment tools and information technology is used well to support learners and meet individual learner needs.
- Poultec has developed excellent partnerships with the poultry industry, creating national improvements in husbandry practices and welfare. Working closely with employers it has developed a suite of particularly relevant qualifications that meet the needs of the highly regulated industry, resulting in learners gaining valuable and very relevant skills. Learners make a positive contribution to the community by the rigour with which they apply, and promote, health and hygiene standards for processed food.
- Initial advice and guidance are good. Potential learners, and often their employers, receive realistic guidance about what the training will entail. All

learners have a comprehensive induction with good use of interactive materials to prepare them well for their work and assessment. Monthly reports to area managers are used highly effectively to encourage those learners who are falling behind in their learning and assessment. However, employers are not fully involved in setting targets at progress reviews.

- Leadership and management are good. A clear strategic vision exists within the management team and this is communicated well to both field staff and employers. Data are monitored closely, which has contributed to improved success rates. Poultec is highly regarded within the poultry meat industry and advises on training and qualification development issues at a national level.
- Learners have a good understanding of safeguarding, equality and diversity and their rights and responsibilities. They are fully aware of what to do if they experience poor treatment of themselves or others. Equality and safeguarding matters are thoroughly covered during induction but opportunities to develop and confirm their depth of understanding during training and review sessions are missed.
- Quality improvement is satisfactory. Arrangements for development of the self-assessment report are well established. However, staff do not fully understand how the report is derived and how they contribute to the action planning.
- Poultec provides good value for money. Success rates have improved and are high. Use of the electronic evidence portfolio is providing a more efficient delivery, assessment and monitoring model. Good resources have been developed to support training and assessment, and employers value the expertise of Poultec staff.

What does Poultec need to do to improve further?

- Use training and review sessions more effectively to develop and check learners' understanding of key safeguarding and equality and diversity issues.
- Involve staff, employers and learners more widely in the development of the self-assessment report and quality improvement plan.
- Include employers more frequently in progress reviews so that they are involved in identifying training and assessment needs and target setting.

Engineering and manufacturing technologies

Grade 2

Context

27. Currently, Poultec has 122 learners working towards qualifications in food manufacturing; 83 apprentices and 39 Train to Gain learners working towards NVQs. Of these, nine are retail butchery apprentices and the remaining learners are on a variety of pathways relating to their work. Most learners are employed in large food manufacturing businesses throughout East Anglia. The learners working towards butchery qualifications are employed in small to medium-sized butchery businesses. Training and assessment are mainly delivered in the learners' workplaces by five of the provider's staff. Retail butchery learners attend practical skills workshops one afternoon per month at the provider's premises.

Key findings

- Outcomes for learners are good. In 2009/10 overall success rates within the planned time for apprentices were high. Success rates for Train to Gain learners were high, in line with national rates, and success rates within the planned time were very high. Learners enjoy their learning. For many current learners, progress is very good and timely, although some are not sufficiently challenged to achieve more quickly in line with their previous industry experience.
- Most learners make good progress in developing new skills and knowledge, which improve their standards of work and significantly increase their employability. Learners increase their confidence through their training. Their effectiveness improves and they become increasingly able to carry out their duties more efficiently. Learners have a satisfactory understanding of their rights and responsibilities. Opportunities for progression from level 3 to higher qualifications are limited. Insufficient data are recorded regarding the progression of learners.
- Learners feel safe in their workplaces. Good attention is given to safe working practices and to health and safety guidance and procedures in employers' premises. Learners have a good understanding of the importance of safety and personal protective equipment in food manufacture settings. Some opportunities to reinforce learners' understanding of health and well being are missed.
- Training is organised well and co-ordinated around workplace shift arrangements and other events like auditing and seasonal working. Employers value highly the flexible and professional approach to training. Resources are used wisely to develop learner understanding; however, insufficient use is made of technology to support learning. The development of practical butchery skills and machine operating skills is to the best of current industry standards. Training is strongly linked to workplace operating procedures and safe practices.
- The planning of assessment and observation of learners' workplace practice are good. Feedback to learners is objective and informs progress, although a few

questions used by assessors are neither sufficiently challenging nor clear. Use of technology in assessment is very effective. However, for some learners access to technology is limited and assessors have to resort to paper-based methods, which do not offer the same benefits.

- Learners speak highly of the enthusiastic care and support they receive from Poultec staff. The development of language and literacy skills is good, especially for those learners in food manufacture for whom English is not their first language. Learners are routinely supported well, to help them achieve more quickly or where they need additional help to overcome difficulties. Good communication and emphasis on progress ensures appropriate support is provided promptly.
- Initial assessment is not used effectively to inform individual targets for learners. The analysis of a learner's occupational role to optimise the selection of qualification units is insufficiently detailed. Many learning plans are not adequately updated and target dates are incomplete.
- Staff maintain good continuous professional development records detailing current industry skills and knowledge. Appraisals are thorough and development needs are suitably identified and met. Staff hold a range of relevant qualifications in both generic and vocationally specific areas. Employers respect Poultec's staff and recognise the excellence of their expertise.
- Provision to meet both learners' and employers' identified skills needs is broad. Staff respond promptly to requests for the development and provision of specialist short courses such as hazardous food allergens. These courses add value to apprenticeship and NVQ training. Progression routes for promotion in the workplace and for further learning are actively pursued.
- Partnership working with schools has been successful in engaging potential learners in butchery provision, and learners in butchery master classes. There are well-developed relationships with employers who are committed to supporting sustainable and beneficial training which is aligned to their business objectives.
- The food manufacture team is well managed and is effective in the coherent and productive achievement of its main objectives. The focus on learner progress, support and achievement is strong. Monthly meetings are well planned, responsive and support good communication and co-ordination with others across the company and with employers. Some staff however are unclear about their targets for improvement.
- Poultec is proactive and influential in its relationships with organisations such as its sector skills council, trade associations and the national skills academy for food and drink. Poultec's role as skills champion for meat and poultry enables both the provision and industry to benefit from well informed and emerging good practice.
- Quality monitoring at programme level is adequate. The internal verification process is effective and contributes to improvement. Equality and diversity arrangements are good; however, there is insufficient reinforcement and promotion to improve learners' understanding. Arrangements for the

safeguarding of learners are satisfactory. Staff contribution to and management of the self-assessment process is adequate.

What does Poultec need to do to improve further?

- Improve arrangements for access to and the utilisation of technology in learning and assessment, for all learners, to improve efficiency and enhance the learner experience.
- Improve arrangements for learners to progress beyond level 3 by considering internal provision or identifying external progression options
- Improve the use of initial assessment and the evaluation of learners' occupational roles to inform more fully individual target setting, the selection of qualification units and provide more challenge for learners.
- Improve the rigour of quality monitoring activities to support leaders and managers making improvement by ensuring that all aspects of teaching, learning and assessment are formally monitored.

Business, administration and law

Grade 2

Context

28. Currently, Poultec has 78 learners working towards qualifications in this subject area. Of these, 26 learners are on Train to Gain programmes at level 2 and the remainder are on apprenticeships. Twelve learners are following qualifications in business administration, 31 in team leadership and 35 in customer services. All learners are employed in local Norfolk businesses.

Key findings

- Outcomes for learners are good. Success rates have improved over the last three years and are above the national rates. A high and increasing proportion of apprentices successfully complete their programmes within their planned time.
- Learners develop good skills, knowledge and confidence. They demonstrate improved working practices, self-confidence and a greater understanding of their job roles. Learners' work is of a good standard.
- Learners gain significant benefits to their economic and social well-being. Many learners enjoy learning in the workplace. Some learners with low prior achievement have increased their levels of confidence and well-being. A number of learners have progressed through qualification levels and gained promotion or higher levels of responsibility at work.
- Learners feel safe and welcome in their workplace and the training centre. They demonstrate a clear understanding of health and safety in the workplace and adopt safe working practices. Health and safety is particularly well promoted at most employer sites.
- Training and assessment are good. Learner satisfaction with off-the-job training is high. Learners receive good one-to-one support from assessors which is clearly recorded. Observations are used effectively to capture as much naturally occurring evidence as possible as part of the national vocational qualification. The use of technology in the assessment process is good. Initial assessment, learning plans and progress reviews are adequate.
- The provision sufficiently meets the needs and interests of learners and employers. Provision is well planned and organised. For example, Poultec work well to ensure that training complements employers' own staff development.
- Partnerships are satisfactory. Long term and positive relationships have been developed with employers. Assessors and managers work together well to plan learners' programmes and to improve their career prospects. Workplace supervisors have a productive involvement in their learners' programme. Links with other organisation such as schools, councils and community groups are appropriate.
- Care, guidance and support are good. Individual support is provided well to enable learners to reach their potential. Learners can access a wide range of

support within the workplace and from their assessor. Assessors offer effective pastoral support and build positive relationships with learners. For example, learners can make contact with their assessor through different methods of communication during unsocial hours. Learners receive adequate advice prior to starting a course.

- Management set a clear direction and expectations for developing the provision. Managers and other staff promote a very positive culture and aspire to continuously improve. Programme management is strong. This includes particularly effective team working, regular meetings and good levels of communication. Resource management is good.
- Arrangements for safeguarding are satisfactory. Appropriate information is provided to all learners. Staff have participated in training and are able to effectively deal with safeguarding issues and concerns.
- Equality of opportunity is satisfactory. Learners and employers particularly value the celebration of achievements such as the awards ceremony. Learners work in an atmosphere of professional respect, free from harassment and discrimination. Staff ensure that all learners have equal opportunity to achieve their potential. Learners understand their rights and responsibilities and know who to contact if they have any problems. However, the reinforcement of learners' awareness of equality of opportunity is not sufficiently reinforced or promoted.
- Quality improvement processes are satisfactory. Self-assessment uses a broad range of evidence including data and the views of learners and partners. The self-assessment process is inclusive with staff involved well. However, there is insufficient detail given in the self-assessment report and limited actions identified at subject level.

What does Poultec need to do to improve further?

- Improve learners' awareness of equality of opportunity through reinforcement at induction, progress reviews and in training.
- Further develop the self-assessment process by reporting and developing specific actions at subject level.

Information about the inspection

29. Two of Her Majesty's Inspectors (HMI), six additional inspectors and one occupational specialist, assisted by the provider's Training Director, 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, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievements 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 each of the subject areas the provider offers.

Record of Main Findings (RMF)

Poultec Training Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	0	0	0
Part-time learners	689	51	638
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	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?	2		
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>	2		
Quality of provision	2		
How effectively do teaching, training and assessment support learning and development?	2		
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?	2		
Leadership and management	2	2	2
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>	n/a		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
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?	2		

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk