

Broadland Council Training Services

Inspection report

Unique reference number: 50098

Name of lead inspector: Derrick Baughan HMI

Last day of inspection: 28 October 2011

Type of provider: Independent learning provider
Broadland Council Training Services
9 Hellesdon Park Road
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Information about the provider

1. Broadland Council Training Services (BCTS) is part of the Business Support and Leisure Services of the Broadland Council in Norfolk. Since the last inspection the provision has changed considerably, including a recent addition of several areas of learning. It offers work-based learning in business administration, retail and warehousing, customer service, management, team leading, construction, equine studies, hairdressing, barbering, dental nursing and employability training. Training is delivered in employers' premises across Norfolk, Suffolk and Cambridgeshire and in two BCTS training centres near Norwich.
2. BCTS has contracts with the Skills Funding Agency and the Young Peoples' Learning Agency for about 70% of its provision. It also has contracts with individual schools and with the children's services department of Norfolk County Council. BCTS also offers commercial training and foundation and construction outreach programmes for 14 to 19 year olds. BCTS has 27 staff of whom five are part time. Sub-contracts with J.O. Academy and John G Plummer started on 1 August 2011.
3. The following organisations provide training on behalf of BCTS:
 - Construction Training Specialists (CTS) Limited (construction)
 - J.O. Academy of Hairdressing Limited
 - John G Plummer and Associates (dental nursing)

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners:	
Further education (16 to 18)	35 part-time learners
Foundation learning, including Entry to Employment	91 part-time learners
Employer provision:	
Train to Gain	314 learners
Apprenticeships	52 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
Subject Areas	Grade
Agriculture, horticulture and animal care	2
Preparation for life and work	2
Business, administration and law	2

Overall effectiveness

4. BCTS is a good provider of work-based learning. It has maintained the high quality of provision and outcomes for learners identified at the previous inspection. The proportion of learners who complete their studies is high. On some business administration programmes the proportion of learners who achieve their learning goals is very high. The majority of learners make good progress and complete their programmes within the planned time. Learners enjoy their training. Many learners go on to further training or gain promotion at work.
5. The quality of training is good. Teaching in group sessions, individual coaching in the workplace and the training provided directly by employers are very effective and help learners to develop good occupational skills and a better understanding of their job roles. BCTS designs programmes extremely well to meet the needs of learners and employers. Resources to support learning are satisfactory. The care, guidance and support for learners is good. BCTS staff accurately assess the support needs of their learners and provide effective individual programmes of support which help them to succeed.

6. Leaders and managers are good at promoting ambition and improving outcomes for learners. BCTS works well with schools and employers to promote learning and makes good use of the feedback collected from learners, employers and other partners to make improvements to the provision. Quality improvement arrangements are effective. Staff know their learners well and are very responsive to their changing needs. Self-assessment processes are well established and inclusive of feedback from a wide range of interested parties. The self-assessment report is accurate and inspectors agree with the majority of the main findings and grades it contains.

Main findings

- Success rates have improved since the previous inspection and many are above national averages. In most aspects of the provision, success rates have shown steady improvement. Apprentice framework success rates dropped in 2009/10. BCTS took very effective action and these rates have risen strongly to above national averages, as they are on most other programmes.
- Learners develop a wide range of good skills which help them improve their employability and abilities at work. Many learners gain additional, job-related qualifications. Learners who are not in employment develop strong employability skills. BCTS works well with learners to help them focus on key areas such as timekeeping, confidence and self-esteem.
- Learners say they feel safe. They demonstrate safe working practices. In areas such as hairdressing and dental nursing, learners have a very good awareness of the risks associated with working in these potentially hazardous environments. Employers and training officers reinforce health and safety effectively.
- Training and assessment in equine studies and foundation learning programmes are good. Tutors and training officers provide useful advice and guidance that help learners to progress and identify career development opportunities. An appropriate range of assessment strategies is used, but the consistent use of information and communication technologies (ICT) to benefit learners is not sufficiently developed.
- Formal progress reviews are good. Clear learning targets are set, discussed and agreed. Learners are highly motivated. Employers regularly contribute to review meetings and are well aware of learners' progress. However, in too many cases learners do not have copies of reviews to refer to during the time between meetings.
- The training meets the needs of employers and learners well. BCTS works closely with employers to ensure that programmes are very well designed to meet individual and workplace needs. Good use is made of local knowledge to develop programmes.
- Learners receive good care guidance and support. Initial advice and guidance is thorough and ensures that learners are on appropriate training programmes.

Staff provide support tailored well to individual needs and job circumstances. A good Skills for Life strategy is used well to inform assessment of, and support for, learners' literacy and numeracy skill development.

- Leaders provide clear strategic direction and have focused successfully on improving outcomes and learners' employability. Success rates are now very high in most areas. Provision has been expanded successfully. Management of the curriculum and staff development are good. Staff morale is high and communications are good.
- Leaders and managers have implemented very successful strategies to improve the quality of provision; these include the work trial periods prior to the start of training in equine settings, and improved monitoring of individual learners' progress. The management of the very recently sub-contracted provision is satisfactory.
- Safeguarding arrangements meet current government requirements. Learners receive appropriate information about safeguarding. All staff complete regular safeguarding training. BCTS takes appropriate action when learners or staff raise a safeguarding issue. However, BCTS has been slow to develop formal reporting arrangements regarding the safety of the learners working with new sub-contractors.
- The provider manages equality and diversity well. The monitoring of the performance of different groups of learners has improved since the last inspection, and gaps have been reduced. Equality and diversity are promoted well at induction and in formal training. Learners' understanding of equality and diversity is at least satisfactory and in some cases very good.
- Self-assessment is a well-established and inclusive process. Improvement plans are realistic and progress is monitored closely at regular intervals. The company identified accurately the strengths found by inspectors. Inspectors agree with almost all of the self-assessment grades. However, the current report does not emphasise sufficiently the impact of the findings on learners' experiences.
- BCTS engages well with users to make improvements. Learners complete quality assurance surveys throughout their training. Managers make good use of this, and other, feedback to improve the provision. The company responds effectively when a learner or employer makes suggestions for improvement or raises concerns. Employers are clear that BCTS is very responsive to their needs. The current system for observing teaching, learning and assessment is insufficiently rigorous.
- BCTS provides good value for money. Business development plans are thorough and logical. Investment in learning resources and accommodation has been significant and these are used well to support learners. Outcomes for learners have improved since the previous inspection.

What does BCTS need to do to improve further?

- Strengthen arrangements for safeguarding learners through more rigorous monitoring of subcontractors work and through greater promotion of health and safety.
- More accurately inform staff performance management by developing a robust system for the observation of teaching, learning and assessment.
- Focus self-assessment reporting more on the impact of findings on the learners' experience.

Summary of the views of users as confirmed by inspectors

What learners like:

- the very friendly approachable and supportive staff
- gaining recognised qualifications and additional qualifications
- the skills they develop
- the small class sizes where they get a lot of support.

What learners would like to see improved:

- the availability of car parking spaces.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good contact and communication with BCTS
- the quality of the learning and the skills learners gain
- the regular progress reports and discussion
- the flexibility of provision and the rapid response to requests
- the staff, who are a joy to work with.

What employers would like to see improved:

- their level of involvement in reviews.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. Senior leaders have provided very effective leadership during a period of growth and change for the provider. Staff remain focused strongly on meeting learners' needs. Learner and employer feedback on the quality of provision is consistently positive. Success rates have improved since the previous inspection and are high on some business administration, foundation and equine courses. The proportion of learners who complete within the planned duration of their programmes is satisfactory.
8. Leadership and management, and overall effectiveness, judged good at the previous inspection, remain good. The grade for equality and diversity has improved. Arrangements for quality improvement remain good. BCTS makes very effective use of learner and employer feedback to improve provision. The development plan is realistic and its implementation closely monitored at regular intervals. The well-established observation of teaching and learning process requires further development before it can work effectively as a quality improvement tool. Self-assessment is an established and inclusive process. The provider identified accurately the strengths and areas for improvement found by inspectors. However, the report does not focus consistently on the impact of the provision on learners. Inspectors gave the same grades for most aspects of provision as those in the self-assessment report.

Outcomes for learners

Grade 2

9. BCTS has been successful in raising success rates since the previous inspection. Many achievement rates are high. Some Train to Gain rates are very high. Apprentice framework success rates dropped significantly in 2009/10. However, BCTS implemented a range of very effective measures and these rates rose quickly and most apprentice rates are now above national averages. Success rates on other programmes have steadily improved. Current learners are making good progress. They are working well and some are on target to achieve before their planned end date.
10. Learners develop a wide range of good skills which help them to improve their employability and abilities at work. Learners use these skills well and, as a result of their training, they gain promotion or additional responsibilities at work. BCTS works well with learners, including those not in employment, to help them gain generic skills and abilities such as timekeeping, confidence and self-esteem.
11. BCTS work well with learners to help them undertake and achieve additional qualifications that are not part of their programmes. These qualifications include certificates in health and safety, and first aid. Equine learners gain

qualifications in horse transportation. These additional qualifications further develop learners' employability and many have progressed within their employment as a result of them. Learners are very positive about their learning experiences and enjoy the time they spend with BCTS.

12. Learners say they feel safe. They clearly demonstrate safe working practices in a range of potentially hazardous workplaces. In some areas, such as hairdressing and dental nursing, learners have a very good awareness of the risks associated with these environments, including working with caustic solutions and sources of ionising radiation. They are very articulate about these risks and extremely clear about the measures required to protect themselves, other learners and staff, and the general public. Employers and training officers reinforce health and safety effectively. Learners have a good awareness of health and safety and apply this knowledge well.

The quality of provision

Grade 2

13. Teaching, training and learning are good. Training officers provide very effective individual coaching in the workplace and very good personal support to build learners' confidence and skills. Many employers provide good additional in-house training on relevant topics. However BCTS staff do not link this sufficiently well to the content of apprenticeship programmes. Learning resources are of a satisfactory quality and well maintained. Assessment is fair and provides learners with sufficient information on how they can improve their work. An appropriate range of assessment strategies is used, but the use of ICT is not sufficiently developed.
14. Learners' progress reviews are good and help learners progress well. BCTS shares information on learners' progress with employers adequately and this enables them to contribute to the learners' development. However, learners' understanding of equality and safeguarding issues are insufficiently explored and reinforced during formal reviews. Learners are often not provided with a record of their learning targets agreed during reviews.
15. BCTS's provision is exceptionally effective in meeting the needs and interests of all learners and employers. The economic development division of the council carries out regular surveys of local employers' training needs and this information is used well to plan future provision. Programmes are extremely well designed to meet the needs of learners and employers. Learners often progress from intermediate level to advanced apprenticeships with BCTS. The provider makes good use of its partnerships to develop programmes for local learners aged 14 to 16 who are at risk of leaving education early.
16. BCTS provides good guidance and support for learners. Initial advice and guidance are effective in promoting further learning and identifying learners' career progression routes. Induction is thorough and memorable. Staff are approachable, flexible and responsive to learners' individual needs. BCTS has

successfully improved the support provided for learners with low literacy and numeracy skills since the last inspection, with the allocation of a qualified tutor. A good Skills for Life strategy is used well to inform the assessment of, and support for, learners' literacy and numeracy skill development. Good use is made of a local charitable trust to provide support, informal counselling, and support for vulnerable learners. Support is further enhanced by BCTS having arranged for mentoring to be available to all learners.

Leadership and management

Grade 2

17. Senior managers and council members provide a clear strategic direction, with a strong focus on promoting learning and employability. Staff share their vision for the future of the provision and morale is high. Managers implement the strategic plan very well. BCTS has expanded its provision since the last inspection and successfully introduced a range of additional programmes to meet local employers' needs, such as construction and hairdressing.
18. Managers have implemented very successful strategies to improve outcomes for learners, including the introduction of work trial periods prior to the start of training for learners who are new to working with horses and improved monitoring of individual learner's progress. Regular meetings are held at all levels to analyse performance trends and take prompt and effective action to deal with areas of underperformance.
19. The management of the sub-contracted provision is satisfactory. Service-level agreements are clear and communication with partner organisations is frequent and regular. Sub-contractors value the close working relationship with BCTS and the guidance they have received from the provider. BCTS has close working relationships with employers, community groups, provider networking forums and regional planning groups.
20. Staff development is good. Good internal communications and frequent meetings of staff with their line managers assist in the accurate identification of the staff's development needs and aspirations, which are then recorded in detail and met well.
21. Formal safeguarding arrangements meet current requirements. Criminal Record Bureau checks are completed on all appropriate BCTS staff and all staff complete relevant training. However, while sub-contractors' staff also undergo Criminal Record Bureau checks, formal reporting arrangements about staff delivering training in the sub-contracted provision have yet to be agreed, and the provider has not yet implemented plans to directly monitor health and safety in the sub-contracted provision. Learners feel safe in challenging work environments.
22. The provider manages equality and diversity well and does not tolerate inappropriate behaviour. Managers have introduced a very effective process to

manage potentially disruptive behaviour in group lessons. The provider maintains a detailed equality and diversity action plan and appropriately considers the impact on equality and diversity of any proposed changes to its policies or working practices. BCTS has taken successful positive action to recruit staff from minority ethnic groups and dealt well with differences in achievement between males and females. Staff understanding of equality and diversity is good. It is covered at staff induction, the annual staff conference and regular staff meetings. Learners' understanding of equality and diversity is satisfactory. Training officers make insufficient use of opportunities to reinforce learners' knowledge during their progress reviews with learners.

23. Self-assessment is a well-established and inclusive process. The associated improvement plans are realistic and progress is monitored closely at regular intervals. The provider identified accurately most of the strengths found by inspectors. Inspectors agree with most of the self-assessment grades. However, the text of the report does not emphasise sufficiently the impact of the findings on learners' experiences. The current system for observing teaching and learning, and assessment, is insufficiently rigorous. Regular observations of group lessons are carried out. Detailed feedback is provided to training officers to improve their practice and support requests for training and development. However, as recognised in the self-assessment report, clear criteria for judgements have not been agreed and applied across all in-house and sub-contracted training.
24. BCTS provides good value for money. Business development plans are thorough and logical. Investment in learning resources and accommodation has been significant and these are used well to support learners. Outcomes for learners have improved since the previous inspection and are good. Planning for the future is thorough and BCTS make good use of opportunities offered by other council programmes to benefit learners.

Subject areas

Agriculture, horticulture and animal care

Grade 2

Context

25. BCTS offers both intermediate and advanced apprenticeships in equine studies. Learners on apprenticeship programmes at the time of inspection totalled 25 of whom approximately half are undertaking advanced apprenticeships. Nearly all learners are female, of White British heritage, and are aged 16 to 18; this reflects the demography of the industry sector. BCTS also provides equine studies for three Train to Gain learners and a further 10 young people on the foundation learning programme.

Key findings

- Achievement on advanced apprenticeships is good. Success rates for advanced apprenticeships are very high, at 92%, and well above national average. The majority of apprentices succeed within the planned duration of their programmes. Current learners are making good progress. The small number of learners on Train to Gain courses successfully complete their programme.
- Learners develop good vocational skills. They improve their employability well. Workplace opportunities, for example in riding schools or stud work, are used well to ensure that learners enhance their skills in their specific area of equine work. Many learners also achieve qualifications in first aid and in equine transport, which are useful in their job roles.
- Learners enjoy their programmes, increase their confidence in working with horses, and build their self-esteem. For example one learner is now sufficiently competent and confident to train other staff on the yard, and others assist with "Riding for the Disabled". They are provided with good support by both the provider and their employers. All learners interviewed stressed how much they enjoy their learning and the benefits of the support they are given.
- Learners feel safe at work and demonstrate good working practices. BCTS places a strong emphasis on the safety of learners. Learners have a good understanding of the hazards and the risks assessments required in busy working yards. However in a very few workplaces the culture does not sufficiently promote safeguarding. BCTS is aware of this and is working to rectify this.
- All training is delivered in the workplace. Individual coaching is good. Coaching sessions are particularly well planned to meet the needs of individual learners. Training officers monitor the progress of individual learners well and provide very good encouragement and support. Staff, who have extensive occupational experience and high levels of competence, provide excellent role models for learners.

- Formal progress reviews are very good. During them accurate targets for learning are set and they motivate learners well. In the first three months of training they are held very frequently. Feedback following assessment is detailed and helps the learners understand well how to progress and achieve their goals. However, some opportunities for using ICT in workplace assessments are missed.
- Programmes are well designed and meet the needs of learners and employers exceptionally well. BCTS makes very good use of the range of yards available to ensure learners experience a variety of specialist sectors, enhancing their employability. Work tasters are used well to ensure that learners are on the correct programme. Response to user needs is very good. For example, BCTS agreed an extended trial period for one learner who had not previously worked with horses.
- Care, guidance and support are very good. The good pastoral support ensures that learners are able to deal well with personal challenges. Staff use their expert knowledge of equine settings to promote learners' career development. A few assessors and employers have had insufficient guidance on how to help those learners who have learning difficulties and/or disabilities.
- Management of the equine programmes is good. The introduction of a work taster period has successfully reduced the number of early leavers. Individual learners' progress is monitored frequently and in close detail. Additional support such as increased frequency of visits or different learning methods and resources are put in place to help learners achieve targets. The self-assessment report is accurate.
- Teamwork and communication between team members are very good. They have a detailed knowledge of the needs of all learners, discuss learners' progress in detail and have a strong focus on achievement. A few learner records are incomplete. Staff morale is high and they work together well. Staff have a clear understanding of the company's strategic objectives.
- Learners' understanding of equality and diversity is good. They have a good recollection of equality and diversity topics from induction and this is reinforced regularly during individual coaching sessions. BCTS promotes equine programmes to male learners, usually with some success; however, almost all current learners are female.

What does BCTS need to do to improve further?

- Improve the support offered to staff working with learners with learning difficulties and/or disabilities by providing assessors and employers with sufficient guidance and training.
- Promote the safeguarding of learners better by ensuring that all workplaces have a strong focus on health and safety.

Preparation for life and work

Grade 2

Context

26. The provider offers full-time foundation learning programmes with two annual intakes. All 34 learners currently on programme are aged 16 to 18. Vocational opportunities are provided in equine studies, customer service, administration, music technology, art and design and healthy living. The majority of learners are White British and there is an almost equal mix of male and female learners. Almost half of the learners have a learning disability.

Key findings

- Outcomes for learners are good. Progression into employment or further training is good. A high proportion of learners achieve vocational and employability qualifications. Learners' achievement of functional skills is satisfactory overall and achievement in information technology is good. Attendance is only satisfactory and absences are not always sufficiently well explored.
- Learners develop a good range of personal and vocational learning skills which help them progress into employment and higher levels of learning. The standards of work are good and learners make good progress relative to their prior attainment and potential. Learners feel safe and display safe working practices.
- Teaching and learning are good. Lessons are thoroughly planned. Teaching promotes active learning well and there are frequent changes to learning activities to maintain interest. Team work is used well to develop learners' confidence and improve communication skills. Key learning objectives are reinforced regularly and teaching is planned to meet individual needs well so that all learners make good progress. Interactive technology is used insufficiently to support teaching.
- Assessment is good and learners regularly receive feedback on their progress through detailed responses from teachers. Unit reviews are developmental and thorough. However, the correction of spelling and grammatical errors is insufficiently rigorous.
- The range of courses meets the interests and needs of learners well. Music technology has become a popular vocational choice and provides good motivation for those interested in the music industry. Learners are enthusiastic about their programmes and speak highly about the personal gains they have made.
- Links with schools and other providers are good. Partnership work is strong and led and managed well. Partnerships are use well to help learners progress. For example, sport foundation degree students from a local further education college have supported learners in activities designed to motivate and promote learning through practical and problem solving tasks.

- Care, guidance and support are good. Learners' needs are identified accurately at initial assessment. Good levels of support are provided in lessons. Support is planned well so that the more vulnerable learners make good progress. Support for progression has included accompanied visits to the work place and involved job coaching to sustain employment. The high staff to learner ratio is used well to support good management of behaviour and to meet specific learning needs.
- Leadership and management of foundation learning are good. High priority has been given to improving the provision. A new management structure has had a positive impact on the quality of provision and improved achievements. Good communication and team work have improved the attention given to performance. Morale of staff is high and they demonstrate a passion for working with foundation learners.
- The use of data has improved, helping staff to understand better how they are doing against key performance objectives. Staff development is good and focuses on individual development needs. The promotion of safe working practices is satisfactory within the vocational area. Learners' feedback about the quality of their experience has led to positive changes.
- The promotion of equality and diversity is good and learners show respect for each other. Themes in music and personal development are used well to develop an awareness of culture and working together to respect others. However, attention given to equality and diversity during progress reviews is cursory, requiring only a tick-box response, and does not sufficiently test learners' understanding.
- The self-assessment process is thorough and inclusive. Evaluation of the provision is comprehensive and accurately identifies key findings. Staff development is good. It prioritises well key areas such as teaching and subject knowledge. Training in behavioural management techniques provides staff with good strategies to deal with challenging learners.

What does BCTS need to do to improve further?

- Improve the quality of progress reviews by holding a more detailed discussion of equality and diversity and assessing learners' understanding of these more thoroughly during the reviews.
- Improve the quality of teaching and assessment by making better use of interactive technology and paying more attention to the correction of learners' grammar.

Business, administration and law

Grade 2

Context

27. BCTS provides Train to Gain and apprenticeship qualifications in business administration. There are 66 learners on programme of whom 32 are completing Train to Gain qualifications and 26 are completing business administration apprenticeships, over half at level 3. The remaining learners are completing level 2 customer services or management qualifications. All learners are employed and apprentices complete off-the-job training at BCTS training centres one day a week.

Key findings

- The success rate on the level 3 NVQ courses is excellent. It has increased steadily since 2008/09 and is now 100%. The level 2 Train to Gain success rate has also steadily increased since 2008/09 and is at the national average. The majority of Train to Gain learners achieve their qualifications within the planned time. Current learners on the programme are making very good progress.
- Apprentice success rates are improving very well. Success rates were 25% below the national average in 2009/10 but have risen dramatically this year and are now at the national average. Apprentices enjoy their learning and attendance at off-the-job training is very good. Current apprentices are making very good progress.
- Learners develop very good vocational skills and increased confidence at work. Many learners have been assigned additional responsibilities at work and have been promoted as a result of their increased occupational skills. For example, one customer service learner now manages her own group of clients, and a business administration learner is responsible for the company's payroll system.
- Learners feel safe and use safe working practices. Employers have the correct health and safety procedures in place and risk assessments in the workplace are carried out prior to the learner starting employment. Thorough health and safety reviews are completed during the business administration training officer's regular visits.
- Teaching and learning for apprentices are satisfactory. Apprentices complete off-the-job training at BCTS's premises. Class sizes are small and learners benefit from the tutor's individual coaching and mentoring. However there is too much reliance on learners completing cases studies and insufficient independent learning. The more able learners are not sufficiently challenged.
- Initial assessment is good. All learners receive a one-to-one interview with the recruitment officer and complete an online literacy and numeracy test and a learning styles questionnaire prior to the commencement of learning. The results are recorded on individual learning plans along with the accreditation of prior learning. Learners are signposted to the most appropriate qualification to

match their future aspirations. A qualified literacy and numeracy tutor is available to provide learning support at their training centre.

- The monitoring of learners' progress is satisfactory. The training officer visits the apprentices regularly in the workplace and Train to Gain learners welcome the monthly visits made by their assessor. Reviews of progress are completed regularly. However, many learners do not receive a copy of the outcomes of the review meetings and employer training is not rigorously recorded and used sufficiently well to inform the learning programme.
- BCT has developed excellent partnerships with employers that meet the needs of both employers and business administration learners well. Learners identified with particular skills are matched very well to employer needs. For example, a business administration apprentice identified as having excellent information technology skills was employed by a local small business which needed its website developed.
- Pastoral support for apprentices is very good. BCTS staff have a thorough understanding of individual learners' needs and provide mentoring and guidance when appropriate. Welfare concerns are dealt with immediately and learners are referred to other organisations such as the Benjamin Foundation when additional specific mentoring support is identified as being needed.
- Operational management is good. Staff are highly motivated and feel supported but able to work with autonomy. Regular meetings keep staff informed and help ensure standards are maintained. Strategies to improve success rates are effective. The success of the Train to Gain programme has resulted in the Mental Health Trust piloting an apprenticeship programme with BCTS.
- The involvement of employers and learners in the improvement of learning is good. Feedback rates are high and feedback is analysed well. Apprentices are encouraged to offer suggestions during classroom learning and their thoughts and ideas posted on a "celebrating success" notice board are regularly collated and dealt with. Feedback to learners and employers on the changes made is detailed.
- The promotion of equality and diversity is satisfactory. Equality and diversity matters are covered during induction and learners are employed in safe and secure workplaces. Equality and diversity are also covered during progress reviews; however this does not provide sufficient reinforcement.

What does BCTS need to do to improve further?

- Raise apprenticeship success rates and challenge more able learners by improving the rigour of progress reviews and ensuring learners get copies of the outcomes of them.
- Integrate employer training fully into learners' programmes by making detailed records of this training on the progress review forms and ensuring these records are used to inform the learning programme.

Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's centre manager, 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 bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
29. 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)

Broadland Council Training Service

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	0	0	0
Part-time learners	225	34	191
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a		
<i>How well do learners make a positive contribution to the community?*</i>	n/a		
Quality of provision	2	2	2
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	1		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	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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