

# Barnardo's

## Inspection report

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**Unique reference number:** 50604

**Name of lead inspector:** Jan Smith HMI

**Last day of inspection:** 6 July 2012

**Type of provider:** Independent learning provider

**Address:** Barnardo's  
Tanners Lane  
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## Information about the provider

1. A company limited by guarantee, Barnardo's is the largest children's charity in the United Kingdom, serving 190,000 children, young people and their families annually through around 800 services. It has provided government funded education and training since 1983 in the North East and Yorkshire and Humberside regions, with Palmersville Training acting as the main contractor on most contracts. In 2011, Barnardo's extended its learning and skills provision to its southern and London regions. The Skills Funding Agency and Education Funding Agency funds provision in the north. Provision in the south is jointly funded through the Skills Funding Agency and the European Social Fund. The Children's Services Manager based at Palmersville, together with a team of senior staff, including managers from Yorkshire region manage the learning and skills programme in the northern regions. Other senior staff oversee the management of the programmes in the southern regions.
2. In the two northern regions, Barnardo's offers foundation learning and apprenticeship qualifications in beauty therapy, information and communication technology, business administration, hairdressing, hospitality, painting and decorating, retailing and customer service, and warehousing and distribution to young people, some of whom have additional needs. Functional skills are provided as part of the foundation learning programme. A number of subcontractors deliver foundation learning and various vocational programmes.
3. The southern region of Barnardo's delivers preparation for life and work through a contract set up in June 2011 involving five subcontractors. In the London region, Barnardo's and two subcontractors deliver an engagement programme for young learners aged 14 to 19 at risk of failing to progress to employment, training or education. This inspection includes provision for 16 to 19 year-old learners within this engagement programme.
4. Barnardo's provides training on behalf of the following provider:
  - Tyne Metropolitan College
5. The following organisations provide training on behalf of the provider:
  - NYA (foundation learning & motor vehicle apprenticeships)
  - Resources (foundation learning)
  - Northern Construction (intermediate apprenticeships)
  - North Tyneside Council (foundation learning)
  - Portsmouth City Council (employment and personal development programmes)
  - The Shaw Trust (various accredited and non-accredited provision)
  - The Wheatsheaf Trust (various skills development courses)
  - Motiv8 Introductory (vocational activities and mentoring)
  - The Prince's Trust (employability training)

■ NACRO (employability training)

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b>  Foundation learning including Entry to Employment	436 full-time learners
<b>Employer provision:</b> Apprenticeships	87 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>		<b>Grade 3</b>
<b>Capacity to improve</b>		<b>Grade 3</b>
		<b>Grade</b>
Outcomes for learners		3
Quality of provision		2
Leadership and management		3
Safeguarding		2
Equality and diversity		3
<b>Subject Areas</b>		<b>Grade</b>
Construction		2
Preparation for life and work		3
Business administration		3

## Overall effectiveness

6. Barnardo's offers good opportunities for learners to develop their confidence and increase their employability. Learners gain personal and vocational skills and qualifications, many moving on from a background of low educational achievement and difficult personal circumstances. For some, however, progress towards completing qualifications or moving on to further education, training or work is too slow. Learners make a valuable contribution to local communities, through, for example, raising money for charity, volunteering and refurbishing community facilities.
7. Teaching is good, with varied activities that maintain learners' interest. Reviews help learners understand what they have achieved, but do not always place enough emphasis on long-term goals. Programmes meet learners' needs well. Barnardo's works particularly effectively with a broad range of partners, including employers, to plan local provision and extend the range of available training and development opportunities.

8. Barnardo's provide particularly good support for learners. Tutors help many learners deal with challenging personal issues so that they can continue with their studies. Information, advice and guidance offered to learners before their training is good, but staff do not always prepare learners well enough for permanent employment or further training by the time they finish at Barnardo's.
9. Barnardo's has a clear strategy for working with hard-to-reach groups. The organisation's regional operational structure helps to ensure managers are responsive to local need, but the organisation now recognises the need for greater national coordination.
10. Barnardo's manages the quality of its substantial subcontracted provision very well. It actively seeks learners' views and uses them to make improvements where appropriate. A participation project in the north reflects Barnardo's commitment to making sure the learner's voice is heard during the programme and in the wider community. Arrangements to ensure the safety of learners are good. Although staff support equality and diversity values well, Barnardo's does not make enough use of data to monitor the success of different groups of learners.

## Main findings

- Progression rates on the foundation learning programme to further education, training or employment are satisfactory. Success rates for construction apprentices have continued to improve over the last three years and remain high. Success rates in business administration have improved significantly, but remain below the national average. Success rates for apprenticeship programmes overall have continued to decline over the last three years and fell to well below the national average in 2010/11.
- Learners make steady progress towards meeting their learning goals. Apprentices develop good vocational skills that increase their employability. On the engagement programmes in the London and southern regions, learners' participation in a variety of activities helps their confidence and chances of moving on to other education, training or employment. Learners in all regions feel safe and follow safe working practices.
- Barnardo's encourages learners to take part in a range of activities that develop their own self-esteem and confidence and benefit local communities. These include, for example, voluntary work, refurbishment of community facilities and raising money for charities.
- Teaching is good, offering varied activities that maintain learners' interest. Tutors make good links between on- and off-the-job learning. Most vocational areas offer a sound mix of practical and theory training, except in business administration and customer service where there is too little theory. Reviews are satisfactory but do not provide learners with long-term goals. Targets for foundation learners focus insufficiently on progression.

- Programmes meet learners' needs well. Barnardo's takes careful account of both learners' needs and the local job market to offer learners programmes that will help them acquire relevant skills and knowledge. However, in construction there are few planned opportunities for foundation learners to progress.
- Barnardo's works very effectively with a broad range of partners, including employers, to plan local provision and extend the range of available training. Partnerships with subcontractors increase learning opportunities for disengaged and vulnerable young people particularly well.
- Support for learners is good. Staff have a very good understanding of their learners, which they use well to engage young people and to help them tackle issues such as homelessness and drug misuse. Information, advice and guidance offered to learners before their training is good; however, staff do not prepare learners well enough for permanent employment or further training by the time they finish at Barnardo's.
- Barnardo's has a clear strategy to work with disadvantaged young people to which all staff and subcontractors are highly committed. Staff have a good awareness of local need and local provision, but sharing of practice and understanding of differences in the quality of provision in different regions is limited. Barnardo's is developing a strategic plan to address these issues.
- Barnardo's supports subcontractors well and monitors their provision closely, but the targets they set are not always challenging. Staff and subcontractors have a very good understanding of learners' progress and achievements, but Barnardo's data are not always accurate or used by staff to manage provision.
- Barnardo's has an open door policy, accepts all learners and works hard to re-engage them in learning. Staff have a very good understanding of learners' needs and progress and look for opportunities to further stretch and challenge learners.
- Safeguarding is good. Barnardo's and subcontractors' staff have a good understanding of safeguarding and routinely deal with a range of safeguarding issues effectively. Work with agencies to keep learners safe is good. Barnardo's manages health and safety issues well.
- The promotion and monitoring of equality and diversity are satisfactory. Learners benefit from a good range of support to help them with multiple problems. Barnardo's has exceeded its targets to recruit learners from disadvantaged groups, but it does not monitor the success rates of different groups. Some learners have a good understanding of equality and diversity, but most learners' understanding is only satisfactory.
- Barnardo's offers learners good opportunities to express their views and bring about improvements. The use of employers' views to drive quality has had less impact however.
- Barnardo's makes effective use of self-assessment and quality improvement planning to raise quality. The self-assessment process is very inclusive and reports draw on a wide range of evidence. However, the quality of the

contributory self-assessment reports is variable. The overall self-assessment report is mostly accurate in the grades awarded and in the judgements made.

### **What does Barnardo's need to do to improve further?**

- Improve progression rates on foundation learning programmes and success rates for functional skills and apprenticeships.
- Develop the national strategic and operational management of learning and skills so that staff share good practice and quality improvement arrangements, including self-assessment, are strengthened.
- Improve the reliability and use of data in order to better manage provision and set targets for improvement.
- Set and monitor targets to narrow any existing achievement gaps between different groups of learners.
- Strengthen arrangements to provide learners with enough timely information and guidance to prepare them for progression into further training or employment.

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

#### **What learners like:**

- the friendly and approachable tutors that listen and treat them with respect
- the very helpful mathematics teaching
- the good preparation for apprenticeship training and a career
- feeling safe when there
- activities that are fun
- the chance to learn new skills and gain more confidence
- the good work placements
- the small groups and extra help.

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

- more guidance on progressing to next level
- help with understanding assessment questions
- more materials and tools
- more phone calls to know what is going on
- a larger salon
- more communication between the training centre and my placement
- trips out and more time together
- larger working areas for painting and decorating and hairdressing.

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

### **What employers like:**

- the apprentices' good manners and timekeeping
- the high standards learners achieve
- the good support from Barnardo's on recruitment
- the very good pastoral care that Barnardo's gives
- the support from Barnardo's staff in dealing with apprentice issues
- the excellent partnership working with the National Health Service.

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

- better communication and more information about the learners training programme.



## Main inspection report

### Capacity to make and sustain improvement

### Grade 3

11. Progression rates on the foundation learning programme are satisfactory. Success rates for apprentices overall declined since the last inspection and in 2010/11 were significantly below the national average. Success rates for construction apprentices have improved and are high. Success rates for business administration apprentices have been low, but indications for this year are that they have improved significantly. The standard of teaching and learning has steadily improved. Arrangements to observe learning have increased in rigour. Feedback following observation has led to targeted staff development and the sharing of staff skills and knowledge.
12. Barnardo's management and monitoring of subcontractors are good. Staff monitor learners' progress and achievements closely, but Barnardo's data are not always reliable or sufficiently well used to manage provision. Inconsistencies exist between the quality of provision in different regions.
13. Barnardo's has set and exceeded targets to recruit young people not in education, employment or training and young people with disabilities and learning difficulties, but, despite some recent action, has not met its target to recruit local black and minority-ethnic groups. As Barnardo's recognises, it does not set success targets for these different groups and does not use data to monitor their success.
14. Barnardo's makes good use of learners' views to bring about improvement but employers' views are less effectively used.
15. Self-assessment is broadly accurate and identified most of the main strengths and areas for improvement. Some of the grades awarded at this inspection were lower than for the last inspection. However, changes in the programmes and location of provision make direct comparisons difficult.

### Outcomes for learners

### Grade 3

16. Progression rates for the foundation learning programme are satisfactory. Success rates on apprenticeships overall declined from 2008/09, falling to well below the national average in 2010/11. However, success rates in construction apprenticeships have continued to rise and remain high. Barnardo's has taken action to improve the low achievement in weaker areas, and there are clear indications that success rates have improved significantly in business administration.
17. Learners make steady progress towards attaining their learning goals. Apprentices develop good and relevant work-related skills that increase their chances of sustained employment. In construction, these include traditional skills used in renovation work and effective teamwork. In business

administration, learners develop their capacity to complete a wide range of work-related tasks. Foundation learners develop their employability skills and confidence, including work-related functional skills, often from a starting point of low attainment, and in the face of challenging personal circumstances. Learners on the non-accredited engagement programmes grow in confidence to progress to education or training.

18. Learners in all regions feel safe and demonstrate a good awareness of safe working practices. In construction, learners on site and in workshops were appropriately dressed with protective equipment. Learners show respect for each other and feel able to talk to staff in confidence. Personal and social development programmes for foundation learners on topics such as drug and alcohol misuse and sexual health enable learners to make informed choices that affect their health and well-being.
19. Barnardo's strongly encourages learners to contribute to the local community through a wide range of activities, developing their own confidence and sense of personal worth. These include carrying out voluntary work, refurbishment of community facilities, such as a swimming pool and a residential care home, and raising money for other charities.

## **The quality of provision**

## **Grade 2**

20. Teaching is good, particularly for learners working towards qualifications in mathematics and English. Enthusiastic staff employ very effective strategies to interest learners. Learners participate well and generally work productively. In better sessions, tutors engage learners in lively discussion and activities. They use questioning well to check understanding and some make good use of naturally occurring opportunities to promote equality. Working environments are realistic: most vocational areas offer a good mix of practical and theory training. However, in business administration and customer service, apprentices receive insufficient theory training. Links between on- and off-the-job learning are good.
21. Tutors plan learning well, making good use of information from initial assessment. Schemes of work are well structured: lesson plans meet individual group members' needs. Resources are mostly good. Tutors use information learning technology (ILT) both in the classroom and in the workplace effectively; however, they make insufficient use of e-learning. Apprentices' assessment is well planned, timely and regular; learners are confident and have a good understanding of the assessment process. Assessment in foundation learning is satisfactory and feedback is clear; however, spelling errors frequently remain unchecked.
22. Progress reviews are held regularly and they routinely involve employers. Staff encourage learners effectively to evaluate their progress and to identify the next steps in their development. Targets provide good short-term objectives but most fail to address longer-term goals. Foundation learning tutors identify a

good range of personal, social and work-related goals in discussion with the learners but place insufficient emphasis on equipping learners to progress.

23. Training and support meets most learners' needs well. Foundation learning programmes are highly individualised and personalised. Staff make good use of enrichment activities to engage learners. Barnardo's considers both learners' needs and local labour market information carefully to ensure programmes offer learners the opportunity to develop relevant skills and knowledge. Barnardo's reviews and evaluates its provision satisfactorily, adapting it to meet changing demands. However, construction programmes fail to provide suitable progression routes for foundation learners.
24. Barnardo's collaborates particularly well with a wide range of partners, working with local networks to develop a cohesive apprenticeship offer and progression routes for foundation learners. Partnerships with subcontractors increase learning opportunities for disengaged and vulnerable young people. On the engagement programmes, productive working with local partners has created a strong localised delivery model to meet individual learners' needs.
25. Employer engagement is strong, contributing to learners securing valuable work placements and sustained employment. Employers understand their roles in supporting apprentices and learners on placement well. Barnardo's makes good use of partnerships with specialist providers to enhance learning in their centres.
26. Learners value the high level of practical support that Barnardo's offers them. The introduction of a package of financial support, for example, has enabled many to continue their training. Staff understand their learners well and work productively with external agencies to tackle issues such as homelessness. Detailed risk assessments identify learners' emerging support needs and provide the basis of thorough individual support plans. Additional support in vocational training sessions is good.
27. Information, advice and guidance for young people applying to join Barnardo's are generally good, showing those applying to foundation learning, for example, how training can lead to employment and apprenticeships. However, there is insufficient planned or structured guidance to prepare some learners for progression.

**Leadership and management****Grade 3**

28. Barnardo's has a clear strategy and targets to work with hard-to-reach groups and is further realigning its provision to work with young people not in education, employment or training. Staff and subcontractors are highly aware of, and strongly committed to, Barnardo's values and commitment to improve the life chances of disaffected young people. Subcontractors use Barnardo's expertise in working with young people, to benefit their own learners.
29. Barnardo's regional operational structure ensures that staff have a good awareness of local need. As Barnardo's recognises, responsibility for the national operational overview and quality of learning and skills is missing and the structure limits sharing of good practice and resources. Good work is done regionally to work with employers to offer apprenticeships and work placements, but employer engagement is not coordinated nationally, resulting in duplication of effort. Senior managers do ask questions about quality and financial performance of the learning and skills provision, but this is done on an individual service basis and there is no overall financial and quality management across the whole provision. A new senior officer with a good understanding of the strengths and limitations of the current regional structure is working with the regional director for Yorkshire and Humberside to develop a future national strategy for learning and skills, supported by a nominated lead trustee.
30. Management and monitoring of subcontractors are good. Regional managers closely monitor subcontractors' occupancy and success targets. However, subcontractors' targets are not always sufficiently challenging. Staff and subcontractors have a very good understanding of learners' progress and achievements, but data produced by Barnardo's for subcontractors and its own provision are not always accurate or easy for staff to use. Subcontractors all comment on the very good support they receive from Barnardo's, for example, with safeguarding issues and self-assessment.
31. Barnardo's has an open door policy, accepts all learners, and works hard to re-engage them in learning. Staff have a very good understanding of learners' needs and progress and look for opportunities to further stretch and challenge learners.
32. Action taken to protect learners and keep them safe, by Barnardo's and subcontractors, is good. Safeguarding is very well managed. Staff and subcontractors have a good understanding of Barnardo's safeguarding policy and act quickly and effectively if they identify any issues of concern. Subcontractors recognise, appreciate and use Barnardo's expertise in this area to act in learners' best interests. As part of their work, staff continually deal with a range of safeguarding issues, including gang culture, and work highly effectively with a range of agencies to keep learners safe. The management of health and safety is good. Staff carry out thorough health and safety risk assessment of subcontractors and work placements and actions for improvement are well monitored.

33. The promotion and monitoring of equality and diversity are satisfactory. Barnardo's has a good range of policies that it shares with its subcontractors. Many of Barnardo's employees, including apprentices employed by Barnardo's, have a good understanding of equality and diversity developed through induction and e-learning. However, a few learners' understanding of equality and diversity is not so well developed or reinforced. Learners benefit from a good range of support to help them with multiple problems, for example, criminal records, homelessness and drug misuse.
34. Barnardo's has set and exceeded targets to recruit young people not in education, employment or training and young people with disabilities and learning difficulties. Despite some recent action, it has not met its target to recruit from local black and minority-ethnic groups. As Barnardo's recognises, the organisation does not set success targets for different groups and does not use data to monitor their success.
35. Barnardo's offers learners good opportunities to express their views and bring about improvements through, for example, annual satisfaction surveys, learner forums and the evaluation of learning sessions. Although Barnardo's has carried out employer surveys, response rates have been disappointing, and these have made less impact on self-assessment and quality improvement. A project in the north empowers learners to participate in and develop skills of decision making in life and work, which has led to specific improvements such as the development of a coaching and mentoring course.
36. The organisation makes effective use of self-assessment and quality improvement planning to raise quality. The self-assessment process is very inclusive, involving staff across all regions and programmes in drawing up local self-assessment reports that contribute to the national report. The report draws on a wide range of evidence, including data on achievement, teaching observation grades and learners' views. However, the quality and consistency of the contributory reports is variable, and some quality improvement plans lack detail. The overall self-assessment report is broadly accurate in the judgements made.
37. With outcomes for learners that are satisfactory, overall, Barnardo's provides satisfactory value for money.

## Subject areas

### Construction

### Grade 2

#### Context

38. Barnardo's currently has one bricklaying, three painting and decorating and 19 joinery apprentices. It also offers foundation provision in painting and decorating. Much of the training provision is subcontracted to another specialist provider.

#### Key findings

- Success rates on construction apprenticeships are high and have risen over the last three years to well above national rates. Successful foundation learners can progress on to a vocational construction programme leading to a higher level qualification that is funded through a local college. However, the progression rate from foundation earning programmes on to construction apprenticeships is low.
- Learners develop good and relevant vocational, personal and social skills and carry out work and tasks within employers' working teams. Learners develop good current skills and traditional skills used in renovation work, and develop their awareness of the benefits of reclaiming old materials and recycling.
- Learners feel safe. All learners observed on site and in workshops were appropriately dressed with protective equipment. All of the sites visited were safe, had appropriate signage and had been risk assessed. However, on one site, some of the employer's staff were not acting as good role models by wearing suitable protective footwear.
- Teaching, training and learning are good. ILT is used to good effect in taught sessions and learning materials are of a good standard. Teachers and trainers make good use of relevant industrial artefacts. Learners are active in group work and good learning at an appropriate level takes place.
- Work-based assessment is timely. Assessors visit the learners in the workplace regularly, sometimes weekly. Good use is made of digital media to record work-based activities. Feedback to learners is clear and well recorded. Employers play an active role in the feedback to learners and are fully briefed about their learners' progress.
- Target-setting in reviews is generally satisfactory. Reviewers discuss and agree targets with learners. However, all targets are short-term and due to be achieved by the next review. Tutors do not identify long-term targets with learners to encourage progress. Equality, diversity and safeguarding are adequately promoted, but, in some subcontractors' reviews, their reinforcement is superficial and not always recorded.

- Barnardo's staff consider and meet employers' needs and requirements in the planning of provision. Training provides learners with the skills that employers need to maintain the relevance and quality of their workforce. Foundation learning is offered only in painting and decorating, but there are too few painting and decorating apprenticeships to which foundation learners may progress.
- Staff very effectively provide clear advice and guidance to learners and their supportive employers. Barnardo's staff identify learners with additional needs. Pastoral and additional support in both the classroom and workshop are good. Tutors contextualise mathematics and English skill development well to support learners' vocational training.
- Barnardo's management of the subcontracting arrangements is good. Barnardo's managers and the subcontractor's staff meet regularly and have excellent working relations. The subcontractor highly values the good support given by Barnardo's, which includes very good support for the subcontractor's new assessors and help in developing self-assessment and systems for monitoring learners' progress.
- Good use is made of partnerships to maintain continuity of training for learners. Following recent flood damage to the subcontractor's workshops, Barnardo's secured suitable temporary accommodation for the provision with another subcontractor.
- Barnardo's staff actively promote equality and diversity to learners and reinforce their knowledge and understanding during induction and progress reviews. However, in one subcontractor's provision, although equality and diversity are promoted at the start of training they are not effectively reinforced throughout the programme.
- The self-assessment report does not have a construction section, but evaluates training overall, making some of the judgements on construction difficult to identify. However, the strengths and areas for improvement within the report are broadly accurate and drive improvement.

### **What does Barnardo's need to do to improve further?**

- Devise more suitable transition programmes to improve the progression of foundation learners into construction apprenticeships.
- Ensure all progress reviews involve the setting of short- and long-term targets, and effectively promote equality, diversity and safeguarding.

## Preparation for Life and Work

## Grade 3

### Context

39. There are 438 foundation learners in 18 centres in the North East, Yorkshire and Humberside, Hampshire, London and the South East. Most learners are on European Social Fund funded engagement programmes for learners not in education or training, or at risk of joining this group. Barnardo's works with 10 different subcontractors to deliver Foundation learning. Learners work towards accredited qualifications in employability and personal development, functional skills and a range of vocational subjects.

### Key findings

- Overall outcomes for learners are satisfactory. There is a satisfactory level of achievement in functional mathematics and personal and social development. Achievements in information and communication technology and English programmes are low. Retention on the engagement project is high. Too few learners progress to positive destinations from foundation learning. However, there are trends showing improvements in progression rates across the organisation.
- Learners make particularly good progress in developing their vocational and employability skills and enjoy their learning. Many come to Barnardo's with low levels of prior attainment and challenging personal issues. Learners develop their confidence and skills and demonstrate their learning of functional skills in the workplace very effectively. In the engagement programme learners have sound plans in place to move into training or education.
- Learners feel very safe and demonstrate a keen awareness of safe working practices. They display good behaviour and respect for each other and feel able to trust and confide in staff. Learners discuss health and safety during sessions and reviews. They participate in a wide range of community projects, including improving the local environment and volunteering. One group prepared local celebrations at the time of the Olympic torch relay.
- Teaching and learning are good. In better sessions, tutors plan sessions well and learners benefit from small group sizes that encourage participation. Good use of questioning reinforces individual learning objectives, particularly in vocational settings. In less successful sessions, teachers dominate activities. Tutors use ILT effectively, reinforcing and embedding functional skills in all activities.
- Initial assessment is good; however, in many instances learners' targets are not sufficiently challenging. Staff use the results of initial assessment well to plan highly individualised learning programmes. They engage learners effectively in the recording of their outcomes and encourage them to reflect and analyse their progress within weekly diaries, which helps to develop their thinking skills.
- Programmes meet learners' needs well. The highly personalised provision is relevant to learners' long-term goals. Barnardo's has worked with learners and a national employer to develop a programme of study that now provides



coherent and appropriate progression opportunities. Staff consider learners' outside interests when planning enrichment activities that contribute to learners' skills and personal and social development.

- Partnership arrangements are good. Extensive links with schools and local authority services foster productive collaborative working that encourages the participation of young people in learning. Barnardo's works with a range of subcontractors whose networks provide a wider range of provision for learners. Communication between Barnardo's and its partners is good.
- Staff use good information advice and guidance well to support learners. They are enthusiastic, well qualified and have relevant experience. Barnardo's encourages learners to look at a range of options, inspiring them to consider their next steps in training and employment. Key workers, assigned to learners throughout their programmes, provide learners with dedicated personalised support within a trusting relationship.
- Centre staff work in a positive and supportive manner. Operational management is good with dedicated teams raising expectations, although arrangements to manage Foundation learning vary across the organisation. Resources, including accommodation, are of a good standard following recent investment. Staff and volunteers benefit from electronic induction and appraisal processes linked effectively to staff development activities.
- Safeguarding has a high priority for Barnardo's. Risk assessments are extremely thorough. In one area where gang culture is prevalent, staff monitor activity through closed-circuit television cameras positioned throughout the centre, and provide special sessions to help learners understand the risks of being in gangs. Barnardo's works closely with other agencies and shares appropriate information about learners to ensure their protection.
- Barnardo's review how well different groups are represented in learning and takes action to address any under-representation, including providing courses that are of interest and relevance to both males and females. Barnardo's meets the needs of learners with disabilities very well. Some centres promote equality and diversity exceptionally well. However, this is not the case for all centres.
- The quality of provision varies across Barnardo's and its subcontractors. However, quality improvement arrangements are insufficiently developed to address these variations. Some contracts do not include any quality improvement action plans and observations of staff or subcontractors do not take place in some engagement provision. Managers do not promote the sharing of good practice across the company.
- The self-assessment report is too descriptive in parts and does not cover all foundation provision. Staff do not use data rigorously to inform the report. However, they contribute to quality reviews and are aware of the main areas for action and improvement. Learners' views contribute to the self-assessment report.

**What does Barnardo's need to do to improve further?**

- Increase progressions to positive destinations by helping learners to focus on future employment and training opportunities throughout the programme and by ensuring that all individual learning plans contain challenging and specific targets relevant to their aspirations.
- Strengthen the quality of provision across all areas by developing and implementing robust quality assurance activities, and by sharing data and good practice.

## Business administration

## Grade 3

### Context

40. Twenty-three learners are working towards qualifications in business administration. Nine are intermediate apprentices in the Yorkshire and Humberside region, where Barnardo's introduced the provision in 2011. In the North East, two learners are advanced and 10 are intermediate apprentices. Two adult learners are studying for units of an intermediate business administration qualification. Five learners are working towards qualifications in customer service, all based in the North East. Three are intermediate apprentices and two are foundation learners working towards entry-level qualifications.

### Key findings

- Overall success rates for customer service apprentices were low and declining in 2010/11. Overall success rates for business administration apprentices were also low. Both programmes' success rates were significantly below national averages.
- Better initial assessment, focussed targets and closer monitoring of performance have led to improvements in the pace at which learners complete their awards. In the current year, 75% of apprentices have completed their programmes successfully.
- Learners acquire good vocational skills that prepare them for employment. They increase in confidence and in their ability to communicate. Customer service learners on the entry-level programme have gained an additional accredited coaching and mentoring skills qualification, which has increased their confidence when working with other learners and customers. Learners' portfolios show that they undertake a wide range of activities in the workplace.
- All learners feel safe. They receive regular information about safeguarding and health and safety during monthly progress reviews. Barnardo's staff are fully trained and receive regular updates about safeguarding using e-learning.
- Teaching and learning are satisfactory. Apprentices benefit from regular visits from their assessor and enjoy the individual coaching sessions at work. However, arrangements to plan and teach theory to apprentices are underdeveloped. Resources are satisfactory but better use could be made of e-learning.
- Assessment practice is good. Learners confidently gather evidence and independently match it against their qualification standards. Assessors use digital photographs and voice recording well to gather evidence for assessment. Internal verifiers make frequent observations of workplace assessments to support quality assurance.

- Employer engagement is excellent. Employers are fully engaged in their apprentices' programmes and value the support given by Barnardo's staff. Employers understand their roles and responsibilities in apprenticeships fully; take an active part in monthly reviews of learners' progress and work well to secure assessment opportunities for their apprentices.
- Partnership working is good. For example, an exemplary partnership exists between Barnardo's and a major employer in the North East, which has resulted in sustainable employment for 12 learners who progressed from Foundation learning to apprenticeships.
- Support for learners is good. Assessors are enthusiastic, confident and highly responsive to learners' needs. Barnardo's staff encourage employers to consider any personal or social issues that may have an impact on a learner's progress. A risk-assessment process identifies and addresses any cause for concern very effectively.
- Information, advice and guidance are satisfactory; however, for some learners, whose apprenticeship employment is temporary, there is insufficient timely careers guidance and assistance with job search to help them secure permanent employment at the end of their programmes.
- Leadership and management are satisfactory. However, there is insufficient sharing of good practice in the management and delivery of business administration and customer service provision across the organisation.
- The self-assessment report is largely accurate for business administration but gives too optimistic a picture of customer service programmes. Actions in the quality improvement plans lack detail. Barnardo's has taken an extensive range of actions to improve success rates but staff do not record these in the improvement plan. There is no subject specific self-assessment report or improvement plan for this growing area in Yorkshire and Humberside.

### **What does Barnardo's need to do to improve further?**

- Develop arrangements and resources for theory teaching to assist apprentices to learn new concepts.
- Extend the use of technology to include online group sessions, e-learning and e-portfolios.
- Introduce careers guidance and job search activities earlier for apprentices in temporary employment.
- Improve quality improvement by introducing more measurable and specific targets and using these within a subject-specific, self-assessment process.

## **Information about the inspection**

41. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's Children's Services Manager, as nominee, carried out the inspection. Inspectors also took account of Barnardo's most recent self-assessment report and development plans, 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.
42. 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 most of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Barnardo's

**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	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>	532	473	10	49
Full-time learners	0	0	0	0
Part-time learners				
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	<b>3</b>			
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	2			
<i>Are learners able to make informed choices about their own health and well being?*</i>	3			
<i>How well do learners make a positive contribution to the community?*</i>	2			
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a			
How effectively does the provider promote the safeguarding of learners?	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?	3			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

\*where applicable to the type of provision

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