

Performance Through People

Inspection report

Unique reference number: 58262

Name of lead inspector: Derrick Spragg HMI

Last day of inspection: 04 May 2012

Type of provider: Independent learning provider

Address: Essex Terrace
Intown
Walsall
WS1 1SQ

Telephone number: 01922 651100

Information about the provider

1. PTP Training Limited, known as Performance Through People (PTP), is a wholly owned subsidiary of EMCCI which is owned by Walsall Chamber of Commerce, part of the Black Country Chamber of Commerce. PTP has a Board of Directors consisting of the Trustees of Walsall Chamber of Commerce and Directors of the Chamber and the Senior Executives of PTP.
2. PTP has training centres in Wolverhampton, Walsall, Cannock, Newcastle-under-Lyme and Birmingham. Currently PTP has a contract with the Skills Funding Agency for the delivery of adult skills and apprenticeship training. PTP also has a learndirect contract and provides training on a commercial basis. PTP's income is mostly from government funding.
3. PTP has 123 members of staff supporting and providing training in the following sector subject areas: health, public services and care; engineering and manufacturing technologies; construction, planning and the built environment; information and communication technology; retail and commercial enterprise; leisure, travel and tourism; and business, administration and law.
4. PTP operates predominantly in the West Midlands which has higher unemployment levels and a higher proportion of people from ethnic minority groups than the national average.
5. PTP provides training on behalf of the following provider:
 - Learndirect (Foundation Learning)
6. The following organisations provide training on behalf of PTP:
 - Freelance Training and Consultancy (business administration and law and health, public services and care)
 - Platinum Employment Advice and Training Ltd (business administration and law)
 - Steps to Work Ltd (business administration and law)
 - Symphony Assessment Ltd (construction and the built environment)
 - Valkyrie Support Services Ltd (engineering and manufacturing technologies and business administration and law)
 - Zenipher Training Ltd (health, public services and care and business administration and law)

Type of provision	Number of enrolled learners in 2010/11
Employer provision: Apprenticeships	1,525 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3

Subject Areas	Grade
Health, public services and care	2
Retail and commercial enterprise	1
Business, administration and law	2

Overall effectiveness

7. A high proportion of learners achieve their learning goals. They develop good skills and progress well. Learners feel safe at work and enjoy their training. No significant differences are apparent between the achievements of different groups of learners.
8. The quality of provision is highly effective. Learners receive good training and assessment. The range of programmes is extensive and meets the needs of learners and employers well. Partnerships with employers and other stakeholders are particularly effective. Learners receive very high levels of individual support and advice and guidance.
9. Leadership and management are particularly effective. Operational management is very good and staff are given clear direction and good support for their roles. Arrangements for safeguarding learners are well managed and the promotion of equality and diversity is appropriate. Staff involve both apprentices and employers well in contributing to planning and improving the

provision. Quality improvement arrangements are particularly effective and PTP provides good value for money.

Main findings

- Success rates for apprentices are high overall and in two programmes are very high. Achievements within agreed timescales for learners who participated in Train to Gain were outstanding in 2010/11. The provider's data indicate that overall apprenticeship success rates are continuing to improve in all areas and remain high or very high in the current year. No significant differences in the achievement of different groups of learners exist.
- Learners develop their personal, vocational and employability skills to a high standard. They develop good communication and numeracy skills. Learners enjoy their learning and feel safe. They apply safe working practices and have a good understanding of health and safety requirements. Learners are treated fairly and they understand how to recognise and deal with issues, such as bullying and harassment.
- Teaching and learning are good. Most sessions provided by PTP for individual learners in the workplace are very effective in promoting learning.
- Off-the-job training sessions are well planned and delivered and learners achieve good outcomes. Accountancy training is particularly good. Apprentices benefit from good on-the-job training which is well planned with the employers.
- Assessment arrangements are good. Learners benefit from the wide range of techniques used by PTP to assess and support their progress in the workplace. Training advisers make good use of information technology to record feedback. Progress reviews are satisfactory and are particularly good in retail. Short-term target setting for learners and the promotion of equality and diversity with learners at reviews are not always effective.
- The range and content of provision meets the needs of learners and employers very well. Programmes provide good progression opportunities. PTP effectively uses its school links to promote apprenticeships. Training advisers carefully plan workplace visits with employers and learners to maximise assessment opportunities.
- Partnerships with employers and other organisations are outstanding. PTP is very good at customising training to respond to employers' needs. Employers put a high value on PTP's extremely good partnership work. PTP plays a leading role in developing very effective collaborative strategies in the region to promote and improve work-based learning. Learners benefit from the good local links PTP has developed with schools, local authorities, support services, job centres and voluntary groups.
- Support for learners is good. Training advisers conduct helpful and supportive visits to learners in the workplace; these are very effective in supporting learners and enabling employers to contribute well. Information, advice and guidance provided for learners at the start of programme are good. However

PTP staff do not take opportunities at other points in the programme to inform learners about further training and education.

- PTP's leadership and management are highly effective. Operational management is very good. Senior managers' open and approachable style promotes excellent staff understanding and involvement in the company's priorities. Demanding improvement targets are set and met. The use of data for decision making and quality improvement is excellent. Staff are well qualified and knowledgeable.
- The company's safeguarding arrangements are highly effective. PTP has a clear strategy for safeguarding its learners which is monitored well by designated officers. All staff receive accredited safeguarding training. Interventions are sensitively managed and involve external agencies and parents as appropriate. Arrangements to promote safe and healthy working practices are good. Staff are well trained and safety in the workplace has a high priority.
- Arrangements to promote equality and diversity and tackle discrimination are satisfactory. PTP widens participation successfully and promotes equality and diversity externally through partnerships and other initiatives. Equality and diversity champions provide staff with regular updates and relevant training. Opportunities to reinforce equality and diversity with learners are missed during reviews and in the planning of teaching and learning.
- PTP has a comprehensive employer and learner engagement strategy that is used effectively to improve the provision. Telephone contact and employer visits are used effectively to gather employers' views. Links with the employers are particularly good. Learners contribute effectively to improving the provision.
- Self-assessment is highly effective in improving the quality of provision and outcomes for learners. The comprehensive quality framework ensures that the quality of each aspect of training is checked. Action points from observations of training and assessment are followed up during staff appraisals. The self-assessment report uses data well to support judgements and is accurate. PTP provides good value for money.

What does Performance Through People need to do to improve further?

- Continue to improve success rates in all programmes by continuing to scrutinise data, by continuing to apply the improvement strategies rigorously and by thoroughly reviewing performance at all levels.
- Specify more clearly the short-term learning objectives for learners by accurately setting them at reviews, by recording what has been agreed and providing well defined actions with timescales.
- Improve the way advice and guidance concerning further training and opportunities to progress is provided by introducing a more systematic approach with sessions at stages through the learners' training programme.

- Promote better understanding of equality and diversity with learners by including more topics and themes relevant to equality and diversity in lesson plans. Use other opportunities, such as progress reviews, to explore equality and diversity issues that are relevant to the learner's work role and employment context.

Summary of the views of users as confirmed by inspectors

What learners like:

- attending off-the-job training sessions particularly practical sessions
- the good training and support in the workplace
- the good support for learning maths
- that PTP listens to learners' views
- the good support from the training assessors
- the way the programme is relevant to the workplace
- that PTP is really well organised and learners are clear about what is expected of them.

What learners would like to see improved:

- opportunities to progress to the next level
- training, in addition to what is provided for the main qualification
- the planning of off-the-job training.

Summary of the views of employers as confirmed by inspectors

What employers like:

- that PTP understands business very well and are people focussed
- PTP prepares learners very well for interviews
- the good individual support for learners provided by PTP
- the good off-the-job training that develops learners' work skills
- that they are kept well informed
- the regular and frequent visits to the workplace
- the high quality service PTP provides employers to meet learners' needs
- the way learners value highly PTP's contribution to their development at work.

What employers would like to see improved:

- more joint celebrations of learners' success
- better opportunities to progress to the next level in some courses
- the way dates for exams are notified late.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. PTP has achieved significant improvements to its overall performance since the last inspection and has achieved high overall success rates in 2010/11. Success rates for about a quarter of the provision in 2010/11 have improved to a very high level with outstanding attainment by learners. In Train to Gain the number of learners who achieved within planned timescales improved significantly over three years and in 2010/11 was outstanding. The numbers of apprentices who achieve within planned timescales has improved to above the national average.
11. Leaders and managers motivate staff and apprentices to achieve high standards. PTP has a good record of improving the training provision. Self-assessment is accurate and data are used effectively to inform judgements and identify areas for improvement. Significant investment in staff and resources contribute to overall improvements and provide good value for money.

Outcomes for learners

Grade 2

12. Success rates for apprentices are high overall in 2010/11 in most programmes and very high in two programmes, retail and engineering. Data supplied by the provider indicate success rates continue to improve in all areas and at the mid-point of 2011/12 success rates are high or very high in all programmes. Achievements within agreed timescales for learners who participated in Train to Gain were outstanding in 2010/11. PTP makes good use of data to identify gaps in achievement between different groups of learners and steps taken to address any differences are effective.
13. Learners improve their economic and social well-being very effectively. They develop good personal and vocational skills across all sectors. They improve in confidence and are well motivated to achieve and progress in their jobs. Learners improve their numeracy skills, communication and team working skills well. Many learners take on more responsibility and gain promotion at work. A few learners progress onto higher-level qualifications.
14. Learners feel very safe, both in their employment and during learning. They have a good understanding of health and safety and demonstrate safe working practices. Learners are treated fairly and understand, for example, what to do in response to bullying and harassment. They know who to contact and what to do if they have any personal concerns about health, safety and welfare. Learners understand the importance of internet-safety measures.

The quality of provision

Grade 2

15. Teaching and learning are good. Learners attain knowledge, understanding and skills very effectively. They benefit from working with well qualified PTP staff who have a wide range of vocational experience that they use well. Coaching sessions with individual learners are very effective in promoting learning. Off-the-job training sessions are well planned and include a good range of activities to support achievement. Training for accountancy learners is very good. Apprentices benefit from good on-the-job training. The coordination of on- and off-the-job training is good. Learning resources are generally good and are used effectively with learners.
16. Assessment arrangements are implemented well. Assesors use a range of methods and provide very useful feedback to learners that identify good work and actions for improvement. Quality assurance of the process is robust. Monitoring of learners' progress is effective. Employers contribute effectively to reviews of learners' progress. Training assessors involve learners well in the planning of their learning. However short-term learning objectives are not always sufficiently specific and not recorded clearly at reviews. PTP recognised this in the self-assessment report and work is in progress to improve this.
17. The range and content of provision meets the needs of learners and employers' business objectives well. The good range of programmes provided generally enable learners to progress to higher level programmes and other vocational areas. Training advisers plan workplace visits effectively to minimise business interruptions and provide learners with a good service.
18. Partnerships with employers and other organisations are excellent. PTP works extremely well with employers to develop the provision to meet their individual business needs. PTP is particularly good at customising training to meet employers' needs and involving them in planning programmes. PTP plays a leading role in developing very effective collaborative strategies in the region to promote and improve work-based learning. Learners benefit from the good links PTP has developed with local schools, local authorities, support services, job centres and voluntary groups.
19. Support for learners is good. Learners recognise and value the highly effective support they receive and are motivated to progress and succeed. Training advisers have very good working relationships with learners and employers. Apprentices benefit from regular and frequent visits to the workplace. Training advisers have a good understanding of the individual learner's needs and respond well to meet them. They plan their visits well, and provide flexibility to meet the needs of learners. PTP has thorough procedures to identify additional support needs and well-qualified staff in place to provide additional support for learners where required. The initial session to provide information, advice and guidance is carried out well. However further opportunities to provide

information advice and guidance are not routinely planned into learners' programmes.

Leadership and management

Grade 2

20. PTP's leadership and management are highly effective. A very good appreciation of national and local priorities and a clear focus on learners' and employers' needs informs the strategy for planning and developing learning programmes. PTP's board are effectively involved in setting strategic direction and monitoring key aspects of performance. The open and approachable style of senior managers promotes excellent staff understanding and involvement in the company's priorities, direction and challenges. Operational management is very good. Demanding improvement targets are set and met and are linked closely to business objectives and operational plans. The use of data for decision-making and quality improvement is excellent. Learners' outcomes, company and staff targets are monitored very closely; detailed data analysis is used effectively to risk assess areas of concern and implement action. Staff are highly motivated, well-qualified and knowledgeable. Staff training and development arrangements are very good and linked well to the comprehensive performance management system. Arrangements to identify new subcontractors and manage their provision are systematic, thorough and rigorous. Relationships with and between subcontractors are effective and productive.
21. The company's safeguarding arrangements are highly effective. PTP has a clear strategy for safeguarding its learners which is monitored well by designated officers. All staff have current Criminal Records Bureau checks and an appropriate central record is held and monitored systematically. All staff receive relevant accredited safeguarding training. Risk assessment is thorough and systematic. Learners feel safe and health and safety arrangements are prioritised and managed effectively.
22. Arrangements to promote equality and diversity and tackle discrimination are satisfactory. Good marketing and initiatives to engage with learners not typically involved in training widens participation effectively. A dedicated safeguarding, health, equality and diversity group is effective in reviewing policies, monitoring improvements and developing a strategic approach. Recent analysis of equality and diversity data of different groups in learning has not identified any significant gaps in achievement. Learners' understanding of equality and diversity is not reinforced sufficiently well during reviews and opportunities are missed in the planning and delivery of teaching and learning. PTP has recognised this and plans for improvement are well advanced but not yet fully implemented.
23. PTP's arrangements and actions to engage with users are particularly effective. The collection and use of the views of learners and employers is systematic and productive. PTP has a comprehensive employer and learner engagement

strategy that is used effectively to inform self-assessment and improve the provision. For example, the views of learners in relation to the suitability and availability of resources has been particularly effective in acquiring and developing the recently opened Walsall training centre. Learners' views are used productively to improve the provision and outcomes are publicised widely to reinforce the importance of their contribution and to encourage more learners to become involved in providing their views.

24. Self-assessment is very effective in improving the quality of provision and outcomes for learners. Self-assessment is well integrated with the comprehensive quality framework. Data are used most effectively to identify and measure improvement. Observation of teaching and learning is well established and all staff involved in teaching, training and assessment are set demanding quality objectives regarding their practices and learners' attainment. Action points from observations of training and assessment are followed up effectively during staff appraisals. The self-assessment report is concise, suitably self-critical, uses data well and is largely accurate. The quality improvement arrangements with subcontractors are effective. PTP works closely with its partners through joint training and sharing good practices to continuously improve the provision.
25. PTP provides good value for money. Overall outcomes for learners have been consistently high over a number of years and continue to improve with some outstanding results in 2010/11. PTP has a sound strategy for investing in the development of the provision. Staff resources are used well. Facilities are well managed and resources for learners are good.

Subject areas

Health, public services and care

Grade 2

Context

26. The subject area offers intermediate apprenticeships and advanced apprenticeships in health and social care and childcare. Advanced apprenticeships are offered in oral health care. In total 434 learners are on programme of which 135 are in oral health care, 251 in health and social care and 48 in childcare.

Key findings

- Outcomes for learners are good. The majority of learners in oral health care and health and social care attain their learning goals and do so within planned timescales. Learners make good progress and achieve challenging targets. Attainment by the very small number of advanced apprentices in childcare in 2010/11, although improving on previous years, was low. Successful improvement strategies have resulted in high attainment levels for all learners in the current year based on data supplied by the provider.
- The standard of learners' work is good or better. Learners develop skills and apply them effectively in demanding tasks. All learners successfully improve their employability skills. A significant number of learners progress to higher level qualifications, further training and gain promotion on completion of their social care training. Oral healthcare learners often receive higher rates of pay and better terms and conditions on completion of their training.
- Learners feel safe and demonstrate safe practices in carrying out their duties. PTP's arrangements for safeguarding are good. Learners have a good understanding of health, safety and welfare and what to do should they have any concerns.
- Teaching and training are good and result in effective learning. Regular learning sessions include individual and group sessions that are well planned and organised. Learners use a good range of resources effectively to support their learning. Assessment practices are good and verification of the standard of learners' work is thorough, effective and promotes learning well.
- Progress reviews are regular and effective. Learners and employers together with training advisers are involved in setting learning objectives during the review process. However, in a few cases these are not sufficiently specific or recorded well. Many of them lack timescales. This area for improvement was recognised by PTP and work is proceeding to improve the situation.
- The provision is well structured to meet the needs and interests of learners. Assessment is flexible and arranged with learners and employers to cause minimal disruption to the working day. Learners gain the qualifications they need for employment and are guided towards other courses after completion.

- Partnership arrangements are good. The planning and communication with employers, learners and PTP are good. Employers are highly involved and play a very active part in supporting learners in training and assessment. They plan with PTP how learners can progress and are keen to know what they are doing next so that they can help the learners in the workplace. Employers participate fully in the review process.
- Personal and learning support are good. Learners receive good individual support through regular and frequent visits to the workplace and during off-the-job sessions by PTP staff. Employers and work supervisors give good support and practical advice. Information, advice and guidance provided by PTP is good in the early stages of the programme however it does not feature sufficiently at other stages of the training programme.
- Leadership and management are good. They deploy improvement strategies successfully. PTP is supportive of staff and provides them with clear direction. Staff are supported to meet demanding targets. Data are used well to set and monitor individual and team performance levels. Regular meetings share good practice and standardise approaches to training and assessment. Communications between staff, employers and other partners are excellent.
- Equality and diversity are promoted effectively. Learners' understanding of equality and diversity is satisfactory overall and in a few cases good. Very effective engagement with users to support and promote improvement takes place. Self-assessment arrangements work well. PTP accurately identifies its strengths and areas for improvement.

What does Performance Through People need to do to improve further?

- Increase success rates further by continuing to apply the monitoring and performance review against management objectives thoroughly and rigorously.
- Clarify short-term learning objectives for learners better by setting them at reviews with learners in a way that specifies them accurately, records what has been agreed and provides timescales for well-defined actions.
- Provide learners with more sessions of information advice and guidance after the initial session by planning opportunities at later stages of their programme.

Retail and commercial enterprise

Grade 1

Context

27. Currently 225 apprentices are working towards qualifications mostly in retail and at intermediate level with a few apprentices in warehouse and hospitality. Retail apprentices attend off-the-job training at PTP's premises. One hundred and sixty seven learners are employed with one large regional retailer. Other learners are employed with a variety of local retail, hospitality and warehouse employers.

Key findings

- Overall attainment levels for learners are outstanding. This has been consistently the case over the last three years. A very high proportion of learners complete their qualification within agreed timescales. Current learners are making very good progress towards achievement.
- Learners enjoy their learning and develop good skills. Many learners are multi-skilled and take on increasing levels of responsibility. Learners improve their numeracy skills and make good progress at work. Opportunities for gaining higher level qualifications have not been available in the past for most retail learners but plans are well advanced for these to commence.
- Learners feel very safe at work and at training sessions. They have a good understanding of health and safety and demonstrate safe working practices. Health, welfare and safety are effectively reinforced at induction and through reviews. Most of the learners are employed with a large regional retailer and they fully engage with the company's social responsibility policy including undertaking community work and fund raising activities.
- On- and off-the-job training are good. Off-the-job training sessions are well planned and prepare learners very effectively for their technical certificate tests. On-the-job training is supported by both employers and training advisers and is very effective in developing learners in their job roles. This is further enhanced by the use of online training material.
- Action planning and feedback by training advisers with learners is good. Assessment methods and portfolios are of a satisfactory quality. Learners' progress reviews are good with effective employer involvement and clear target setting.
- The provision is very effective in meeting learners' and employers' needs. PTP understands and responds very well to the needs of individual learners. PTP customises the retail apprenticeship to suit employers and uses materials relevant to the job context very well to support learning. PTP adapts its working practices to meet employers' needs such as changing assessment methods and times to suit business needs.
- PTP has excellent partnership arrangements with employers and works with them to plan programmes that achieve business goals and success for learners.

Employers recognise the value of the off-the-job training sessions and work very effectively with PTP to develop learners' skills at work and reinforce learning.

- Support for learners is good. Training advisers have frequent and very supportive individual sessions with learners throughout the duration of their programme; these are highly valued by the learners. Employers provide good support in the workplace. Learners receive good initial advice and guidance however structured guidance concerning further training and education opportunities is not covered sufficiently on other occasions.
- Programme management and leadership are outstanding. High targets for success rates are met consistently. Staff are extremely well motivated and committed to achieving success for the learners. This ensures a high quality experience for learners. Managers focus very effectively on PTP's priorities and staff are given clear direction with good support, training and development.
- The promotion of safeguarding is good. The promotion of equality and diversity is satisfactory. PTP and employers have good policies and procedures to ensure equality and diversity policies are followed. Learners' overall understanding is satisfactory. However, their understanding is not developed further in the context of work and personal experience at reviews or on other occasions during learning sessions.
- Self-assessment and quality improvement arrangements are outstanding. Management and staff are highly committed to improving the learners' experience. Action planning is very effective and continually reviewed and used to make improvements. Staff receive clear and regular feedback with challenging targets to improve performance. Employers' views are used very effectively to support quality improvements.
- Value for money is very good. PTP achieve consistently high and improving success rates in this sector area. Training centres are well equipped, managed well and provide a good learning environment for off-the-job training.

What does Performance Through People need to do to improve further?

- Enhance learners' understanding of further learning and training opportunities by providing a more systematic approach to providing information, advice and guidance during the programme and at exit reviews.
- Develop learners' understanding of equality and diversity by planning and providing learning sessions and using other occasions such as reviews to explore equality and diversity relevant to the learners' job roles.

Business administration and law

Grade 2

Context

28. PTP offers apprenticeships in accountancy, administration, customer service and management. Currently 313 learners follow an intermediate apprenticeship; 280 advanced level apprenticeship and 29 higher apprenticeship training. The majority of learners are working towards customer service or business administration apprenticeships.

Key findings

- Learners achieved outstanding levels of attainment in accountancy and management in 2010/11. Overall attainment levels for all programmes are high and continue to improve in the current year. The rate at which learners achieved within planned timescales in Train to Gain was outstanding in 2010/11 and high for apprentices. Current learners are making good progress. Learners enjoy their programmes very much and work to a high standard which is recognised by their employers.
- Learners develop good work skills. They are able to apply their knowledge and skills to solve business problems that lead to improvement. Learners demonstrate good personal skills and are able to manage customers and work with colleagues very effectively. As a result of their training many learners take on additional responsibility, gain promotion and proceed to further training or education.
- Learners feel safe in the workplace. They have a very good understanding of employment rights and responsibilities as well as safeguarding. Learners demonstrate safe working practices in their workplace and at PTP's training centres. They know how to raise any concerns regarding bullying or harassment and have a good understanding of internet safety.
- The quality of teaching and learning is good. On-the-job training arrangements and individual training sessions provided by PTP staff in the workplace are good. Off-the-job sessions are well planned and effectively promote learning and attainment. Accountancy training is particularly effective. Tutors use a wide range of strategies which stimulate and engage learners' interest. Very effective use is made of question and answers to test and reinforce learners' understanding.
- Assessment is good, well planned and a wide range of methods are applied effectively to judge progress and competence. Assessors have a good knowledge of employers' working practices and use this well to contextualise training activities that are meaningful to the learner.
- PTP staff have good working relationships with learners who receive regular reviews of progress at work. Workplace managers contribute well to reviews. The learners' short-term training objectives are identified by PTP staff with the learner and employer but they are not always sufficiently detailed or time

bound. A small number of learners are not set sufficiently challenging objectives.

- A good range of programmes meets the needs of learners and employers well. Learners value the skills and qualifications they gain while at work. Employers recognise they meet their priorities for developing their staff successfully.
- Partnership working is very good. PTP maintains and develops particularly strong relationships with employers to plan and provide high quality training at work. Employers value the wide range of information and help provided by PTP staff in supporting their training and development objectives. Employers particularly appreciate the flexibility of PTP staff in arranging appointments. PTP makes good use of its links with schools to introduce 14 to 16 year olds to apprenticeships.
- Care, guidance and support are good. Learners value the regular and frequent supportive individual meetings they have with PTP staff at work and during off-the-job training. Induction is good and learners know how to access information, guidance and additional support if required.
- Operational management is very effective with good teamwork. Staff are highly motivated, appropriately qualified and have good and relevant industrial experience. PTP uses data to improve performance and raise standards effectively. The promotion of equality and diversity is satisfactory but not always planned into learning sessions or covered in reviews with learners sufficiently well.
- PTP engages with users and employers very well. PTP uses feedback from learners and employers very effectively to inform quality improvements. Quality assurance arrangements are good. The self-assessment report is accurate and reflected the findings of the inspection.

What does Performance Through People need to do to improve further?

- Continue to increase success rates further by continuing to review performance thoroughly at all levels and through the setting of clear and specific challenging learning objectives for learners with agreed timescales.
- Better promote learners' understanding of equality and diversity in the workplace through a more comprehensive coverage of topics at progress reviews and in training sessions and by making them more relevant to the learners' circumstances.

Information about the inspection

29. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's operations director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
30. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the three largest programmes the provider offers and took into consideration the performance of the remainder.

Record of Main Findings (RMF)

Performance Through People

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	Employer responsive
Approximate number of enrolled learners		
Full-time learners	1,425	1,425
Part-time learners	0	0
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	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
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	
Leadership and management	2	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	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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