

Haydon Training

Focused monitoring visit report

Unique reference number: 52150

Name of lead inspector: Phil Hatton HMI

Last day of inspection: 4 July 2012

Type of provider: Independent learning provider

Address: Haydon Training Services Ltd
Unit 14, Triangle Business Park
Quilter's Way
Stoke Mandeville
Aylesbury
HP22 5BL

Telephone number: 0129 6612401

FOCUSED MONITORING VISIT: MAIN FINDINGS

Context and focus of visit

Haydon Training Services Limited (Haydon) is a private company based on the outskirts of Aylesbury, offering apprenticeships and Foundation Learning. Haydon operates under the name of Haydon Training Business College, while retaining the original name for contractual purposes. There are currently 98 apprentices funded through the Skills Funding Agency and 77 Foundation Learning learners funded through the Education Funding Agency.

At Haydon's last inspection in July 2010, overall effectiveness was graded as satisfactory, as were outcomes for learners, the quality of provision, leadership and management, capacity to improve, safeguarding and equality and diversity. All subject areas that were graded, child development and well-being, preparation for life and work, and accounting and finance, were all satisfactory. Since the previous inspection, apprenticeships in accounting and finance and Train to Gain provision have been discontinued. Options for Foundation Learning are being expanded to include construction. This report focuses on the themes explored during the monitoring visit.

Themes

Self-assessment and improvement planning

What progress has Haydon Training Services made in improving self-assessment and quality improvement planning in order to strengthen its provision?

Reasonable progress

At the previous inspection, insufficient use was made of self-assessment to identify the areas that needed to be addressed in order to improve the quality of the provision. Since then, improvements have been made; the latest self-assessment report is more concise, less descriptive and more judgemental. Recent changes to the management structure have resulted in senior managers having a greater involvement in the monitoring of performance. Decisive actions have been taken to withdraw from the accountancy apprenticeship provision that was underperforming and to make improvements to the quality of provision.

The quality improvement plan is comprehensive and reviewed appropriately. However, the actions to improve are not sufficiently clear as to what success would look like if they are to be achieved. Haydon continues to involve staff in regular meetings to review progress and staff have become more effective in this process. Plans are in place to further improve the self-assessment process, for example to be even more concise when presenting self-assessment findings. A recently-introduced pilot project using social media technology to gain feedback from learners is showing early signs of better informing improvement planning.

Outcomes for learners

What progress has been made in improving success rates for apprentices and progression rates from Foundation Learning programmes into further training, education or employment? **Reasonable progress**

At the previous inspection, overall success rates for apprenticeships were judged satisfactory, although below the national average. Overall success rates in 2010/11 improved by over six percentage points. Figures held by the provider for current success of leavers during 2011/12 indicate further improvements, being six percentage points higher than the national average for all apprenticeships in 2010/11. Haydon has also made further progress with improving success rates within planned timescales in 2010/11. These have risen by over seven percentage points and figures held by the provider for current success of leavers show further improvements to well above national average for all apprenticeships.

Haydon was offering Entry to Employment (E2E) at the time of the last inspection. It has maintained learners' progression rates during the transition from E2E to Foundation Learning at a satisfactory level, whilst introducing new qualifications in child care, travel and tourism and sports. The numbers of qualifications gained by learners is satisfactory and continues to rise. Around 60% of learners have achieved a functional skill in 2011/12. Foundation learners interviewed are making satisfactory progress towards achieving qualifications. They enjoy their learning and all reported good gains in personal confidence.

Quality of provision

What progress has been made in using the outcomes of initial assessment more effectively to develop individual and systematic literacy and numeracy support for learners? **Significant progress**

At the previous inspection Haydon was not using the outcomes of initial assessment to support learners effectively. This has improved by carrying out early initial assessments and using them to inform the choice and development of individual learning programmes. Where required, further diagnostic assessments are carried out promptly to better inform literacy and numeracy support needs. Learners had good awareness of their initial assessment results. Those requiring support reported it was improving their English and mathematics.

Care apprentices complete a well-designed and effectively-used diagnostic tool, identifying the areas in childcare knowledge that need development. Although most support is delivered in the workplace, some learners attend the training centre for intensive one-to-one numeracy support. Very effective support for dyslexia is given, including the loan of laptops. Support materials for care apprentices are much improved, with reference to web-based resources, and assessors share good

practice. Foundation learners requiring support are effectively supported in smaller than normal groups.

Haydon has recently invested in introducing a diagnostic tool for functional skills. This includes training materials to deliver support in the specific areas required by learners. Early indications are that this will further improve support.

What progress has been made in improving the quality of targets set for learners so that they know what they need to do and the deadlines for work to be completed?

Reasonable progress

At the last inspection the targets set for learners did not inform them of what they needed to do and the deadlines for work to be completed. In care, this has improved by developing generic and individual targets for different parts of the apprenticeship framework. Targets are very clear and precise, covering a period of four to six weeks. Their attainment is checked at every review, with learners being given an indication of how the targets achieved have contributed to a 'percentage' attainment of their apprenticeship framework. Written feedback to learners sets clear targets for improvement, supporting improved future performance.

In the foundation provision a very effective and useful online individual learning plan has been internally developed that is being used well to give a comprehensive overview of learners' progress, feedback on their learning and on their attendance. It is clearly helping improve the training of individual learners. All learners interviewed knew what their long-term targets were. However, the weekly targets on monthly activity plans of current learners were too vague to clearly demonstrate what needed to be done for successful achievement, for example 'work on Excel' rather than a specific statement that showed what was required to be done by the learner.

Leadership and management

What progress has been made in improving staff knowledge and understanding in advice and guidance, safeguarding and equality and diversity in order to better inform their learners?

Reasonable progress

The previous inspection recommended that staff should have a current understanding of safeguarding and equality and diversity. Since then, two senior staff members have completed an external safeguarding course and the information gained was delivered in house to all staff. The recent introduction of an electronic learner tracking system has significantly raised the profile of safeguarding. All staff are now able to monitor vulnerable and at risk learners well, leading to much in-house debate and sharing of safeguarding knowledge. Further staff safeguarding training is planned.

Equality and diversity policies have been updated to reflect changes in law, with all staff being made aware of these changes. All assessors and teaching staff have achieved at least an intermediate level qualification in information, advice and guidance. Equality and diversity training is included as part of the programme. Staff taking teacher training qualifications share information on equality and diversity with colleagues. Staff development plans for this year include further equality and diversity training. Completed staff development actions on the quality improvement plan are not clearly recorded. Since the previous inspection, Haydon has introduced an equality and diversity qualification for all learners that is directly linked to bullying and discrimination.

What progress has been made in ensuring that teaching and learning observations focus sufficiently on evaluating learning activities and that recording of them helps identify actions for staff to improve?

Insufficient progress

At the previous inspection a key recommendation was to revise the procedures for observing teaching and learning to identify and make more rapid improvements, where required. Since then, insufficient progress has been made. The process of observing teaching and learning remains too focused on the standard of teaching, with insufficient information recorded on the quality of learning for individual learners. Generally, actions to improve following an observation are not sufficiently clear as to how they will lead to improvements in learning. Based upon current observation records, the majority of teaching and learning is satisfactory. Senior managers are aware of the need to improve the quality of teaching and learning and plans are being developed to focus observation on identifying areas for development along with good practice.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012