

# Morthyng Group Limited

## Inspection report

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**Unique reference number:** 53422

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

**Last day of inspection:** 25 November 2011

**Type of provider:** Independent learning provider

**Address:** North Grove House  
South Grove  
Rotherham  
South Yorkshire  
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**Telephone number:** 01709 372900

## Information about the provider

1. Morthyng Group Limited (Morthyng) is a registered charity and a company limited by guarantee. The organisation was established in 1988 with the support of the Anglican, Roman Catholic and Methodist Churches and it is governed by a board of directors who are trustees of the charity. The directors/trustees are from business, finance and education. The core focus of the business is the delivery of foundation learning to young people. Many of these young people have multiple barriers, including educational, social and personal barriers, and are often from disadvantaged areas and from families who are long-term unemployed.
2. Morthyng has five operational centres: three in Rotherham, one in Doncaster and one in Birkenhead. The organisation has a clear management structure led by the chief executive who reports to the board of directors. The organisation has senior and operational management teams and employs 58 staff of whom 52 are full-time and six are part-time.
3. The last inspection of Morthyng took place in November 2005 and was carried out by the Adult Learning Inspectorate. The Young People's Learning Agency funds Morthyng to deliver foundation learning in Rotherham, Doncaster and Birkenhead. Government-funded training accounts for approximately 80% of Morthyng's work. The organisation also provides foundation training for Rotherham schools funded through Rotherham Metropolitan Borough Council but this did not form part of the inspection. Apprenticeship training is offered under a subcontract agreement with the Yorkshire Training Partnership. The apprenticeship programme had one learner at the time of inspection.
4. Morthyng provides training on behalf of the following organisations:
  - Yorkshire Training Partnership (apprenticeships)
  - Rotherham Metropolitan Borough Council (European Social Fund projects)
  - Maltby Academy (vocational training)
  - Rotherham Local Education Authority (vocational training)
5. The following organisations provide training on behalf of Morthyng:
  - Oracle (hair and beauty)
  - Shaftesbury Youth Academy (Army preparation courses)
  - Cornerstones (construction skills)

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b> 14 to 16  Foundation learning, including  Entry to Employment	126 part-time learners  584 full-time learners  258 full-time learners
<b>Employer provision:</b> Train to Gain Apprenticeships	25 learners 38 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	1
Equality and diversity	2
<b>Subject Areas</b>	
Preparation for life and work	2

## Overall effectiveness

6. The overall effectiveness of the training provided by Morthyng is good. The standard of resources and accommodation is high. Learners enjoy their training and develop good skills and knowledge that help to improve their confidence and enable them to achieve positive outcomes. Some learners benefit from gaining work experience with employers in other European countries such as Belgium, France, Germany and Spain. The visits, organised through the Leonardo da Vinci mobility programme, enhance learners' understanding of different cultures while also improving their vocational skills and levels of confidence.
7. Management of training is good. Training is carried out in well-equipped premises that contain theoretical and practical work areas. Foundation learning courses are good and staff work very effectively with learners to gain and maintain their interest and motivate them to attend regularly and achieve their learning aims. Subcontractors provide good-quality foundation training in hair and beauty, preparation for uniformed services, and construction trades. Supportive employers provide valuable work experience, helping learners gain vocational skills, knowledge and evidence towards their qualifications. However, more supportive employer placements are needed to provide a wider range of work-experience opportunities for more learners.

8. Learners receive very good support from well qualified and experienced staff who provide high levels of care and help. Learners' safety has a very high priority and all learners are aware of their rights and responsibilities and are fully protected.
9. The company was originally set up to work with the most disadvantaged young people in order to help them improve their lives, gain qualifications and obtain jobs. The strong company commitment to helping disadvantaged learners improve their lives and outcomes remains its prime function and Morthyng provides learners with good opportunities to progress and to be successful.

## Main findings

- Outcomes for learners are good. Most learners complete their learning goals. Progression rates on Entry to Employment programmes were satisfactory in 2009/10. Foundation learning success rates and progression into further education, employment or training improved in 2010/11 and are now good.
- The development of employability skills is good. All learners receive effective challenge and good support from tutors and staff in training centres and in work placements to improve their communication skills. Learners improve their behavioural standards and self-confidence throughout the training.
- Teaching and learning are good. Teaching and learning sessions enable learners to develop a wide range of relevant skills. Most lessons are planned with a clear focus on meeting individual needs, including the development of learners' literacy and numeracy skills. Learning is active and fun, with an extensive range of interesting and challenging tasks, activities and topics.
- Progress reviews are comprehensive and include elements of vocational skills, personal and social development, and functional skills. Targets focus mainly on the achievement of units or whole qualifications. Insufficient targets are set to improve employability skills and to overcome barriers to learning. Tracking of learners' individual progress is good. However, there is duplication of individual learning plans across the programme.
- The range of accredited provision and vocational choices available to learners are good. Foundation learning has effective progression pathways. However, the range of commercial employer placements for work experience is limited.
- Partnership working is outstanding and of considerable benefit to learners. Morthyng has developed extensive networking links with training providers and other organisations that lead to effective collaborative working arrangements. These increase learners' choices and widen their opportunities. Managers are represented on local, national and European forums to maximise opportunities and to influence and respond to any proposed changes in training.
- Support for learners is good. Learners receive practical support to register with doctors and dentists, to open bank accounts, apply for passports and acquire personal documents such as birth certificates. Many timely interventions help to enable independent living. However, support details are not systematically recorded unless there are significant safeguarding issues.

- Senior managers provide an outstanding strategic direction and strongly believe the needs of learners to be the main focus of their business. Unpaid board members act as directors and trustees of the company. They provide good knowledge and expertise to the company and promote the company ethos and belief that learners' needs are of paramount importance.
- Regular planned observations of teaching and learning take place to check the quality of lessons and improve them through feedback and staff development. However, observations of teaching and learning are insufficiently rigorous. Clear criteria for judgements have not been agreed and observations do not adequately identify all areas for improvement.
- Staff development is very good. Frequent formal meetings with managers enable staff to discuss their development needs and aspirations. Managers also discuss any future business requirements and the need to develop staff to meet identified opportunities. Staff receive regular update training in topics such as equality, diversity and safeguarding to keep them up-to-date with changes in legislation.
- A wide range of provision-related data is collected. However, the system used to provide managers with information does not give them sufficient timely information to enable them to influence change proactively. Most of the data are historic and do not allow accurate monitoring of performance to identify and react to any problems.
- Safeguarding of learners is outstanding and learners feel very safe. A strong culture of care exists and learners and staff have high levels of understanding and awareness of safeguarding issues. Detailed records are kept of incidents and occurrences, and prompt suitable action is taken to protect vulnerable learners.

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

- Make sure that targets set for learners to improve their employability skills are precise and measurable and that best practice is shared to ensure consistency of target-setting by all staff.
- Reduce duplication in the use of individual learning plans by refining and streamlining the use of progress recording documents.
- Ensure that all support provided is systematically recorded to make sure that everyone is fully aware of all the details of any support that has been given.
- Further extend the range of work placements to correspond with the vocational offer so that on-the-job learning is available to all learners.
- Develop a suitable management information system to allow the efficient production of data that will enable managers to manage the provision proactively and take any corrective actions in a timely manner.
- Develop a rigorous system for formally observing teaching and learning so that all planned observations are completed using clear grading criteria which accurately identify areas for improvement and the training needs of teaching staff.

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

### **What learners like:**

- the relaxed – but strict and fair – ethos
- how the staff understand support needs and never give up explaining things
- the variety in teaching sessions which maintains interest
- that the programme has changed lives for the better
- the range of challenging work
- the enjoyable learning experience and being treated with respect
- receiving a financial top-up allowance
- the canteen facilities and breakfast club.

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

- an increased range and choice of subjects in construction, including plumbing
- more training days in construction for learners at Doncaster
- more chisels at Rotherham and a faster information and communication technology system at Birkenhead
- a greater range of work experience placements.

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

### **What employers like:**

- helping the young people to succeed
- the help and support from the staff at Morthyng
- the regular contact and good communication
- the obvious commitment of the staff.

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

- no areas for improvement identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

10. Morthyng has a good capacity to improve. Senior managers provide very effective leadership. Staff focus closely on meeting learners' needs. Learners' feedback on the quality of provision is extremely positive. Success rates, and the proportion of learners who complete within the planned duration of their programmes, are good. The good inspection grades for foundation programmes, leadership and management, capacity to improve and overall effectiveness, have also been maintained. Arrangements for quality improvement are still good. Morthyng makes very effective use of learners' and employers' feedback to improve provision. However, the process of observing teaching and learning requires further development to improve its impact as a quality-improvement tool. Self-assessment is an established, accurate and inclusive process. A clear and effective action plan results from self-assessment. It is realistic and closely monitored at regular intervals. Inspectors gave the same grades for most aspects of provision as those in the self-assessment report.

### Outcomes for learners

**Grade 2**

11. Outcomes for learners are good. Most learners complete their learning goals and enjoy their training. Success rates in hairdressing are outstanding. All other success rates in vocational training are at least satisfactory. Functional skills achievements at level 1 are outstanding. Progression rates decreased after foundation learning replaced Entry to Employment but they have increased significantly and are satisfactory. Outcomes for learners in subcontracted provision are good. Achievement rates in Doncaster are lower for White British male learners than in other training centres. Managers have recognised this but it is too early to judge reliably the success of recent improvement actions.
12. The development of employability skills is good. Learners develop good personal and vocational skills. Learners' behavioural standards and self-confidence improve throughout their training. Learners make good progress in the development of literacy and numeracy skills. The quality of learners' work is good and attendance is satisfactory. Learners effectively improve their economic and social well-being through useful topics included in the personal and social development strand of the foundation learning programme.
13. Learners feel very safe in the training centres and in work placements. Safeguarding procedures are fully understood by staff and learners. Learners have confidence that any issues they raise will be dealt with quickly. Tutors place a strong emphasis on health and safety topics, including e-safety, during induction and throughout the programme. All learners receive information about healthy lifestyles in the course of their training and develop a good awareness of sexual health, substance misuse and other relevant topics. Learners make good contributions to their local communities by fundraising for local and national charities.



## The quality of provision

## Grade 2

14. Teaching and learning are good. In the better sessions, lesson planning is good to outstanding, meeting individual and group needs. Lessons are planned to include a range of interesting, practical and engaging activities. Learners are encouraged to develop confidence in communication skills through group discussions. Tutors continually check learners' understanding throughout sessions. Good use is made of praise and constructive feedback. Tutors make good use of technology in centres and learners participate fully in sessions. Behaviour management is good. However, in a small number of sessions there is an over-reliance on worksheets and learners are insufficiently involved in active learning. Processes to observe and improve teaching and learning are insufficiently evaluative.
15. Progress reviews are comprehensive and provide an overview of learners' individual progress towards planned learning goals and qualifications. The practice of target setting is consistent within centres but not consistent across centres. Some progress reviews do not set sufficiently detailed targets to increase specific employability skills. Tracking of individual progress is good as is learners' knowledge of their progress. Individual progress tracking sheets are displayed prominently in classrooms and are regularly updated. In construction, records are also maintained electronically, which helps to provide relevant information to internal verifiers. Subject tutors also record progress on individual learning plans which are produced separately for each qualification being followed. Although progress recording is comprehensive, duplication occurs with the number of recording documents in use.
16. Foundation learning provides a good range of accredited provision and vocational choices. Learners are able to participate in tasters in a range of vocational areas including administration, childcare, construction, hairdressing, and retail. Functional skills are firmly established and Morthyng provides extensive training to significant numbers of learners at level 2 in English and mathematics. Personal and social development, functional skills and occupational skills are structured to allow good progression opportunities within the programme. The introduction of vocational awards has helped learners to make more informed vocational choices. Although Morthyng has vocational work placements available in all areas except construction, all learners are encouraged to find their own work placement. Self-assessment recognises the need for more work placements as an area for improvement. Inspectors agreed with this judgement.
17. Morthyng's partnership work is outstanding. It has extensive links with local providers and organisations enabling effective collaborative working. Morthyng is represented on a range of regional, national and European networks and forums. Partnerships successfully develop choice and widen the curriculum available to learners.

18. Support for learners is good. Morthyng has extensive links with support agencies which helps learners overcome personal and practical problems such as opening bank accounts and gaining identification documentation. Financial assistance is available to learners no longer eligible for education grants and to help them purchase clothes for interviews. Where learners have existing links with external agencies, Morthyng establishes contact to ensure effective care arrangements are maintained. Morthyng provides counselling services by qualified staff. Learners make good use of these services. Staff do not systematically record the support provided to learners unless its seriousness warrants safeguarding procedures to be activated.

## Leadership and management

## Grade 2

19. Morthyng strongly believes that the learners are the central focus of their business. Senior managers provide an outstanding strategic direction. Directors and senior managers have skilfully managed staffing changes. Staff share the strategic vision for the provision and morale is high.
20. The management of the subcontracted provision is good. Service level agreements are clear and communications are frequent. All subcontractors value the close working relationship with Morthyng and the guidance they have received from the provider.
21. Staff development is very good. Good internal communications and frequent meetings with their line managers assist staff to identify and articulate their development needs and aspirations, which are then planned and addressed through individual staff development.
22. Morthyng collects a wide range of relevant data about the provision. However, the current management information system does not efficiently provide accurate and timely analysis of available data to enable managers to monitor the provision proactively. Regular meetings are held at all levels to discuss individual and contract-level performance. Staff are aware of their performance targets and are measured against them at staff appraisals.
23. Safeguarding of learners is outstanding. Formal safeguarding arrangements considerably exceed the current requirements. Criminal Records Bureau checks are completed on all appropriate staff. All staff complete relevant training and many also complete additional relevant, formal qualifications. Managers successfully promote a very strong culture of care for learners and take prompt actions when concerns are identified. Detailed records are kept of incidents and actions taken. Learners and staff have a particularly good understanding and awareness of safeguarding. Liaison with external agencies to maintain and improve the package of care for vulnerable learners is excellent.
24. The provider's promotion of equality and diversity is good. Inappropriate behaviour is not tolerated. Morthyng maintains a detailed single equality and diversity plan and appropriately considers the impact of the provision on learners. Staff understanding of equality and diversity is good. Equality and

diversity are discussed during the annual staff conference and at the regular staff meetings. Equality and diversity are also covered in detail during learners' induction and the content of the foundation learning programme includes regular consideration of these topics. Liaison officers make good use of opportunities to reinforce the learners' knowledge of relevant topics during progress reviews.

25. Morthyng adequately analyses data about learners to identify areas of under performance. The proportion of learners from minority ethnic groups reflects the overall populations of Yorkshire, Humberside and the Wirral. Managers have recognised that in Doncaster White British male learners are less likely to achieve than other groups but it is too early to judge the impact of the recent improvement actions.
26. Data related to learners' progress and contract performance are collected using a variety of sources and methods. However, there is no efficient system to produce the information that allows managers to make timely decisions and influence change proactively.
27. Morthyng has close working relationships with employers, other charities, local authorities and external support agencies. Managers use their extensive knowledge of strategic policy direction and employers' and learners' needs very successfully to contribute to the development of the programme.
28. Self-assessment is a well-established and inclusive process. The associated development action plans are realistic and progress is closely monitored at regular intervals. The company accurately identified most of the strengths and areas for improvement found by inspectors and inspectors agreed with the self-assessment grades for most aspects of provision.
29. The current system for formal observations of teaching and learning is insufficiently rigorous. In addition to the routine informal observations carried out by operational managers, regular observations of key aspects of the provision are planned. Detailed oral feedback is provided to tutors to improve their practice and support requests for training and development. However, clear criteria for judgements have not been agreed and not all areas for improvement have been identified. The grades awarded are insufficiently supported by the recorded evidence. Not all staff have been observed in the year leading up to inspection.
30. Morthyng provides good value for money. Business development plans are thorough and logical. Investment in learning resources and accommodation has been significant and used very effectively to support learners. Morthyng generously provides financial support for needy learners from reserves accumulated through the charitable trust.

## Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's deputy chief executive, 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.
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 the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**Morthyng Group Limited**  
**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>16-18 Learner responsive</b>
<b>Approximate number of enrolled learners</b>		
Full-time learners	287	287
Part-time learners	0	0
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</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? 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>	2	
<i>How well do learners make a positive contribution to the community?*</i>	2	
<b>Quality of provision</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?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
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>	2	
How effectively does the provider promote the safeguarding of learners?	1	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	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?	2	
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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