

Develop (trading name of Bedfordshire and Luton Education Business Partnership)

Independent learning provider

Inspection dates		17 -21 September 2012
Overall effectiveness	This inspection:	Requires improvement-Grade 3
	Previous inspection:	Satisfactory-Grade 3
Outcomes for learners		Requires improvement-Grade 3
Quality of teaching, learning and assessment		Requires improvement-Grade 3
Effectiveness of leadership and management		Requires improvement-Grade 3

Summary of key findings for learners

This provider requires improvement because:

- The proportion of learners progressing to further education, training or employment is broadly satisfactory and has not improved since the last inspection; in a minority of subcontractors it is below average.
- Teaching, learning and assessment are not yet good for all learners and although some is very good, teaching varies considerably across the network and too much is satisfactory.
- Not all learners have the opportunity to have their functional skills formally recognised by achieving a qualification.
- Leaders and managers do not ensure that all subcontractors provide a sufficiently good experience for learners.
- Performance management and professional development for tutors are not improving the quality of teaching, learning and assessment quickly enough.

This provider has the following strengths:

- Learners develop good attitudes to work and the behaviours they need to help them to learn and to progress.
- Good links with the community enable the provider to identify suitable programmes and projects that support its vision to help young people to succeed.
- Learners benefit from a comprehensive range of innovative work experience which enhances their employability.
- Develop is highly inclusive and provides opportunities for some of the most disadvantaged young people in the community to gain useful qualifications, experience the world of work and to progress to further education or employment.
- The organisation has good arrangements to safeguard learners, ensuring that they are safe and protected well. Training for staff and learners is comprehensive and ensures that they have a clear understanding of how to be safe and what to do if they identify any concerns.

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Full report

What does the provider need to do to improve further?

- Improve the performance of the weaker subcontractors so that all groups of learners achieve equally well by introducing stronger target setting and more closely monitoring their provision.
- Ensure that all learners have the opportunity to undertake functional skills qualifications if this increases their prospect of progression, by improving access to these qualifications in the subcontractor network.
- Improve attendance to good levels at all subcontractors by regular monitoring of attendance and taking swift action when levels are low.
- Improve the quality and consistency of teaching, learning and assessment by ensuring that internal lesson observations lead to clear actions for improvement and effectively link to performance management and professional development for all staff. Support subcontractors to implement effective performance management and professional development with their staff.
- Make better use of the initial diagnostic assessment of each learner to inform the planning of teaching and learning and to ensure that teaching and learning meets the individual needs of learners.
- Help learners to progress as quickly as they are able by ensuring that progress reviews result in clear and precise targets for each learner that tell them exactly what they need to do in the short and medium term.
- Make better use of the views of learners, stakeholders and subcontractors in the production of a comprehensive and accurate self-assessment report. Share this report more widely with partners.
- Develop a more detailed analysis of the relative performance of different groups of learners and implement effective actions to reduce any gaps.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none">■ Outcomes for learners at Develop require improvement. However, the majority of learners are successful when undertaking qualifications in literacy and numeracy which is an improvement since the last inspection. While the large majority of learners are developing their literacy and numeracy skills, not all learners have the opportunity to have this development formally accredited.■ Most learners have satisfactory access to information and communication technology (ICT) at their learning centre. Only one subcontractor is currently offering the opportunity for learners to undertake an accredited ICT programme of learning. However, plans to extend the offer to all learners are at an advanced stage.■ The provider has developed a good range of subcontractors in order that its offer is targeted in areas of most disadvantage. The network offers a range of vocational options which have clearly defined local progression routes. This enables learners with the most complex needs to access learning.■ Senior managers promote programmes well in order that those learners who have low starting points or are not traditionally well represented in learning engage in programmes. The achievement rates of white British learners who previously were not as successful as other groups of learners have improved. However, the success of male learners is declining.■ Learners acquire good employability skills through the provision of work experience, taster	

sessions and community-based activities. Many quickly improve their confidence, team working and work-related practical skills.

- Behaviour is generally good as demonstrated by the progress learners make relative to their starting points in the development of their interpersonal skills, consideration for others and conduct in the work-place.
- Learners' attendance in most subcontractors is good but in a minority of others it is too low. Managers have only recently introduced an attendance monitoring system in order to improve attendance where necessary.
- The proportion of learners who progress to further education, training or employment is satisfactory. Progression rates have not improved since the last inspection and dipped in the transition period from Entry to Employment programmes to Foundation Learning. However, early indicators are that rates improved in 2011/12.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement which reflects outcomes for learners. Learners benefit from effective care and support from staff who are passionate about their work and act as positive role models. Tutors understand their learners' barriers to learning well and actively support them. In the most effective subcontractors, tutors have high expectations of their learners and develop learners' confidence and self-esteem well.
- Subcontractors provide good personal support for learners, which is highly appreciated by the learners. Good arrangements are in place to encourage learners to attend. For example, learners are provided with transport, bursaries and travel passes and lunches are provided in safe and friendly environment.
- Learners speak highly of their empathetic tutors who are very effective in helping them resolve personal issues. Learners access a good amount of timely individual support outside the classroom to help them complete their courses successfully. Some subcontractors provide incentives such as end-of-term trips or High Street shopping vouchers, to motivate learners.
- In the best lessons, tutors skilfully engage learners in active learning tasks which motivate learners, stimulate their interest and help develop their communication, teambuilding and organisation skills. The majority of learners make satisfactory progress during lessons with well-paced activities which focus on helping them achieve their qualifications and career aims. In these lessons, activities promote learner interaction, and develop communication, negotiation and problem-solving skills.
- Tutors place a strong emphasis on developing the employability skills of their learners in the classroom and this is well supported by a good range of meaningful work experience. Learners are encouraged to work supportively and collaboratively, improve behaviour and attitudes, develop commitment and to consider progression.
- Too much teaching is not yet good. Although tutors have a good understanding and knowledge of learners' needs and lives, the vast majority of lessons do not sufficiently pay attention to learners' individual needs. In the less successful lessons, tutors rarely provide extension activities for the more able learners and activities and materials do not sufficiently reflect the individual learning styles and interests of learners.
- Learners benefit from suitable accommodation and equipment. In the majority of subcontractors, accommodation is secure and learners can access information and learning technology as well as suitable specialist resources. However, this is not the case for two subcontractors where accommodation is not suitable or resources are not sufficient to support learning.
- Tutors do not plan in-class support sufficiently well and do not provide systematic and timely feedback to learners during lessons. Although additional learning support for less able learners is provided through a large number of support staff and volunteers, the support role is not clearly defined and support staff are often under-used. In the majority of lessons, staff do not

always give sufficient space for learners to respond to questions or complete tasks on their own.

- Tutors rarely use the initial diagnostic assessment results to inform their planning and to review the English and mathematics needs of learners, despite clear information being produced on learners' needs. Although the majority of tutors and support staff have good vocational subject expertise, too few are sufficiently skilled to develop the literacy and numeracy skills of their learners and often miss opportunities to practise these skills. For example, spelling and language errors are not systematically checked or corrected when learners write paragraphs about themselves in a CV writing lesson, and in one sub-contractor, the course documentation contains numerous spelling mistakes.
- Tutors do not use target-setting and reviews of progress well to focus learners sufficiently on what they need to do to improve. The targets are often too broad and aspirational or solely reflect the requirements of the accreditation. Although frequent reviews engage learners in reflecting on their progress, they do not consistently identify what specific skills have been developed and do not focus sufficiently on specific and measurable next steps.
- Information, advice and guidance (IAG) are effective in supporting learners to consider options and make decisions about their future. Learners receive a good level of informal support and group IAG to explore progression routes and become clearer about their future. When not available in-house, learners are referred to partners to complete their functional skills programmes.
- Tutors promote equality and diversity well in the classroom. They establish a supportive and inclusive learning culture where learners learn to work together and respect each other's space and opinions. Equality and diversity topics are routinely included in lessons and learners have a good understanding of what is expected of them.

The effectiveness of leadership and management

Requires improvement

- Managers and partner organisations share a clear and ambitious vision to engage with and support disadvantaged learners and to make a measurable difference to their learning and employment opportunities. The range and variety of complementary programmes and good links with the community supports this vision well, but the variable quality of provision inhibits the organisation's ability to achieve its ambition fully.
- The board of directors maintain a good oversight of the performance of the organisation and supports the chief executive well. It sets targets for financial and business performance and monitors them closely. It does not, however, give the same high priority and good level of attention to learners' success and the quality of teaching and learning and does not sufficiently challenge managers to improve these.
- The chief executive officer has established effective processes to monitor each project and learning programme. Staff submit monthly reports on their progress against agreed targets, thereby enabling senior managers to identify and respond to poor performance at an early stage. As a result, managers are aware of the aspects of the Foundation Learning programme which need improvement and are implementing a range of actions to do so.
- Management of the programme has recently been strengthened significantly and the new structure and senior manager accountability for this programme is appropriate. New managers have rapidly identified improvements needed and actions required to develop the provision. However it is too early to judge the impact of these actions.
- Managers have set clear and challenging targets for learners' success, attendance and outcomes and have strengthened the monitoring and management of subcontractors recently. Subcontractors have responded positively to these changes and are confident in the organisation's ability to support them to improve their performance and meet these targets. Subcontractors engage well with Develop and openly share good practice and expertise to

support learners.

- Managers acknowledge that teaching and learning require improvement and have developed plans for more robust and effective monitoring of and support for subcontractors. Arrangements to monitor the quality of teaching and learning are adequate but do not sufficiently link to subcontractors' performance management systems. Performance management and professional development within Develop is good, but is less effective in a minority of subcontractors.
- Managers have a realistic and accurate view of the strengths and weaknesses of the provision and use this information to produce clear and challenging actions to improve the quality of provision. Plans to improve the provision are appropriate, but embryonic. Self-assessment is not sufficiently inclusive of all partners' and learners' views.
- The organisation has effective and well-established links with the community and responds well to its needs. Managers make good use of their links with local partners to identify gaps in provision and to plan programmes to fill these. Many learners have previously benefited from other projects and programmes offered by Develop and have progressed to more advanced learning.
- The organisation promotes equality and diversity well and is highly inclusive. Its success in working with some of the most disadvantaged learners, such as Travellers and those with multiple barriers to learning, is one of its strengths. Managers evaluate the performance of different groups of learners and are aware that some groups perform better than others, but recognise that further analysis and action is required.
- The provider meets its statutory requirements for safeguarding learners. Staff and learners are well informed and arrangements to ensure that learners are safe and protected are good. Prompt interventions and very effective links with support organisations ensure that the organisations' response to incidents and concerns is effective.

Record of Main Findings (RMF 2012)

Develop (trading name of Bedfordshire and Luton Education Business Partnership)

Learning types:

16-18 learning programmes leading to qualifications: full and part-time courses;

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate									
	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	3						3	
	Outcomes for learners	3						3	
	The quality of teaching, learning and assessment	3						3	
The effectiveness of leadership and management	3							3	

Subject areas graded for quality of teaching, learning and assessment	Grade
Foundation learning	3

Provider details

Develop (trading name of Bedfordshire and Luton Education Business Partnership)	
Inspection dates	17-21 September 2012
Lead inspector	Maxine Mayer HMI
Type of provider	Independent learning provider
Age range of learners	16-18
Approximate number of all learners over the previous full contract year	466 in 2011/12
CEO	Chief Executive Officer Carolyn O'Donnell
Date of previous inspection	19 November 2010
Website address	www.developebp.co.uk

Provider information at the time of the inspection				
Main course or learning programme level	Level 1 or below	Level 2	Level 3	Level 4
Total number of full-time learners excluding apprenticeships	107	N/A	N/A	N/A
Apprenticeship level	Intermediate	Advanced	Higher	
Number of apprentices	N/A	N/A	N/A	
Age of full-time learners	14-16	16-18	19+	
Total by age	N/A	107	N/A	
Number of part-time learners	100			
Number of main sites	09			
Funding received from	Education Funding Agency (EFA)			
At the time of inspection the provider contracts with the following nine subcontractors:	<ul style="list-style-type: none">■ Active Support■ ASR Learning Centre■ Diverse FM■ DJ Academy■ Eastern Training Ltd		<ul style="list-style-type: none">■ First Place Training (Bedford)■ First Place Training (Dunstable)■ Sport Support■ Training 4U Services (UK) Ltd	

Additional socio-economic information

The provider operates throughout Bedfordshire and the borough of Luton. According to the census for 2001, 10% of the population in Bedfordshire and 28% in Luton were from minority ethnic heritage. The proportion of the population that is unemployed is lower in Bedfordshire and significantly higher in Luton than the eastern region as a whole. Approximately twice the number of people in Luton do not have any qualifications compared to Bedfordshire.

Information about this inspection

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the regional director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews and emails to gather the views of learners and employers. They observed learning sessions, assessments and progress reviews. These views are reflected throughout the report. The inspection took into account all of the directly funded provision at the provider. Subject inspectors looked in detail at a sample of the quality of teaching, learning and assessment in Foundation Learning.

What inspection judgements mean

Provider		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding provider is highly effective in delivering outcomes that provide exceptionally well for all its learners' needs. This ensures that learners are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good provider is effective in delivering outcomes that provide well for all its learners' needs. Learners are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A provider that requires improvement is performing less well than it might be reasonably expected in one or more of the key areas. This provider will receive a full inspection 12-18 months after the date of this inspection.
Grade 4	Inadequate	A provider that is inadequate is one where the provider is failing to give its learners an acceptable standard of education and/or training and the provider's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the provider. This provider will receive a re-inspection within 12-15 months after the date of this inspection.

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