

NEETA

Inspection report

Unique reference number: 53574

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Last day of inspection: 15 April 2011

Type of provider: Independent learning provider

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Information about the provider

1. North East Employment Training Agency Ltd (NEETA), is a private limited company established in 1987. It contracts with the Skills Funding Agency to provide apprenticeships for learners aged 16 and over, and with the local authority to deliver Young Apprenticeship programmes. NEETA holds a subcontract with a national provider, Rathbone, to deliver foundation learning and contracts with local schools to provide bespoke programmes for young people aged 14 to 16 who are at risk of exclusion from school. The head office is in Gateshead and training takes place from six centres across Gateshead and the surrounding area.
2. Programmes range from entry to advanced levels. At the time of the inspection 159 learners were on apprenticeship programmes, 118 in hairdressing, 33 in beauty therapy and eight in barbering. Forty learners were following programmes preparing them for life and work, 60 learners aged 14 to 16 were on school links programmes and 45 on Young Apprenticeship programmes. Teaching, learning and assessment for most apprentices take place in the workplace.
3. A senior team comprising a managing director, company secretary and four senior managers, share the responsibility for running the company and providing strategic and operational management. Twenty five tutors deliver teaching, training and assessment in six training centres and in the workplace.
4. NEETA recruits most learners from within the local area which includes high levels of deprivation. Unemployment in the area is higher than the regional and national averages. The majority of learners are low attainers who come to the provider with few or no qualifications and many are identified as needing additional learning support. Some 3.3% of the learners are from minority ethnic groups and 8% are male. All apprentices are in employment.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16 Preparation for life and work: foundation learning	85 part-time learners 44 learners
Employer provision: Apprenticeships	158 apprentices

Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	2
Subject Areas	Grade
Service Industries: hairdressing and beauty therapy	3
Preparation for life and work	3

Overall effectiveness

5. Provision at NEETA is satisfactory. Reasonable progress has been made in tackling many of the areas for improvement identified at the previous inspection. Over the last four years the number of learners receiving additional support has increased significantly as have the number of learners needing emotional and social support. The overall success rate for hairdressing and beauty therapy apprentices was low in 2009/10 and many learners were taking too long to complete their qualifications. Recent actions to improve the speed at which learners achieve their qualifications are beginning to have an impact; outcomes for current learners are well above national rates. The development of learners' skills and knowledge is good and learners are well prepared for the workplace. Many learners gain employment and progress to further learning and a good proportion gain promotion in the workplace, and progress to salon ownership.
6. The quality of teaching, learning and assessment is satisfactory. Teaching is good. Assessors make regular visits to the workplace and provide valuable help. Tracking information is not used consistently to ensure that all learners achieve within the planned time. Reviews of learners' progress are frequent, but do not fully involve employers. Actions arising from reviews are not sufficiently detailed. Foundation learners receive good individual and personal support.

7. NEETA uses its partnerships well to engage learners from under-represented groups. The company is being led well through a period of significant change and has an appropriate strategy for the future. Arrangements to safeguard learners are satisfactory. NEETA promotes equality and diversity well. It is an inclusive organisation that very effectively creates a culture of care and respect for learners and staff. Quality assurance arrangements vary in their effectiveness. Learner and employer feedback contributes appropriately to the self-assessment process. Data are not used sufficiently well to evaluate and monitor the effectiveness of the provision. The quality improvement plan does not have sufficiently clear actions to improve the quality of teaching and learning.

Main findings

- Outcomes for learners are satisfactory overall. Learners' success rates on apprenticeships were low in 2009/10. In 2010/11 the success rates for both hairdressing and beauty therapy apprentices have improved and are currently well above the national rates.
- Foundation learners and young people aged 14 to 16, including those with complex needs or at risk of dropping out of education, receive a very effective introduction to vocational training. The progression rate of learners aged 14 to 16 to further courses is high.
- Learners' achievement and progress are good when compared to their prior educational attainment. They make significant improvements in their personal and social skills, and their confidence levels. Learners develop good workplace skills which enable them to make good progress in their careers. Learners feel safe. Health and safety has a high focus on all programmes.
- Teaching, learning and assessment are satisfactory. Learners enjoy their training. Teaching is generally good. Tutors are knowledgeable and enthusiastic. Resources in the training centres are good, but for learners whose main learning activities take place in the workplace, facilities are sometimes cramped and noisy.
- Learners have good access to a wide range of training materials and industry standard resources. Learning is well planned and generally delivered to a high standard. In some lessons and assessments too little use is made of information and learning technology (ILT); there is an over-reliance on the use of paper which reduces efficiency and results in some uninspiring teaching.
- Reviews are not used effectively. Targets are insufficiently detailed to inform learners of the next steps needed to finish units and ensure timely completion. Employers are not sufficiently involved and insufficient checks are made to ensure the training delivered by assessors and employers complement each other.
- Arrangements for assessment are flexible and learners can access learning in a variety of ways. NEETA has good relationships with employers, other providers and services, and the local authority. These partnerships are used well to support learners in accessing relevant training and progressing in their career.

Pupils who have lost interest in school are attending well and learning new skills.

- Foundation learners receive particularly good individual and personal support which they value highly. Specialist key Skills and skills for Life tutors provide good learning support for all learners. However, progress made as a result of this support is not shared well with vocational assessors, missing opportunities to reinforce learning.
- Leaders and managers set a clear direction and have effectively managed a period of significant change. The company has a strong commitment to provide training to learners in deprived communities. Communication is good, frequent and inclusive. Staff have particularly good access to a wide range of staff development activities.
- Managers produce regular reports although these do not systematically include analysis of success rate data. The current overview of learners' progress and internal verification processes do not identify learners falling behind at an early stage in their programme.
- Safeguarding of learners is satisfactory and arrangements meet government requirements. Promotion of equality and diversity is good. NEETA is a highly inclusive organisation. Learners participate in a wide range of activities that promote and reinforce their understanding of diversity. Reviews of individual learner's progress are used to check on learners well being, but are not used well enough to reinforce equality and diversity.
- Self-assessment is inclusive and takes account of learner, employer and partner views. Foundation learning has only recently been self-assessed as a separate subject area. The process for the observation of teaching and learning is well established, but insufficiently focussed on evaluating learning. Targets for staff are not sufficiently challenging or linked to learner outcomes. Feedback is not sufficiently clear and precise to enable teachers and assessors to improve.
- NEETA provides good value for money. Financial monitoring is rigorous. Learners make good progress, success rates are improving. Many learners develop extremely good workplace skills. Resources are of a high standard.

What does NEETA need to do to improve further?

- Develop further the systems and processes to identify learners at risk of not completing their programme earlier so that managers can take prompt and appropriate action. Make best use of internal verification to ensure it carefully monitors the progress of learners.
- Improve the effectiveness of learners' progress reviews by ensuring they include a comprehensive reflection of their progress, providing learners with clear and achievable targets to ensure they achieve in a timely fashion.
- Continue to work closely with employers so that the training provided by employers and NEETA is coherent and closely linked and meet the needs of employers and learners well.
- Implement the use of technology in the workplace to reduce paper work, make learning more inspiring and enable staff to work more efficiently.

- Ensure that targets in the quality improvement plan link clearly to staff and team targets, clearly identifying actions needed to ensure sustained improvements.
- Improve the use of observation of teachers and assessors to ensure it is more evaluative and the analysis and reporting of the results more thorough and systematic, so that the process becomes a more effective tool for improvement.

Summary of the views of users as confirmed by inspectors

What learners like:

- the good support provided by assessors
- being treated as adults
- gaining new skills and knowledge that enable them to gain employment
- the enjoyable and stimulating learning
- feeling respected
- the skills that they develop, in particular better reading skills
- gaining confidence in their own identity and feeling worthwhile in their own right
- the supportive and approachable staff who make them feel they can achieve.

What learners would like to see improved:

- being clear about how much work is needed to complete the whole qualification
- more information about what they can do next.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good and improved skills shown by learners
- the positive attitude of learners towards work
- having a skilled and well prepared workforce
- the opportunity to have learners on placement before they are employed
- the willingness of NEETA to share good practice, including delivering training
- the partnership approach
- the effective support of assessors to enable learners to achieve.

What employers would like to see improved:

- more information about learners progress so that they can provide more effective support more information about their responsibilities for safeguarding
- better opportunities to be involved in agreeing what learners will learn and when.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Improvement in success rates since the last inspection presents an uneven picture. The overall apprenticeship success rate in 2009/10 was low, but it has improved significantly in the first six months of 2010/11 and is now above the national rate. The proportion of learners who completed their programmes within the agreed timescale was also low in 2009/10 but has improved in the last six months. Foundation learners and learners aged 14 to 16 make good progress. Most learners make good progress relative to their prior attainment.
9. The managing director and the senior team have managed the company very effectively through a period of significant change. They have a good vision for the development of the company and have set a clear direction. Recent changes in the company structure have been managed well. Communication within the company is good and NEETA consults well with staff on the operation and direction of the company. NEETA actively supports staff to engage in training that furthers their progression. Managers use self-assessment in a satisfactory manner to help improve the quality of the provision. They do not analyse data enough or evaluate the impact of actions taken sufficiently rigorously. The self-assessment report is broadly accurate, but does not provide sufficient judgements to support all the grades provided and fails to identify some of the key areas for improvement. Assessment and monitoring information is not used consistently enough. The system for observing teaching and learning is well established but is insufficiently focused on evaluating and improving learning. Careful financial management is helping to ensure that learners have access to a wide range of high quality resources.

Outcomes for learners

Grade 3

10. Outcomes for learners are satisfactory. The overall success rate targets for staff are not always sufficiently challenging or linked to learner outcomes. The overall success rate for apprentices was low in 2009/10, some seven percentage points below the national average. The percentage of learners succeeding within the planned timeframe was also lower than the national rate. The most recent data for 2010/11 show a significant improvement. The overall success rate for hairdressing apprentices is currently 15 percentage points above the national rate, although the rate remains low for the few advanced apprentices. The success rate for the small number of beauty therapy learners is 100%, some 23 percentage points above the national average. The provider's data indicate that current learners are making good progress.
11. Many foundation learners, who join the programme with no clear plans for their future, make good progress in identifying realistic career aims and develop good employability skills. Outcomes for young people aged 14 to 16 are good and all of the learners on the Young Apprenticeship Programme are on target to achieve.

12. NEETA takes careful and effective action to investigate and eliminate variations in achievement for different groups of learners. Male and female learners achieve broadly similar success rates, as do students from different minority ethnic groups. Learners receiving additional support achieve as well as their peers.
13. Hairdressing learners demonstrate good skills. From an early stage they work with confidence on a wide variety of clients who provide differing hair types. Learners' attainment levels are often above that which would be expected for the time they have been on the programme. They demonstrate high standards of behaviour and professionalism. Client care and the use of safe working practices are good.
14. The standard of learners' work is generally good, equipping learners well for further study or employment. Learners' progression into further study or employment is good, and is particularly strong for learners aged 14 to 16. Many learners progress on to other courses that further enhance their value in the workplace and their own sense of worth. Additional qualifications and the development of employability skills are helping foundation learners to seek and gain part-time employment.
15. Learners report that they feel safe in the workplace and the training centres. They demonstrate safe working practices and a satisfactory understanding of the health and safety procedures in their workplace. Well-considered arrangements ensure the safety of learners during break times. Learners understand their rights and responsibilities at work.
16. Foundation learners engage well with the local community. They make valuable contributions to charitable work, local special schools and the local elderly population. This is often effective in developing their team-working and organisational skills.

The quality of provision

Grade 3

17. Teaching, learning and assessment are satisfactory. Most teaching is good. Lessons are well paced and interesting and enthuse learners to participate. Tutors are good role models for learners in both their knowledge and professional standards. They make good use of high quality vocationally relevant equipment and resources to support learning. The use of technology in teaching and other training processes such as assessment is underdeveloped. In many individual sessions for learners whose training is delivered in the workplace there is an over-reliance on paperbased activities which results in some uninspiring teaching. A few sessions take place in noisy, cramped environments. The teaching of literacy and numeracy and of key skills is satisfactory; however, it is not sufficiently integrated into reviews of learners' progress, or vocational teaching or the development of employability and personal and social skills.
18. Provision for learners aged 14 to 16 is strong. These learners, who include disaffected learners and those at risk of dropping out of school, receive a good

introduction to the provision available at the provider. Tutors act as good role models and many learners who had little or no educational aspirations are motivated to achieve. Tutors plan activities for these learners very well and make good use of their occupational knowledge to make learning enjoyable. They help learners develop self-confidence, interpersonal skills and take responsibility for their behaviour in the training centre.

19. Initial assessment appropriately identifies learners' starting points, goals and any barriers to progression. Staff use the outcomes of assessment well. They have a good knowledge of the needs of their learners and plan learning carefully to meet these.
20. Progress reviews are unsatisfactory. They are used poorly to monitor individual progress. Reviews do not result in clear actions to guide progress; many targets are insufficiently specific. Reviews do not identify development needs and fail to include employers, or record what employers should do to help learners make progress. Learner tracking systems are not sufficiently informative. The monitoring of learners knowledge and understanding of equality and diversity is weak. Targets on individual learning plans are not updated systematically.
21. NEETA is good at meeting learners' and employers' needs. The range of provision extends from foundation level to level 3 in hairdressing and beauty therapy. Learners and employers have a choice of attendance options to suit their needs. Foundation learners following general vocational routes have access to a satisfactory range of progression routes. Partnership arrangements with employers, other learning providers, awarding bodies and the sector skills council are very effective. Workplace visits are carefully planned to minimise disruption. The productive links with local schools help provide a good range of learning and placement opportunities for learners aged 14-16. Many of these learners progress onto apprenticeships in hairdressing and beauty therapy.
22. Learner support is readily available and very effective, particularly for foundation learners and learners aged 14-16. These learners speak highly of the benefits they gain from this support in their personal lives. Staff take prompt action should a support need be identified. Close links with external agencies provide learners with expert help should they need it. NEETA provides satisfactory information advice and guidance for learners. An appropriate range of guidance information is displayed in all centres. However, learners whose training takes place solely in the workplace have limited access to such information.

Leadership and management

Grade 3

23. Leadership and management are satisfactory. The managing director has a clear understanding of the changes needed to move the company forward. The vision and plans for change are appropriate and have been shared well with staff. Communication is regular, informative and frequent. Access to staff development is particularly good and staff talk positively of the impact this has on their work role and their progression opportunities. Weekly whole staff meetings monitor the progress of learners who are reaching the end of their

programme, but the system for monitoring the progress of apprentices does not give staff a sufficiently accurate picture; in particular it does not identify learners who are making slow progress early in their programme

24. Safeguarding arrangements are well established and help ensure the safety and well being of learners and staff. Criminal Record Bureau checks have been completed for all staff. Details are recorded on a single record that is reviewed annually. Learners' induction programmes cover health and safety appropriately and staff reinforce procedures during learners' reviews and in their teaching. A safeguarding policy provides appropriate guidance. Staff development includes regular updating for all staff, although this is not centrally recorded. Learners know how to raise concerns, and who to report these to. Links with the local support agencies are used well to seek guidance and support. Records of accidents and incidents are appropriately kept.
25. NEETA promotes equality and diversity well, embedding them into most aspects of the learners' programmes. NEETA is a particularly inclusive organisation, and works hard to ensure that the needs of the most disadvantaged learners are well met. Staff ensure that learners are treated with respect and receive individual support to help them achieve their potential. The company has high expectations of learners' behaviour; they are all expected to adhere to a well-defined code of conduct. Learners are confident that any incidents of bullying would be dealt with promptly and all of those spoken to reported that they had not experienced any bullying. Data are used to monitor recruitment, retention and success to identify variations in the performances of different groups of learners. Variations in success rates are small. Students with learning difficulties and/or disabilities achieve well.
26. Feedback from learners, employers and partners is used appropriately in the development and improvement of the provision. In particular NEETA makes good use of feedback from learners' questionnaires and follow-up forums to support and promote improvement. The involvement of employers in the review of provision is satisfactory; their involvement in the planning and development of training is at an early stage.
27. Self-assessment is inclusive and makes good use of partners to validate the report. Most staff, learners and employers contribute well to the process. Until recently NEETA did not separately assess the provision for foundation learning. The overall report is broadly accurate, although some weaknesses identified by the inspection team are not included, and judgements in the report are not supported well enough by an analysis of the data. An appropriate quality improvement plan is in place but it does not focus clearly enough on the responsibilities carried by individual staff and teams in ensuring its implementation. Observations of teaching and learning take place, but not focused sufficiently on evaluating the learning taking place. Resulting actions for improvement lack clarity, and are not used sufficiently during annual staff appraisal. The links between staff training and weaknesses identified during observation of teaching are not always explicit.

28. NEETA provides good value for money. Sound financial arrangements monitor income and expenditure. Current learners are making good progress although until very recently success rates were low. The quality and availability of resources are good. Managers give investment in the development of staff a high priority.

Subject areas

Hairdressing and beauty therapy

Grade 3

Context

29. NEETA offers apprenticeships in hairdressing, beauty therapy, barbering, and Young Apprenticeships and vocational learning for young people aged 14 to 16. Of the 159 apprentices, 85 receive all their training in the workplace, the rest attend off-the-job training for one day each week at one of six training centres. Twenty six young apprentices are following a vocationally recognised qualification and a further 13 are accessing work experience through NEETA.

Key findings

- Outcomes for learners are satisfactory. Current learners are making good progress. Success rates have improved significantly in the last six months. In 2009/10 the apprenticeship success rate was seven percentage points below the national rate. Currently the success rate for hairdressing apprentices, the majority of learners, is 15 percentage points above the national rate, although it remains below the national rate for advanced apprentices.
- Current learners are making good progress. Standards of work are good. Learners develop good practical skills; most learners attain standards of work above that expected for the stage they are at in their programme. A wide range of additional training enhances learners' skills and knowledge. Many learners become senior stylists and salon owners.
- Learners are positive about their programme, and feel that it provides them with confidence and the ability to be an effective member of the workforce. They talk positively about the impact that the programme is having on their lives and their motivation.
- Learners report that they feel safe in their workplaces and in the centres. They demonstrate safe working practices and are knowledgeable about health and safety in the workplace. Not all employers are clear about their safeguarding responsibilities.
- Teaching is good. Learners have access to a wide range of industry standard resources in the training centres. Learners in the workplace have frequent and regular assessments and training, although some of these learning environments are cramped and noisy. Staff are very experienced and use their current occupational knowledge very effectively to make learning interesting and relevant.
- The use of ILT is underdeveloped. Too many teaching materials are paper-based, resulting in some uninspiring teaching. Assessments and reviews do not make best use of ILT to monitor, record and share learners' progress. This over-reliance on paper-work leads to some duplication of documentation, and reduces opportunities to share information on progress with employers and other tutors and assessors.

- Reviews of learners' progress are not used effectively. Learners are not set targets which are clear enough to ensure they know what to do and by when, both for completion of the whole programme and for shorter term learning and assessment. Previously set targets are not adequately reviewed. Too many learners take longer than expected to complete their programmes. Learners' understanding of equality and diversity is not sufficiently reinforced during reviews.
- The use of individual learning plans is under-developed. They are not updated systematically and do not reflect learners' progress sufficiently accurately. Some learning plans have not been updated to reflect the correct qualification that learners are working towards.
- The provision is particularly effective in meeting the needs of learners with widely differing needs. Most learners progress from the foundation and school links programmes to mainstream post-16 provision or employment.
- The wide range of partnerships is beneficial to employers, learners and other partners. A carefully monitored induction period ensures that work placements meet the needs of employers and learners. Learners from a local special school benefit from joint learning activities with NEETA. Partnerships are well established with the local authority and schools and effective at providing good opportunities for learners.
- Learners receive satisfactory support and guidance. They are given appropriate advice and guidance to help them progress to employment. Additional learning support is provided when a need is identified. The progress they are making and their further learning needs are not shared well enough between assessors and additional support staff.
- The system for monitoring learners' progress is unsatisfactory. Monitoring documentation only indicates how many units have been completed and does not identify learners' planned end dates. It does not indicate how much work the learner has completed towards each unit and does not identify those making slow progress or at risk of falling behind.

What does NEETA need to do to improve further?

- Develop and implement strategies that carefully monitor the progress of individual learners from the start of their programme to ensure that the recent improvements in success rates are sustained. Improve tracking systems to ensure that they clearly identify learners who are making slow progress or are at risk of falling behind.
- Make better use of information technology in the workplace in order to reduce paperwork, make learning more inspiring and share information more readily so that staff work more efficiently.
- Revise learners' progress reviews to ensure learners are more aware of their programme targets and progress in order to achieve their qualifications in a timely manner.
- Update individual learning plans to ensure they accurately reflect the programme the learner is on. Make sure that these plans are systematically updated to reflect the progress learners are making.

Preparation for life and work: foundation learning

Grade 3

Context

30. NEETA offers foundation learning, predominately in hairdressing and beauty therapy. It also provides non-vocational routes for learners who are undecided about their career pathway. A total of 40 learners are enrolled on foundation learning programmes including a few learners from the previous entry to employment programme. A further 60 learners aged 14-16 are following school links programmes. Most learners are following programmes at entry level and level 1.

Key findings

- Foundation learners' progress and development are good. Most learners join the programme without clear career plans with few qualifications and poor employment prospects. They develop increased confidence and self-esteem, positive attitudes to work and education and demonstrate improved employability skills. Many make good progress towards achieving qualifications in personal development and vocational subjects.
- Learners aged 14 to 16 develop good personal and social skills and increase their vocational knowledge in hairdressing and beauty therapy and other vocational areas. Learners talk positively about the progress they are making and the changes in their outlook and prospects. Their attendance and punctuality improve significantly while they are on the programme, at NEETA, in the workplace and at school.
- Learners make satisfactory progress in developing their literacy and numeracy skills. Specialist tutors provide individual coaching and support for learners in the centres and the workplace. The progress learners make with these activities is contained in separate review documentation, and is not systematically shared with vocational assessors, so opportunities are missed to integrate and consolidate learning and progress.
- Learners enjoy their programmes and make good progress relative to their prior learning and attainment. Learners say they feel safe when learning. Many learners report that they are more aware of healthy living and lifestyles and think more carefully about what they eat.
- A wide range of community projects provides realistic work experience and encourages most learners to make a positive contribution to the community. Strong links with specialist agencies and local services enhance learning sessions and provide additional enrichment activities.
- Most teaching is good. Learners receive effective individual support and guidance during lessons and extend and develop their understanding. In the best lessons tutors use a wide range of teaching and learning strategies to engage learners and maintain their interest. A few lessons use too many worksheets and do not maximise opportunities for learners to work towards their own targets. Too few learners benefit from ILT to help them work independently.

- Initial assessment processes are satisfactory and the results inform future learning effectively. Progress reviews are regular. The individual short-term learning targets set at progress reviews are insufficiently clear or comprehensive to guide and monitor learners' progress effectively.
- The provision meets the needs and interests of learners satisfactorily. Learners can take part in a range of vocational tasters if they are uncertain about their career pathway. NEETA works closely with its partners to provide a wide range of learning opportunities. External agencies refer young people to the programme at any time of the year. Communication is good and potential problems resolved quickly.
- Learners receive particularly good personal and individual support, a key strength for these learners who often have significant barriers to overcome in order to progress. Where appropriate learners are provided with free breakfast and lunch; all learners receive free vocational resources. Tutors are very accessible outside of timetabled lessons. Very good use is made of external organisations to support learners with specific needs.
- Promotion of equality and diversity is good. Learners from a range of backgrounds and abilities work well together. They work sensitively with disabled clients, using a range of interpersonal and communication skills to ensure that their needs are well met. Tutors lead by example and promote high levels of respect.
- Tutors respond positively to the views of learners who have good opportunities to put forward their views through questionnaires and regular forums. Tutors take appropriate and prompt action following learners' suggestions.
- Self-assessment is satisfactory, although not all areas for improvement are identified. Until very recently foundation learning was not self-assessed as a separate area and actions to improve foundation learning were not specifically identified. The quality improvement plan fails to identify specific steps to improve all aspects of the area such as target setting and the use of ILT.

What does NEETA need to do to improve further?

- Improve the setting and recording of learners' short-term targets at progress reviews to ensure learners fully understand what they need to do to make progress.
- Continue to improve the progress learners make in developing their literacy and numeracy skills by regularly reporting and sharing the progress they make with the full course team. Ensure that literacy and numeracy are fully integrated into the core programme, and into the monitoring and recording of learners' progress.
- Develop the skills and confidence of staff in the use of ILT to ensure that opportunities for independent learning and development are maximised.
- Review the arrangements for self-assessment to ensure more rigorous quality assurance arrangements and performance monitoring so that all areas for improvement are clearly identified.

Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors 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.
32. 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)

NEETA

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	0	0	0	0
Part-time learners	304	105	40	159
Overall effectiveness	3	3	3	3
Capacity to improve	3			
Outcomes for learners	3	2	2	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	4			
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	3	2	3	3
How effectively do teaching, training and assessment support learning and development?	3			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	3			
Leadership and management	3			
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
<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?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

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