

Aurelia Training Limited

Inspection report

Unique reference number: 58250

Name of lead inspector: Sandra Summers HMI

Last day of inspection: 27 July 2012

Type of provider: Independent learning provider

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Information about the provider

1. Aurelia Training Limited (Aurelia) is a private company based in the West Midlands providing employer based training. It has recently moved its central office from Kenilworth to Coventry and reduced the geographical area within which it works so that most learners are now within a 30 mile radius of Coventry. Provision is mainly in the care sector alongside a small number of learners in warehousing. Aurelia also provides literacy and numeracy and functional skills training. The company is now developing awards for teaching assistants, working with children and young people and early years but has reduced its work in business studies.
2. The majority of available data relates to Train to Gain and NVQ awards. The company is now offering apprenticeships in addition to providing a range of single qualifications from level 1 to diplomas. The first significant number of apprentices will complete their programme in 2011/12. At the inspection, the number of apprentices was 67 and 99 learners were on programmes leading to an NVQ or Diploma.
3. The unemployment in the West Midlands is slightly higher than that nationally. The proportion of the population from minority ethnic groups varies considerably within the area served by the provider and in Coventry it is 22% compared to a national average of 13%.
4. The funding of Aurelia is through contracts with the Skills Funding Agency. In addition the company provides full-cost training including short courses and some higher level management training to level 7.
5. The chief executive leads the management team of three, which runs Aurelia. The company currently employs 14 permanent staff: four are programme area coordinators, one is an administrative assistant and the remainder are assessors who provide training workshops.
6. Aurelia does not have any sub-contacting arrangements.

Type of provision	Number of enrolled learners in 2010/11
Employer provision: Train to Gain Apprenticeships	223 part-time learners 50 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	3
Equality and diversity	3

Subject Areas	Grade
Health and Social Care	2
Warehousing and Distribution	2
Foundation for Learning and Life	2

Overall effectiveness

7. Aurelia is a good provider of work-based learning. The company has significantly increased learners' outcomes and they now achieve their qualifications at a rate at least as well as, and in the case of health and social care better than learners do nationally. Learners make good progress and almost all complete their studies within the planned time. They enjoy their training and develop good skills which help them both personally and in their job role.

8. Teaching and learning are good. Trainers test learners' skills effectively at the beginning of their programme, support them effectively and help them to make good progress. Staff plan training well, although learners' individual plans are not always sufficiently detailed or challenging. Most training takes place on employers' premises and the majority of training rooms are well equipped. However, trainers do not always make enough use of technology to support learning in workshops.

9. Leaders and managers give the company clear direction and put in place useful plans to develop training and improve outcomes for learners. Aurelia has effective arrangements to improve the quality of training. Managers work closely with employers and other partners collecting their views and those of learners to help make useful improvements to the provision. The company makes sound judgements about its own performance.

Main findings

- Outcomes for learners are good. Since 2007/08, learners' success rates have increased and they are now at or above national averages. A significantly greater proportion of learners achieve their qualification within their planned learning time than the average nationally. Apart from one very small minority ethnic group in Skills for Life, all learners achieve equally well.
- Learners acquire good skills to support their economic and social development. Most develop their literacy and numeracy skills effectively, improve their confidence and motivation, and progress well with both their learning and in their work roles. A significant number move to higher-level qualifications and gain promotion.
- Learners enjoy their learning and feel safe. Aurelia assures the health and safety of each learner's workplace through a detailed initial audit. Learners conform well to health and safety requirements in the workplace and feel safe at work and in their learning environment.
- Teaching and learning are good, helping learners make good progress towards achieving their goals. Staff do not always use initial assessment well enough to plan vocational training. Access to technology such as laptops has improved, but staff do not use it fully to support teaching and learning.
- Aurelia offers flexible programmes that meet learners and employers' needs very well. In health and social care, learners have good opportunities to progress from intermediate- to advanced-level qualifications. Learners in warehouse and distribution benefit from the opportunity to gain additional qualifications in literacy and numeracy.
- Trainers provide good support for learners to help them achieve on their programme. This includes effective support for learners with additional needs and appropriate guidance to help all learners to progress to further education or training.
- Aurelia has significantly improved the teaching observation system since the previous inspection. However, too many observation reports fail to identify how to improve good lessons further and the use of information and communications technology (ICT) to support learning is inconsistent. Moderation of the observations does not ensure that grades are accurate.
- Senior managers provide strong direction and have high levels of ambition for learners. Directors and senior managers have managed significant changes to the structure and size of the company very well while maintaining good outcomes for learners and high quality training.

- Aurelia has improved safeguarding for learners since the previous inspection and these meet current government requirements. Arrangements for equality and diversity are satisfactory.
- Partnerships with employers are very effective and benefit learners well. Communication is very good, frequent meetings between employers and assessors maintain a close focus on learning and ensure that learners receive the support they need.
- Aurelia has good arrangements to collect the views of learners, employers, and staff to support improvements to the provision. Managers use surveys and regular learners' focus groups very effectively to evaluate the provision. However, they do not sufficiently analyse and summarise feedback to identify trends accurately.

What does Aurelia Training Limited need to do to improve further?

- Increase the use of ICT in teaching and learning to add variety to training sessions, help learners to develop their skills and enable them to make greater use of resources in the internet.
- Make better use of the information gathered through initial assessment to create more specific and individualised learning plans with clear and measurable targets for learning.
- Strengthen the impact of the observation system by consistently identifying how staff can further improve good teaching and through introducing a process of moderation to ensure judgements are accurate.
- Improve the analysis and summarising of available data to identify clear trends in outcomes and performance and better support improvement planning.

Summary of the views of users as confirmed by inspectors

What learners like:

- the pace of progress in learning
- the relaxed atmosphere and lack of pressure in small classes giving good individual help
- the friendly, positive and approachable staff who are available through email and phone
- the safety and security of the training experience
- workshop learning providing the opportunity to share practice between and within companies
- the opportunity to study mathematics and English and get a qualification for the first time
- developing an increasing confidence in their job role

- supportive employers giving time for study.

What learners would like to see improved:

- the use of individual learning plans to help them progress
- the variety of learning activities in the workshops, particularly through more practical work
- the understanding of the learning needs of older learners
- the opportunity to work with other learners who speak the same language.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the positive experience of training Aurelia provides
- the progress learners make and their timely achievements
- good and prompt communications from Aurelia
- the reliable, punctual, friendly and competent staff from Aurelia
- support for unconfident learners
- regular visits for training and assessment to ensure learners' progress
- the willingness to work flexibly with learners' shift patterns to meet employers' needs
- the good range of provision to meet the needs of different staff roles.

What employers would like to see improved:

- the amount of feedback from assessors to understand learners' progress.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. Senior managers have successfully raised the standard of provision during a period of substantial change and reorganisation for the company. Strategic and improvement plans provide an effective framework for development and include realistic performance and quality improvement actions that managers monitor thoroughly. Aurelia has made good progress towards achieving its targets. Outcomes for learners have improved since the previous inspection and they remain good. A high proportion of learners achieve their learning objectives, including improving their work-related literacy skills.
11. Managers use self-assessment particularly effectively. Consultation with learners, employers and staff is thorough and managers use feedback well to evaluate and improve the provision. Teaching and learning are good and staff assess the learning and support needs of learners very accurately. Aurelia recognises that both the recording of learners' progress in individual learning plans and detailed planning to meet the needs of all learners in training sessions need further improvement.

Outcomes for learners

Grade 2

12. Outcomes for learners are good. Aurelia has significantly increased the overall success rates for Train to Gain learners from 66% in 2007/08 to over 91% in 2010/11, slightly above the national average. The rate at which learners achieve within planned timescales is particularly high and at 90% in 2010/11 was eight per cent above the national average. The provider's achievement data for learners on programme at the inspection indicates that it is mostly maintaining these high levels, and some slight predicted declines are the result of learners changing or leaving jobs. Aurelia analyses the success rates of different groups of learners and with the exception of one very small minority ethnic group on Skills for Life programmes the provider has no significant differences in achievement.
13. Progression for most learners is good. For example, the large majority of learners in health and social care successfully progress from level 2 to level 3. Learners develop good personal and vocational skills and the majority significantly improve their language, literacy and numeracy skills. Learners' work is generally good and most present their portfolios well. However, assessors do not always correct learners' spelling errors to help them further improve. Learners enjoy training and develop their levels of confidence and the motivation to progress in their jobs and many apply for and gain promotion. Attendance is good and the company monitors this area effectively.

14. Aurelia places a strong emphasis on the health and safety of learners and safeguarding, carrying out detailed audits of the workplace. Learners say they feel safe at work and they pay good attention to health and safety requirements.

The quality of provision

Grade 2

15. Teaching and learning are good. In the best sessions, trainers use a range of activities and resources to engage learners' interest and help them make good progress. Trainers make clear links between theory and practice in vocational training, and use questions well to check learners' understanding. Access to technology has improved, but trainers do not fully or consistently use ICT to enhance learning.
16. Trainers use the thorough initial assessment effectively to identify individual skill levels, learning styles, and additional support needs. However, they do not always make enough use of this information to plan training that meets the full range of individual learner's needs. Trainers give learners helpful and constructive feedback in literacy and numeracy and in health and social care. However, assessors do not make enough use of different approaches, such as observation and professional discussion, to enable learners to demonstrate their competence.
17. Promotion of equality and diversity through training and assessment is inconsistent. In health and social care trainers make good use of opportunities to promote equality and diversity. However, less attention is given to this in warehousing and distribution.
18. Aurelia makes good use of established partnerships with employers and specialist expertise within the company to offer flexible programmes that meet learners and employers' needs. Training for qualifications in social care helps local employers to improve the skills of their workforce in line with regulatory requirements. Particularly effective collaboration with a large primary school has led to a specialist apprenticeship programme for school support staff that has improved their skills in English and mathematics and strengthened their professional role in the school.
19. Aurelia provides good opportunities for progression from intermediate to advanced-level qualifications in health and social care. Trainers recognise the importance of good literacy and numeracy skills, encouraging learners who would benefit to access preparatory language classes before joining their main programme. Trainers encourage learners in warehouse and distribution to work towards gaining additional literacy or numeracy qualifications during or after their vocational programmes.

Leadership and management

Grade 2

20. Senior managers provide good leadership. They have high levels of ambition for learners and communicate this very effectively to staff and employers, providing strong direction clearly linked to business development objectives. Aurelia has been very responsive to changes in funding streams and local employers' requirements. Directors and senior managers have managed significant changes to the structure and size of the company very effectively since the time of the previous inspection, while maintaining good outcomes for learners and good quality training.
21. Operational management of training programmes is good. Managers and staff use management information well to monitor the performance of learners and staff and to plan provision. Senior managers and staff meet regularly to review how well learners are doing and the effectiveness of the support they receive. Managers and programme area coordinators take prompt action when they have concerns about learners' progress and course provision.
22. Aurelia has improved safeguarding for learners since the previous inspection, meeting current government requirements. Aurelia undertakes Criminal Records Bureau checks on its staff. Relevant policies and arrangements are in place for safeguarding. Assessors provide clear information to learners about their relevant rights and responsibilities. Learners have an appropriate understanding of issues such as bullying and discrimination, although not all have received sufficient training in using the internet safely. Learners on health and social care courses demonstrate good awareness of the need to protect the vulnerable people in their care. Staff place a strong emphasis on the health and well-being of learners and their safety in the workplace.
23. Promotion of equality and diversity is satisfactory. All staff receive adequate training on the provider's equality of opportunity policies and procedures and regular updates on legislation. Managers monitor clearly the satisfactory range of policies and procedures. Learners develop an appropriate understanding of equality and diversity in the workplace. They receive training at induction and assessors reinforce this at workshops and assessment visits. The provider collects and analyses appropriately data on the achievements of different groups of learners to meet contract requirements. The achievement rates for almost all groups of learners are similar. However, Aurelia does not analyse data sufficiently thoroughly to support more detailed improvement planning.
24. The very strong partnerships with employers benefit learners well. Communication is very effective, frequent meetings between employers and assessors maintain a close focus on learning and ensure that learners receive the support they require and training meets the needs of employers. Aurelia provides valuable additional support for employers, in one case providing resources to develop a joint training room in one early years care provider.

25. Good arrangements to collect the views of learners, employers and staff support improvements to provision. Managers use surveys and regular learners' focus groups very effectively to evaluate the provision. Learners make very good use of the systems to provide feedback on their experience. Managers and staff have a clear, informal understanding of learners' views and respond quickly to any comments or suggestions. They use the resulting quality improvement plans effectively to maintain good outcomes for learners and further improve the quality of the provision. However, managers do not sufficiently analyse and summarise feedback to identify trends accurately.
26. The use of self-assessment to improve provision is good. The self-assessment report is sufficiently self-critical and broadly accurate. Managers monitor the quality of teaching and learning effectively. Aurelia has significantly improved the teaching observation system since the previous inspection. The company uses it well to plan improvements for individual trainers and for the organisation. However, too many reports from observations fail to identify how to improve good lessons further. Managers do not moderate observations to ensure that grades are accurate.
27. Aurelia manages its resources well and provides good value for money. Outcomes for learners and the quality of teaching and learning are good. Managers use appropriate strategies for performance management and quality improvement. Collaborative working, investment in additional ICT equipment and good staff development promotes value for money well. Aurelia manages risk well. It carefully monitors the effectiveness of its provision and reacts effectively to changes in funding and local opportunities.

Subject areas

Health and social care

Grade 2

Context

28. Aurelia offers training in health and social care and dementia awareness. Some 71 learners are working towards NVQ at level 2, 35 learners NVQ at level 3 and 15 are studying the Diploma at level 3. The company has registered 29 learners for dementia awareness. Most learners attend fortnightly theory group workshops at employers' premises. Staff assess learners' vocational skills through observation in their workplace.

Key findings

- Overall success rates for 2010/11 were very high and eight percentage points above the national average. The number completing in their planned learning time was also very high and 18 percentage points above the national average. In-year data indicates that potential success rate for the Diploma is 100%, but the rates for NVQs have declined due to learners leaving the area and passing the vocational element, but declining to re-sit mathematics.
- Learners enjoy learning, make good progress and develop personal and social skills including improved confidence and motivation. Attendance and participation is good. Learners' progress from level 2 to level 3 is good, with most improving their employability and gaining promotion in their workplace after training. A significant number of learners progress to management qualifications.
- Learners feel safe and employ safe working practices during learning and at work. All workshops focus on safeguarding, which learners understand well. They can recognise unfair, unsafe or abusive treatment and what action to take to protect themselves and those they look after.
- Training and learning are good and most learners make good progress. Appropriately paced workshops link theory to practice well and provide good opportunities for learners to share knowledge and experience from their workplace. However, teaching often lacks variety and trainers do not plan adequately for learners' different levels of experience and ability. Trainers give learners needing additional support good individual help.
- Initial assessment is good and supportive. An additional member of staff assesses learners' literacy and numeracy at induction, giving them their results before they leave and enabling them to reflect on their support needs. Pre-course learning material focuses learners well on the content and demands of the qualification helping them to build their self-confidence and reduce their anxiety over returning to study.
- Assessment of learners' performance is good with timely observations in the workplace. Assessors provide constructive feedback on written work, but do not

routinely check spelling to improve literacy. Trainers use digital technology effectively to record assessments, witness statements and the professional discourse of learners, employers and assessors.

- Most lesson plans do not make effective use of individual learning targets or the analysis of learning styles. Workshops use assignment booklets for all learners and as a result trainers sometimes miss opportunities to meet individual learners' needs. Trainers make insufficient use of ICT in workshops. However, they use technology well to support learners through email and to record assessments.
- Learners do not fully value their individual learning plans. The questions in paper-based resources are limited and do not challenge their thinking sufficiently. The plans do not give learners the opportunity to develop short, medium and long-term learning goals and trainers do not review targets sufficiently often to support fully learners' development.
- Managers promote high professional standards in care, building a supportive culture and effective team communications that focus on achievement and timely attainment. At monthly team and standardisation meetings, staff discuss learners' achievements, feedback from employers and plan actions for improvement. Trainers have good access to professional development including equality and diversity and safeguarding training.
- Effective promotion of equality and diversity takes place within the curriculum. For example, learners discussing the cultural backgrounds of those they look after led to a greater understanding of the needs of Muslims during Ramadan including the cultural differences to offer respect when providing personal care.
- Aurelia has a range of good partnerships with employers that support learning. Managers use partnerships well to develop the curriculum. For example, a partnership with Warwickshire Care Services led to the development of care leadership programme with the National Skills Academy for Health and Social Care for the accreditation and qualification for dementia awareness.
- The self-assessment report is broadly accurate. Staff work together to develop this from mid-course and end-of-course feedback from learners and employers, and from learners' achievements and broader outcomes. Resources including staff, accommodation and facilities are adequate but access to or use of information technology in workshops is insufficient.

What does Aurelia need to do to improve further?

- Develop appropriate guidance and paperwork and train staff to improve individual learning plans to provide a more effective recording and monitoring of individual learners' targets. Use this information to plan assessments and workshop training to effectively meet individual learners' needs.
- Add greater variety, challenge and inspiration for learners in lessons by ensuring greater use of ICT and other learning activities in workshops, such as practical demonstrations and assessment.

- Plan and provide support for adult learners re-sitting mathematics to maintain the high levels of success rates in NVQ at level 3.

Warehousing & Distribution

Grade 2

Context

29. Aurelia currently has nine learners working towards NVQs at level 2 in warehousing and distribution, plus one apprentice. A further 47 learners are soon to be inducted into a level 2 NVQ programme. One large employer at three sites across Northamptonshire employs all current learners. One programme area coordinator is responsible for all of this workplace training and assessment.

Main findings

- Outcomes for learners are good. Success rates on the NVQ programme over the last three years have been high with a substantial numbers of learners completing within their planned learning time. The very small numbers of apprentices that have left in the current year have all completed their qualification. Learners currently on programme are making good progress.
- Learners develop good vocational skills and knowledge. They improve their understanding of health and safety in particular and most develop a much better understanding of their job. Learners become more confident at work. Most learners are from Eastern Europe and they improve their language and literacy skills, which enhances their job performance.
- Learners feel very safe both in learning and in the workplace. The employer focuses strongly on health and safety and the learning programme reinforces health and safety very well. Learners feel very well treated and do not experience any bullying or harassment. Learners have a good understanding of what to do should they have any concerns.
- Training and assessment are satisfactory. Learners particularly enjoy the trainer-led group discussions which develop their warehousing knowledge well. They use electronic learning effectively to research information. However, planning for individual learning is ineffective and lesson plans focus insufficiently on learners' differing needs. Functional skills workshops are effective and provide a good range of interesting and interactive learning.
- Assessment practice is satisfactory. Assessment at workshops is frequent and helps learners make good progress. However, assessors rely too much on learners' written work and make insufficient use of direct observation and technology to support the collection of a variety of evidence. Mid-programme reviews effectively monitor learners' satisfaction and progress, but do not plan future actions in sufficient detail or involve employers.
- The learning programmes meet learners' and the employer's needs very well. Staff plan learning very well, with workshops timetabled several months ahead. Aurelia is flexible in providing workshops at different times to reflect learners' shift patterns. Employers provide good on-the-job training. Learners improve in

their job role and most access additional qualifications in English and mathematics.

- Partnerships with the main employer and unions representatives at each site are good. Communications are very effective, particularly the initial meeting to plan the training programme to meet learners' and employers' needs. Aurelia gives managers at each site a formal monthly report on learners' progress, with reference to any issues such as attendance at workshops.
- Support for learners is good. The employer promotes training well, and supports learning with time off for attendance at workshops. Workshops take place in good quality training rooms. Trainers provide good support in the workshops for warehousing and functional skills. Information, advice and guidance are effective, with good promotion of Skills for Life qualifications.
- Management of the warehousing programme is good. Aurelia is maintaining high success rates on the NVQ programme and taking effective action to increase the apprenticeship success rates. The programme area coordinator is well qualified and experienced. The monitoring of learners' progress is good and the monthly meetings with managers effectively review performance and resolve any issues. Communications are good.
- The promotion of equality and diversity is satisfactory. The employer has appropriate policies in place and learners have a satisfactory understanding of relevant topics. Induction raises awareness of this area and some informal discussions take place in workshops. However, staff do not check learners' understanding sufficiently or effectively, and they miss opportunities at assessment and reviews to promote better their awareness.
- Quality improvement, including self-assessment is good. Self-assessment is inclusive and the judgements in the report are broadly accurate. Managers and staff have a good commitment to continuous improvement. Staff at Aurelia collect feedback from learners and the employer regularly. Internal verification and observations of workshops are satisfactory, but managers do not plan sufficient actions for improvements.

What does Aurelia need to do to improve further?

- Develop the range of assessment practice by greater use of direct observation and technology to collect a wider range of evidence.
- Widen the experience of learning for all learners, by better use of individual learning plans and more variety of learning activities.
- Further promote equality and diversity by better integration of this topic into training sessions, and assessments as well as through more checking of learners' understanding during formal reviews of progress.

Foundation for learning and life

Grade 2

Context

30. Aurelia offers Skills for Life (literacy and numeracy) qualifications for adult learners at levels 1 and 2. Since September 2010, the company also provides functional skills to apprentices in English, maths and ICT at levels 1 and 2. Adult literacy and numeracy are available as stand-alone qualifications, as well as forming part of warehousing and health and social care courses. Aurelia offers programmes in individual and group sessions, predominantly on employer premises.

Key findings

- Outcomes for learners are good. Overall success rate and the number completing within their planned learning time for Skills for Life increased substantially over the last three years, to the national averages in 2010/11. Achievement for the first significant provision of functional skills in 2011/12 is high. No groups of learners achieve markedly less well than others.
- Learners enjoy learning and make good progress in lessons. They develop a good range of skills in English, mathematics and Skills for Life. Learners away from formal learning since they left school are increasing their self-confidence and motivation substantially. Learners gain a good understanding of mathematics and improve their handwriting and communication skills well.
- Learners are greatly improving their employment skills and applying these with confidence in the workplace. This includes the writing of clear reports, assisting in the development of displays to highlight key events in the lives of residents in care homes and taking on additional responsibilities in their work with children in schools. Most learners attend regularly and on time.
- Teaching and learning are good. Skilled and experienced trainers employ a good range of approaches, which thoroughly involve learners and ensure that they work productively and make good progress. Learners highly value being taught in small groups and the individual coaching, which takes good account of and is sensitive to their learning needs. Communication with learners outside of taught sessions is also very effective and supportive of learners' progress.
- Trainers are very flexible in their approach with learners and adapt resources and learning to suit individual needs. Mostly effective planning does not always take sufficient account of the range of learners' ability. Trainers use high quality paper-based learning resources, which relate well to learners' work, very effectively to provide interesting, engaging and supportive learning. Learners make good use of helpful workbooks outside of taught sessions.
- Taught sessions take place mostly in learners' workplaces, in accommodation which is often of a good quality and supports learning. Trainers have improved their use of ICT to enhance teaching and learning since the previous inspection

and is now satisfactory as it is not yet sufficiently well developed and effectively used across the provision.

- Assessment of learning is good. Initial and diagnostic assessment is thorough and clearly identifies learners' individual learning needs. Checks on learning in sessions take place regularly and trainers provide helpful feedback on marked work, which clearly identifies what learners need to do to improve their work and skills further. Staff at Aurelia provide very flexible arrangements for external assessments and tests to fit around learners' commitments.
- Aurelia's response to meeting the needs of learners and employers is good. The company has well-established and very effective partnerships with employers. Both formal and informal communication with employers is very regular and employers speak very highly of the staff that they deal with and express high levels of satisfaction. They particularly value Aurelia's flexible approach with the learners and the way the company is sensitive to their needs as employers.
- Guidance and support are good. The identification of learners' support needs is good. Staff are particularly sensitive to the barriers to learning that many learners face, implementing very effective support arrangements and often providing much needed reassurance and encouragement. This is particularly beneficial for learners who are new to learning.
- The tracking of learners' individual progress by trainers and managers is comprehensive and effective. Employers receive regular updates of employees' progress, which they find helpful and informative. Target setting with learners in individual learning plans is satisfactory. The group learning plans in use with a minority of learners, do not sufficiently draw together learners' identified individual needs and targets to plan effective learning sessions.
- Leadership and management are good. A clear and well designed management strategy ensures very effective running of Skills for Life and functional skills provision. The team meets regularly, both formally and informally, and carefully monitor the progress of individual learners, leading to significant improvements in outcomes.
- Managers are carefully and successfully managing the implementation of functional skills. They regularly monitor the quality improvement plan, which is effectively supporting the drive to secure improvements. Self-assessment is broadly accurate.

What does Aurelia Training need to do to improve further?

- Provide additional training for teachers on the effective planning of learning, to enable them to vary the pace of work and variety of tasks in lessons, and take greater account of learners' individual ability and confidence in group sessions.
- Provide additional training for teachers on the potential of and the use of ICT in teaching and learning, to add greater variety and support for learners of all abilities.

- Review the design and use of the group learning plans, in order to more effectively draw together learners' identified individual needs and targets and to maximise the effective planning of learning sessions.

Information about the inspection

31. Three of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's chief executive officer, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
32. 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 three programmes the provider offered and took into consideration the performance of the remainder.

Record of Main Findings (RMF)
Aurelia Training Limited

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	0	0
Part-time learners	166	166
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? How well do learners progress?	2 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	
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	
Leadership and management	2	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	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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