

# Norfolk Training Services Limited

## Inspection report

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**Unique reference number:** 53550

**Name of lead inspector:** John Grimmer HMI

**Last day of inspection:** 05 August 2011

**Type of provider:** Independent learning provider

**Address:** Harford Centre  
Hall Road  
Norwich  
NR4 6DG

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## Information about the provider

1. Norfolk Training Services (NTS) was established as a group training association for the transport industry in 1969 and became a limited company in 1974. It has sites in Norwich and Kings Lynn. NTS provides apprenticeships funded by the Skills Funding Agency (SFA) in engineering, construction, health and social care, business administration and retail and commercial services. The company also offers programmes in Foundation Learning, Train to Gain and, working with local schools, young apprenticeships. The Young People's Learning Agency (YPLA) funds Foundation Learning.
2. The company has 97 staff and 400 government funded learners. Privately funded commercial training, mainly offering the road haulage industry qualifications, accounts for 23% of the company's income. The remainder is government funded through the SFA, YPLA or schools. The business administration and construction programmes were not inspected on this occasion. The 125 school children undertaking vocational courses were also not inspected. Health and social care courses are new provision to NTS in 2010. Foundation Learning also commenced in 2010 taking over from the previous Entry to Employment courses.
3. The NTS provides training for the following organisation:
  - Seetec – for Department for Work and Pensions funded programmes for unemployed people

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b> 14 to16 Foundation learning	125 part-time learners 118 learners
<b>Employer provision:</b> Train to Gain Apprenticeships	26 learners 256 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		3
Safeguarding		3
Equality and diversity		3
Subject Areas		Grade
Health and social care		3
Motor vehicle		3
Retail		2
Foundation Learning		2

## Overall effectiveness

4. NTS is a good training provider. Outcomes for learners are good. Learners achieve their qualifications satisfactorily and make good improvements in their confidence and personal development. Learners enjoy their courses and gain good vocational skills that greatly improve their future career prospects. The quality of the training provision is good. Training, assessment and coaching from NTS staff and employers are good. Learners feel safe and staff promote equality and diversity. The company monitors these areas carefully.
5. Retail and warehousing training is good and has high success rates. Assessors provide good training and coaching which match well learners' jobs. NTS provide good training in Foundation Learning programmes. Learners' progress and achievement of personal, social and employability skills are good. Health and social care courses are satisfactory. Learners develop good skills and improve their confidence and self-esteem. Vocationally well-qualified and experienced assessors provide good guidance and support. However, assessors' qualifications and teaching for the theoretical aspects of technical certificate of the apprenticeship courses are insufficient. Training in motor vehicle is

satisfactory. Most learners progress from Foundation Learning to motor vehicle apprenticeships and many go on to progress well in the industry. However, teaching and learning does not always sufficiently engage and challenge a minority of learners.

6. Leadership and management are satisfactory. NTS's experienced managers carefully monitor the quality and performance of staff and programmes at the Norwich and Kings Lynn sites. Training resources are generally good although the Kings Lynn centre is short of space and some training equipment is in need of updating.

## Main findings

- Overall success rates are at a satisfactory level. Most overall success rates and those completing their qualification within the planned timescales have increased each year and are now at or above the national averages. In-year data indicates that the provider is maintaining increases, particularly for learners achieving their qualifications within the planned timescales.
- Learners make good progress. Most start with poor experiences of school education and low expectations. They make above average progress and significant numbers successfully move to employment or from foundation programmes to apprenticeships. Many also progress from level 2 to level 3 apprenticeships. Learners thoroughly enjoy their learning.
- Improvements in learners' employability skills are good. As learners develop, they gain in confidence and self-esteem. They quickly improve their vocational skills and work diligently on complex and intricate tasks. Many become key workers. Their employers speak highly about the training adding value to the learners and to their businesses.
- Teaching, training and assessment are satisfactory overall. Vocationally well-qualified and experienced assessors provide good guidance and support. However, assessors' qualifications and teaching for the theoretical aspects of technical certificate of the apprenticeship courses are insufficient.
- Programmes meet well the needs of individual learners, their career aspirations and employers. The use of optional NVQ units ensures most learners benefit from a wide choice of specialist skills training. Staff have useful discussions with learners on progression and career development at induction and reviews. Staff set short-term targets for learners throughout their programmes and encourage them to set medium and long-term goals.
- Working relationships with a wide variety of employers are good, which includes NTS recruiting learners for employers. Employers on retail programmes have a good understanding of learners' progress and needs and are thoroughly involved in induction, training and reviews. In addition, many retail and warehousing employers have very detailed NVQ and apprentice framework knowledge.
- NTS provides good robust individual learning and pastoral support for those on Foundation Learning with identified additional needs. This is effective across all of Foundation Learning, with the company providing individual support

within learning sessions and through the advice and guidance team. However, NTS provides little advice on personal and financial safety when learners use the internet.

- External partnerships are good and ensure that NTS meets the needs of individual learners at all levels. Foundation Learning does not include mandatory employer work placements currently. However, the provider has work placements with construction and motor vehicle employers to improve provision. A minority of employers would like to have more involvement in the training of their learners.
- The use of data to monitor learners' progress is good. NTS employs data very effectively to highlight individual learners' progress, particularly when it is slow. Managers set assessors targets to improve achievement. An effective system identifies learners at risk of slow progress or not completing, which enables managers to organise additional support if necessary. Foundation Learners' progress reviews do not monitor progress of the initial assessment findings.
- NTS has taken good strategic actions to restructure the company and plan for the succession of key staff. The streamlining and combining of management has reduced costs, increased efficiency and provided a greater focus on the priorities of learners. NTS has recruited replacements for key staff leaving the business and they are taking on greater management responsibilities.
- Directors at NTS provide good leadership. They regularly monitor all areas of performance. Directors have set a clear mission and strategic direction for the provider. They use regular board meetings to check closely performance against targets and challenge managers to set and maintain high standards.
- The promotion of equality and diversity and the safeguarding of learners are satisfactory. Learners feel safe and have a good awareness of safeguarding. The reinforcement of safe working practices is frequent but reference to equality and diversity during learners' progress reviews and lessons is insufficient.

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

- Ensure assessors develop their teaching and coaching skills and undertake qualifications to more effectively provide the theoretical requirements of the apprenticeship frameworks.
- Engage a minority of employers more fully in the planning and provision of learning by using their knowledge and enthusiasm in the development of the learners' skills.
- Make Foundation learners' progress reviews more effective and challenging by linking and coordinating target setting with the initial assessment findings.
- Better promote equality and diversity by ensuring staff cover this area more thoroughly during learners' progress reviews and in learning sessions.
- Emphasise safety to learners when using the internet by including guidance on the importance of personal and financial protection.

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

### **What learners like:**

- helpful, friendly and supportive staff at NTS
- good communication and flexibility of visiting assessors
- reliability of NTS staff
- earning while learning and getting a trade
- good teaching at the training centre
- improvements in skills and confidence that result from the training
- that NTS is a good place to go
- on-line assessment.

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

- the quantity and quality of tools and equipment in the training centre workshops
- complicated and difficult use of language.

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

### **What employers like:**

- knowledge and expertise of the visiting staff from NTS
- frequent and regular communication
- support in finding apprentices
- development of learners' skills and confidence
- involvement in the planning and review of learners' progress
- the improvement to business by training.

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

- greater knowledge of the content of the teaching programmes at the training centre
- visits to the training centre to meet staff and view resources
- more opportunities for learners to develop the literacy, numeracy and language skills
- a better calibre of apprentice through better recruitment and induction.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

7. NTS has a good capacity to improve. Since the last inspection in June 2006, NTS has considerably increased the number of learners and added to the subject areas it offers. The company has managed to maintain a similar good grade profile to that of the last inspection. Overall success rates for apprentices and Train to Gain are satisfactory. Over the last three years, the increase in success rates for Train to Gain and apprenticeships has been steady. Both programmes are now above the national averages and current success rates are high for most courses. A recent management restructuring and succession planning has helped the company to develop its strengths and resolve many potential problems being brought about by reduced funding and reduced numbers of learners in their traditional employer base. NTS has successfully introduced a new area of learning with good numbers, good progression and good employer satisfaction for the training it provides.
8. Managers use data well to monitor performance and remedy any underperformance at an early stage. Quality checks lead to improvements and the use of employers and learners' feedback to improve the provision is good. Self-assessment overall is comprehensive, inclusive and is largely accurate. However, the report is repetitive in places and does not contain sufficient information about the new area of health and social care. NTS has recently reduced staff by about 10%. Initial signs are that the restructuring has been beneficial. However, as changes are very recent, inspectors judged leadership and management to be satisfactory at the inspection.

### Outcomes for learners

**Grade 2**

9. Success rates for Train to Gain and apprenticeships are at a satisfactory level. Successful completions, within expected timescales, for Train to Gain learners over the last three years have been slightly better than national averages. The successful completion rates within expected timescales for apprentices have increased from below the national average in 2009/10 to above in 2010/11. Current in-year data shows that increases in success rates are continuing. The success rates and performance of different groups of learners is similar.
10. Learners on health and social care programmes are making good progress and are on target to achieve within the expected timescales. Motor vehicle learners often start with low aspirations and low educational ability. However, they make good progress, and with additional support achieve at the same rate as other learners. Success rates for retail learners are high and for warehousing learners, they are very high. Learners on Foundation Learning progress well and achieve good positive outcomes.
11. Learners improve their economic and social well-being while at NTS. Foundation learners in particular, improve their self-esteem and are well motivated to progress onto higher levels. These learners also social awareness make a

positive contribution to the community through partnerships and project work. Learners feel safe and work in environments where NTS and employers monitor and enforce safety well. Learners enjoy learning.

## **The quality of provision**

## **Grade 2**

12. Training and assessment is good overall and very effectively supports learning and development. Assessors and tutors have good relevant vocational experience and knowledge and they work enthusiastically with learners to encourage their progress and development. Assessors manage assessment well. They work very effectively with employers providing flexibility in their approaches to assessment. They visit learners at work outside of normal working hours. Assessors encourage learners to contact them for assessments on demand if unexpected work opportunities arise for qualification evidence. However, a minority of assessors, who have previously mainly assessed Train to Gain NVQs, now have to teach the technical certificate requirements of apprenticeships and lack appropriate teaching qualifications and skills.
13. Programmes match learners' work roles well. For example, on the health and social care courses assessors use the full range of optional units available to ensure learners benefit from a wide choice of programmes. NTS works well with employers often acting as recruiters for their future workforce. Employers have a good understanding of learners' progress and needs and are thoroughly involved in induction, training and reviews. In addition many employers have very detailed NVQ and apprentice framework knowledge. However, some motor vehicle employers would benefit from more information about off-the-job training activities and information about how they could coordinate learners work activities with those at the training centres.
14. Assessors and tutors provide good guidance and support for learners to meet pastoral and vocational needs. Assessors are easy to contact, accessible and readily provide extra support that includes visits outside of normal working hours. NTS provides good robust individual learning and pastoral support for learners with identified additional needs. The support allows learners to progress at the same rate as others not receiving help. However, staff do not emphasise with a few adult learners the importance of taking up support.

## **Leadership and management**

## **Grade 3**

15. Recent restructuring of the NTS management and individual responsibilities have provided a clearer focus on the overall company objectives. Succession planning for key staff roles and the recruitment and development of individuals ready to take over key responsibilities are in place. The company has identified less popular areas of the provision and has replaced them with new ones to maintain income levels and enhance the provision. Although the restructuring has created some difficult issues, it has led to improvements taking place.



16. The board of directors meets monthly to assess the progress of the business and monitor performance against targets and objectives. The board provides good direction through the clear mission statement and good leadership with challenging objectives, and the regularly monitored and updated business plan.
17. Managers regularly use data to assess learners' progress and to ensure that contract incomes are maximised. Staff are set clear targets for recruitment, progression and achievement. Managers regularly review staff targets and discuss improvements where necessary. Staff receive good support from knowledgeable managers who work hard to raise expectations and promote ambition throughout the organisation.
18. Safeguarding of learners is satisfactory and meets all current legislative requirements. All staff have an enhanced Criminal Records Bureau check and a central record of the results the company keeps in a secure place. Suitable policies and procedures are in place and safeguarding has a high priority. Staff receive training about safeguarding during induction and when significant changes to company materials and government policy occur. NTS works with vulnerable adults and school age children and closely promotes and monitors safeguarding to all. The NTS safeguarding policy does not have specific information about dealing with incidents relating to schoolchildren. However, details of actions for this area are part of the contracts between schools and NTS.
19. Equality and diversity are satisfactory. Learners are well aware of their rights and responsibilities and they know how to report incidents. Learners are confident enough to challenge any inappropriate behaviour or comments of a derogatory or offensive nature. Assessors and tutors monitor equality and diversity issues at the training centres and in the workplace. However, during learners' progress reviews and lessons discussion of this area is insufficient.
20. NTS collects and uses feedback from learners and employers to gauge satisfaction levels and to help improve provision. The self-assessment report takes account of the views of users. NTS uses resources at both training centres well and provides satisfactory value for money.

## Subject areas

### Health and social care

### Grade 3

#### Context

21. Some 84 learners including 61 apprentices, 14 advanced apprentices and nine Train to Gain learners are studying this subject area. Most apprentices are aged 21 or over. Around 20% of apprentices are male. The apprenticeship programme began in 2010 and most learners started in recent months.

#### Key findings

- Learners' achievements are satisfactory. Learners are making good progress on the apprenticeship and advanced apprenticeship programmes. Train to Gain achievement this year is good at level 2 but only satisfactory at level 3.
- Learners develop very effective vocational skills. Employers readily help learners improve their work. Learners are diligent and professional. Many see themselves starting out on a career, rather than just having a job in health and social care. Progression from level 2 to 3 is good. Employers have already promoted a number of learners.
- Assessment practices are good. Assessors are suitably qualified and assessment is rigorous and thorough. Assessors work flexibly to meet employers' work needs and learners' work patterns. Employers are closely involved in reviewing learners' progress and in the planning and design of assessments.
- Assessors have broad industrial experience and good vocational skills. They use these effectively to encourage learners. Assessors use their vocational experience well to link the workplace activities to NVQ standards. However, staff lack teaching or coaching qualifications and sometimes miss opportunities to promote learners' knowledge and understanding further.
- Learners benefit from programmes that match well to their individual needs, work and career aspirations. Assessors use the full range of optional units to improve learners' skills. Staff discuss effectively progression and career development with learners at induction and reviews. Staff set learners short-term targets and encourage them to set medium and long-term goals.
- Partnerships with employers are good. Most employers have started working with NTS quite recently. They are pleased with the way assessors involve them fully in their learners' progress. The close links between assessors and employers enables learners to relate knowledge effectively to their practical work.
- Assessors support learners' vocational and pastoral needs well. Managers give assessors additional time to support learners. However, encouragement to learners to take up support offered for their English, numeracy and ICT skills is not always effective.
- Leadership and management are satisfactory. A new management structure is in place and managerial responsibilities are now clearer. A number of developments to ensure the successful introduction of the new programme

have taken place during the year. However, it is too early to see their impact in enabling learners to complete successfully their apprenticeships.

- The promotion of equality and diversity through training and assessment is satisfactory. Assessors rely on general and rather dull questions which lack specific relevance to health and social care. Opportunities to promote equality and diversity specific to learners' workplaces in induction and reviews staff are sometimes missed.
- The self-assessment report is unclear and lacks judgements. The company provided a separate report for this area prior to the inspection. However, it lacks sufficiently detailed analysis of learners' progress and achievements, and about the strengths and areas for development of the provision. The departmental improvement log is detailed but it does not identify success criteria for all the improvements identified.

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

- Provide better understanding and encouragement to learners about the importance of taking up support to improve their literacy, numeracy and ICT skills.
- Ensure assessors develop their teaching and coaching skills and undertake qualifications to enable them to more effectively provide the theoretical requirements of the apprenticeship framework.
- Further promote equality and diversity by ensuring the area has thorough coverage during learners' progress reviews and lessons, and staff give it a stronger vocational focus.
- Improve the health and social care section of the self-assessment report by ensuring that it is clearer and more judgemental, contains a thorough analysis of learners' achievements and that the improvement plan has more success criteria.

## Motor vehicle

## Grade 3

### Context

22. Some 93 learners are on apprenticeship programmes following motor vehicle maintenance and repair or vehicle body repair and paint refinishing courses. Of these, 36 are advanced apprentices and 57 apprentices. The subject area has only one female learner. In addition, motor vehicle has 12 Train to Gain learners.

### Key findings

- Success rates are at a satisfactory level. Overall success rates and the proportion completing in the required timescale has increased each year to at or near the national averages. Although the rates are below the national average for vehicle maintenance, they are above for body and paint apprentices. In-year data indicates that the increase in rates remains.
- Learners make good progress. Most start with poor experiences of school education and low expectations. They make above average progress and significant numbers successfully move from Entry to Employment or foundation programmes into apprenticeships. Many also progress from apprenticeships to advanced apprenticeships. Learners thoroughly enjoy their learning.
- Improvements in the learners' employment skills are good. As they develop, learners also gain increased confidence and self-esteem. They quickly improve their vocational skills and work diligently on complex and intricate tasks. Many become key workers in the workplace. Employers speak highly of how training improves learners and their businesses.
- Both in the training centre and the workplace, the focus on development of safe working practices is strong. Learners are clear on the risks and hazards in their workplaces and make appropriate use of the correct personal protective equipment. Learners say they feel safe and have developed confidence to challenge unsafe practices.
- Learners' work is satisfactory and complies with awarding body requirements. Portfolios of evidence are well organised. The use of written evidence is effective and includes job cards and assessors' observations. However, the use of photographs, audio and video is insufficient.
- Teaching, learning and assessment are satisfactory. Staff plan theory and practical sessions effectively. They use individual learner's profiles to establish preferred learning styles. However, in the observed sessions staff did not take account of individual learning needs. Learning groups are small and although staff engage with learners, teaching often lacks variety and is insufficiently challenging. Not all assignments for key skills are vocationally related.
- Staff provide well-organised and frequent assessments in the workplace. Most employers are thoroughly involved in reviewing learners' performance and planning of assessment activities. The use of workplace observations is insufficient although work job cards still form the main assessment method.

Internal verification is thorough and focuses on improving assessors' performance.

- The monitoring of learners' progress, through the progress reviews, is effective. Learners have a clear understanding of what they have completed and how much more is required. Employers also are clear on the progress of their learners and about the targets being set. Staff and employers encourage learners to progress to advanced apprenticeships.
- A satisfactory range of motor vehicle programmes, together with the availability of optional units, meets the needs of learners and employers well. NTS staff work closely with the employers to ensure that learner off-the-job attendance meets employers' work requirements. If learners have difficulty in attending the training centre, training and on-line testing takes place on employers' premises.
- Learners receive satisfactory vocational and pastoral guidance and support. Effective arrangements are in place for the initial assessment of literacy and numeracy support needs and its provision. Support from assessors visiting the workplace is good.
- Leadership and management are satisfactory. Recent restructuring has clarified lines of communication and roles and responsibilities. Staff now have greater opportunities for the sharing of good practice. Meetings focus more on learners' performance and staff use data effectively to identify areas of underperformance. In-year data indicates early signs of improvement but end of year data is yet to confirm performance has improved.
- The promotion of equality and diversity and the safeguarding of learners are satisfactory. Learners feel safe and have a good awareness of safeguarding procedures. Reinforcement of safe working practices is frequent but the reference to equality and diversity, particularly during progress reviews, is cursory.

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

- Extend the range of teaching and learning methods to ensure all learners have sufficient challenge to extend their knowledge and understanding.
- Raise the standard of key skills provision by developing a broader range of vocationally related key skills topics to improve learners' understanding.
- Improve the promotion of equality and diversity by ensuring that its coverage, particularly during progress reviews, is thorough.

## Retail and commercial enterprise

## Grade 2

### Context

23. Some 25 apprentices are on programme with 20 following intermediate programmes in retail and warehousing and the remaining five at advanced level. Sixteen learners are female and most are on retail programmes. Seven staff, all who all have involvement in other vocational areas, assess, internally verify and manage the provision.

### Key findings

- Apprentices and Train to Gain learners have high overall success rates and most successfully complete their programme in a timely manner. In warehousing, success rates are very high, although the numbers of learners are low. Learners enjoy their training and make good progress. Learners produce good standards of work that are varied and original.
- The development of vocational and social skills is good. During training, learners improve their customer skills, product knowledge, confidence, communication and numeracy skills. This helps them understand better their duties and focus more effectively on their work. Learners are ambitious. Many have been promoted, have increased responsibilities or progressed to further studies.
- Learners feel safe and work in safe environments. Employers and assessors are committed to health and safety, which forms part of assessments and reviews. Learners are aware of the appeals and complaints procedures. However, staff provide little advice on personal and financial safety issues when learners use the internet.
- Assessment practice is good and uses a wide variety of methods to maximise learners and employers' involvement. Good planning ensures the capture of evidence from the workplace. Most learners use electronic portfolio and assessment methods. Assessor observations are highly detailed and well recorded. However, learners are insufficiently involved in assessment decisions, especially at advanced level.
- Training and coaching by both employers and assessors is good. At induction assessors identify opportunities for employers to provide training in the workplace. Assessors plan their own coaching sessions to support workplace training. Assessors provide tuition for key skills and have access to additional support where appropriate. Staff provide some good support to dyslexic learners. Initial assessment and target setting are satisfactory.
- Learners and employers appreciate how the relevant learning programmes match job roles well. NTS offers learning programmes at intermediate and advanced levels in both retail and warehousing to suit employers different needs.
- NTS has a good working relationship with a wide variety of employers, which includes recruiting learners. Employers have a good understanding of learners'

progress and needs and are thoroughly involved with induction, training and reviews. Many employers have a very detailed knowledge of NVQs and apprentice frameworks. Larger employers sometimes host courses which are open to other learners.

- Pastoral support is satisfactory. Assessors can refer learners to specialists within the company who have links with external support organisations. Recent support includes mediation and advocacy with employers and help with homelessness, single parenting, pregnancy and bereavement. Assessors are accessible and readily provide extra support that includes visits outside of normal working hours.
- Operational management is good with robust internal verification. Resources are good and include on-line assessment as well as training aids and bespoke courses. Managers encourage assessors to update their occupational skills. However, the emphasis on assessors to achieve higher-level teaching qualifications is insufficient. NTS is well-prepared for the implementation of new arrangements for functional skills.
- Safeguarding and the promotion of equality and diversity are satisfactory. Learners are aware of their rights and responsibilities. Assessors link equality and diversity to some customer service NVQ units. Learners have a satisfactory understanding of equality and diversity but its emphasis in reviews is insufficient.
- Collection of feedback is good. NTS works well with learners and employers to gather routinely their views, which managers feed back to assessors for action. These views are part of staff appraisals and support action plans for improvement. Managers use feedback at meetings and for self-assessment.
- Self-assessment is inclusive and the report accurately assesses the subject area. Managers make thorough use of data to highlight the progress of individual learners, particularly when it is slow. Targets for assessors are set to improve learners' achievements. An effective system identifies learners at risk of leaving early and enables managers to organise additional support.

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

- Emphasise safety to learners when using the internet by monitoring and including guidance on personal and financial security.
- Involve learners, especially at advanced level, in the assessment decisions.
- Ensure that assessors extend the promotion of equality and diversity at reviews by conducting thorough discussions on this area.

## Foundation Learning

## Grade 2

### Context

24. NTS has held a direct contract for Foundation Learning since August 2010. The company currently provides Foundation Learning across two centres in Norwich and Kings Lynn. Coordinators at both sites manage the provision. NTS has 118 learners on programme across the sites. The Foundation Learning vocational provision includes construction and motor vehicle skills.

### Key findings

- Progression and achievement rates are very high for both motor vehicle and basic construction skills, and are well above the national benchmark figures. However, functional skills mathematics pass rates are low. Learners make good progress and produce a good standard of work. Overall, attendance levels are satisfactory but for a minority of learners it is poor.
- Learners develop good personal, social and employment skills. They enjoy learning and increase their levels of self-confidence, motivation and team building skills.
- Learners feel safe and staff regularly check health and safety during progress reviews, in workshops and classrooms. A high standard of health and safety is maintained in workshops and, where appropriate, learners use personal protective equipment.
- Training and assessment are good and engage learners well. Learning relates well to the development of employment and vocational skills. Staff integrate well most functional skills into vocational, personal, social and development programmes. This motivates and encourages most learners to progress from the foundation award to the certificate level. The teaching of functional skills mathematics is less effective.
- The range, flexibility and type of provision gives learners a good choice of subject areas in motor vehicle and construction provision to meet their needs. It provides learners with the relevant levels and qualifications that support achievement of medium and long-term personal career and employment goals.
- The range of external partnerships is good and meets the requirements of individual learners at all levels. Currently Foundation Learning does not require work placements with employers. However, the provider has work placements with both construction and motor vehicle employers to extend learners' vocational skills.
- NTS provides good robust individual learning and pastoral support for those identified with additional needs. This is effective across all the strands of Foundation Learning, with individual support provided both within learning sessions and through the advice and guidance team that feeds into support processes. However, staff do not use reviews to check on the progress towards targets and support identified at initial assessment.



- Operational management is good. Centres are well run and organised. Staff are well qualified and occupationally competent. Managers plan staff development well. Quality assurance is good.
- Good resources provide realistic work conditions to enable learners to work to industrial standards and achieve recognised qualifications. Staff use vocational resources and workshops effectively to maximise learning and skills development. This supports learners to progress towards their full qualifications and the next level.
- Safeguarding and the promotion of equality and diversity are satisfactory. Learners have an acceptable level of understanding of these topics. However, staff do not always embed fully the promotion of equality and diversity into teaching, learning and training and occasionally miss opportunities to reinforce understanding of this area.

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

- Increase the attendance of a minority of learners by closely monitoring their reasons for non-attendance and developing appropriate action plans with individuals.
- Increase Functional Skills mathematics pass rates and improve learners' use, knowledge and understanding of number through staff contextualising and integrating mathematics tuition into vocational work.
- Improve progress reviews by ensuring staff check progress against targets and support needs identified at initial assessment.
- Further reinforce learners' knowledge and understanding of equality and diversity by identifying and providing topics and opportunities to discuss this area during learning sessions.

## **Information about the inspection**

25. One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's Operations 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 bodies, 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)****Norfolk Training Services Ltd**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; Foundation learning tier, including Entry to Employment;  
**Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	400	118	282
Part-time learners	0	0	0
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2		
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	3		
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		
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>
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?	3		
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
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?	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?	3		

\*where applicable to the type of provision

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