

Tyne North Training Ltd

Inspection report

Unique reference number: 110106

Name of lead inspector: Tim Gardner HMI

Last day of inspection: 24 August 2012

Type of provider: Independent learning provider

Address: Embleton Avenue
Wallsend
Tyne and Wear
NE28 9NJ

Telephone number: 0191 262 6860

Information about the provider

1. Tyne North Training Ltd (TNT) is a limited company by guarantee with charitable status. It was established in 1968 from an Engineering Industry Training Board training centre and became a Group Training Association. The company operates within the engineering and manufacturing sector, delivering apprenticeships at intermediate and advanced levels as well as workforce development through an adult skills contract. In total last year, TNT had 446 learners on programme. The company employs 12 staff. TNT is employer led and exists to serve the interests of learners and employers with all trustees/directors being employed by member companies who form the executive committee along with the chief executive.
2. Unemployment in Tyne & Wear averaged 7.0% during 2010/11 compared to the 2009 average of 7.6%. This level of regional unemployment exceeds the national average of 4.5%. The ethnic diversity of the region has also recently changed with statistics showing that the minority ethnic population of Tyne & Wear is 3.2%, compared with 2.4% for the North East and 9.1% for England.
3. The proportion of school leavers in Tyne and Wear achieving at least five GCSE grades A* to C exceeded the UK average of 76% by 5% at 81% in 2010. However, seven out of twelve local authorities in the North East are currently within the top 50 most deprived areas in England.
4. The following organisations provide training on behalf of TNT:
 - Tyne Metropolitan College
 - South Tyneside College

Type of provision	Number of enrolled learners in 2011/12
Employer provision: Adult Skills Apprenticeships	126 learners 320 apprentices

Summary report

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

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

Overall effectiveness

5. TNT is a good provider of training in the engineering and manufacturing sector. It works very well with a wide range of employers to provide learners with both the scope and opportunity to undertake training in the area of engineering of their choice. Achievement on intermediate level programmes is excellent and on advanced level programmes is good. TNT is also exploring new programmes aimed at engaging unemployed young people in training as well as developing bespoke programmes for individual employers to recruit unemployed young people. Learners develop a range of good skills and produce good quality work in the workplace. They are valued by their employers and many progress within their employment to positions of responsibility or on to higher education programmes. The TNT training officers make regular visits to learners in the workplace for advice and guidance reviews as well as for assessments.

Main findings

- Overall success rates for apprentices are excellent at over 90% for the last two years. Most complete within their planned timescale. Success rates for advanced apprentices, overall, are good having improved by small amounts over the last three years. Most that succeed do so within their planned programme time.

- Train to Gain success rates for full level 2 qualifications have been good but completion within planned times have been low. Full level 3 rates have been excellent but have declined in 2010/11 to well-below national averages both overall and for those completing within their planned timescales. Success rates for completion of the new pre-apprenticeship programme are good.
- Learners develop good practical skills that meet the needs of their employers, working as a respected member of the workforce. Learners are occupationally competent by the time they complete their apprenticeship and some progress to supervisory positions. Employers speak highly of the apprentice programme and the standards of apprentices' work.
- Learners feel safe and demonstrate very good health and safety knowledge and practice. Health and safety standards are reinforced in the workplace. All apprentices observed worked in a safe manner and were wearing the correct protective equipment. Employers also demonstrate good standards of health and safety and this is reinforced well throughout the programme.
- Training and assessment are good. Provider observations at the sub-contracted provision confirm good teaching. Assessments are well planned, very thorough, with good checking of learners' knowledge and understanding followed by observed assessment in the workplace. Assessors provide very good feedback to the learner following an assessment. Portfolios are good. They contain much good relevant content.
- Learners' progress reviews are satisfactory. Reviews take place regularly in the workplace and appropriate short-term targets are set. Learners are made aware of their progress and what they need to do to complete their programme. There is often insufficient follow up of targets set at the previous review and many targets are not sufficiently time constrained to enable learners to make faster progress.
- TNT works very effectively with employers with a very wide range of training needs. It delivers apprenticeship programmes at intermediate and advanced levels in many engineering disciplines including mechanical engineering, electrical engineering, fabrication, welding, steel cable manufacture and maintenance meeting both the employers' and the learners' needs well. Employers' very effective in-house training programmes enhance apprentices' studies very well.
- Many learners progress between apprenticeship levels and into higher education, including degree level studies. Discussions between employers and TNT are frequent and effective in agreeing ongoing training needs and arranging suitable study routes for apprentices. Apprentices also receive tuition in a very wide range of engineering disciplines in the workplace and many former apprentices have gained promotion.
- Overall, leadership and management of TNT are good. The small team of staff work effectively together. The open management style encourages staff and raises both expectation and ambition. The management team has introduced a range of new systems designed to manage programmes more effectively. Individual managers have targets that are challenging.

- The use of management information is improving in many areas including the development of a monthly learner tracking system and a learner 'at risk' register. Both of these are designed to identify learner early leaving points in order to develop strategies to remedy this and improve retention rates.
- The promotion of safeguarding of learners is good. TNT covers this aspect at learner induction well. A detailed single central register captures all the required information of all staff. Staff receive satisfactory training in safeguarding. Named designated officers are qualified at an appropriate level. TNT rigorously vets all employer sites before commencing an apprenticeship arrangement with them.
- The promotion of equality and diversity is satisfactory. The coverage of this at learner induction is effective. TNT has tried, in partnership with a local college, to engage with more females and it has participated in an event to attract more recruits from Black or minority ethnic groups. However, there are no detailed ongoing strategies to challenge the barriers to these under-represented groups.
- TNT uses a range of systems and processes to evaluate performance in order to improve the quality of the learner experience. Quality assurance systems are rigorous to ensure that assessment practice is valid and reliable. The use of management information is now good. However, the service level agreement with the sub-contracted colleges does not formally enable access to internal lesson observation profiles and does not demand detailed performance targets to be achieved.

What does TNT need to do to improve further?

- Revise the service level agreements with sub-contractors to enable TNT to have full access to all internal observation grade profiles of staff delivering on their programmes and include detailed performance standards for sub-contractors to meet.
- Monitor the quality of target-setting at progress reviews to ensure that targets are both challenging and achieved in a timely way.
- Develop formal strategies to challenge the full range of barriers to under-represented groups so that more female and minority ethnic learners are recruited onto programmes.

Summary of the views of users as confirmed by inspectors

What learners like:

- that they are treated with respect and their opinions are valued
- how relevant the programme is for their personal training and development
- the good access to the training officers who provide good support, are patient and helpful
- how they are able to earn a wage while learning

- the good opportunities to progress in their workplace and gain extra qualifications
- that they feel safe at work where there is good reinforcement of health and safety practices.

What learners would like to see improved:

- the amount of support with the theory and knowledge aspects delivered at the college
- the amount of information and communication at the start of the programme about requirements and processes
- the frequency of reviews so they can progress even quicker.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the detailed and in-depth selection processes ensure high calibre potential learners that are a 'best fit' for the company
- the tailored programmes to meet their specific needs
- the high level of service from Tyne North Training, especially the excellent communications
- the regular visits from Tyne North Training staff
- the effective and timely learner progress reporting.

What employers would like to see improved:

No issues stated.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. TNT has demonstrated that it has a good capacity to improve. The company recognises that advanced level apprentices in engineering take nearly four years to complete their framework and this presents an even higher risk to drop out, especially in the current economic climate when small companies face greater financial pressure. TNT has maintained the good quality provision identified at inspection in 2008, and it has supported its employers during this time to enable learners to complete. Success rates for intermediate apprentices have improved for the last two years and are excellent. Although success rates for advanced apprentices have been at or just below national averages, they are also improving slowly each year. TNT has introduced a number of very effective initiatives to improve this further but impact is difficult to measure over a four-year programme time.
7. TNT quality systems are good, especially the particularly rigorous assessment and verification processes. TNT works very well with awarding bodies to ensure that systems are fully compliant with all their requirements. Current learners are making good progress and producing high standards of work in the workplace.

Outcomes for learners

Grade 2

8. Learners achieve well and enjoy their learning. The good success rates for intermediate apprentices improved even further in 2010/11 and 2011/12 and are now outstanding, both overall and for those completing within their planned timescale. The success rates for advanced apprentices had been just below the national average although the rate for completion within planned times exceeded the national average by 8%. However, provider data shows slight improvements in success rates for these learners in the current year. The adult skills provision of full intermediate level programmes is good. The excellent rates for advanced level programmes in 2009/10 declined significantly in 2010/11 to well below the national average. The successful completion rate for the new pre-apprenticeship programme is good at 73%.
9. Learners develop good practical skills that meet the needs of their employers. Many learners demonstrate and produce very good standards of work. Some progress to supervisory positions in their workplace or gain other promotion. Learners are offered access to a wide range of additional skills that complement the core programme and some are specifically tailored to meet the needs of employers' specialisms. A significant number of learners progress to higher education programmes and are supported by both their employer and TNT.
10. Learners' social and economic well-being is improved through their learning and development. TNT has recently developed and introduced a new pre-apprenticeship programme specifically targeted at young people not in education, employment or training (NEET). This provides a good focus on

engineering and manufacturing skills as well as literacy and numeracy support and the core skills to improve their potential for employment.

11. All learners feel safe in both their workplace and while at their college. TNT maintains a strong focus on the promotion of health and safety throughout the programme.

The quality of provision

Grade 2

12. All off-the-job teaching and training is provided by sub-contracted colleges and none was observed during the inspection. Apprentices benefit from good on-the-job training. In some of the companies, there is a planned approach to the training, with learners working in various relevant departments within the company. In other companies learners work with a mentor, and learn new skills under their guidance. The on-the-job training focuses on the company needs, and complements the college work. Learners quickly develop good workplace skills and become useful members of their companies. Learners access good quality resources to support their learning.
13. Assessment and assessment planning are good. Assessors use a good range of assessment methods and strategies. Assessments are thorough and there is good questioning to test learners' theoretical knowledge. Workplace environments provide good opportunities for assessments to take place. Many learners gather and use photographic evidence effectively. Learners receive constructive feedback on their assessments and progress. There are sufficient qualified assessors and internal verifiers. Internal verification is rigorous and very effective.
14. Progress reviews and target-setting are satisfactory. Learners are set appropriate short-term targets during the reviews, which are followed up at the next review. However, some of the targets are superficial, and are not focused on moving the learner forward and some are not completed quickly enough. Learners are aware of their progress and know what they have to do to complete their qualifications. Some employers are not involved in the reviews and target-setting and do receive copies of the review documentation.
15. TNT delivers a wide range of apprenticeships designed to meet the diverse needs of apprentices and local employers. These include programmes at intermediate and advanced levels in mechanical engineering, electrical engineering, fabrication, welding, steel cable manufacture and maintenance. Programmes are very well organised and many employers have enhanced TNT's programme with their own very effective in-house training programmes. Extensive and effective progression routes are planned between levels and into higher education. The costs of progression to higher education are often supplemented by TNT and employers. Employers meet regularly with TNT to discuss their ongoing training needs and to arrange suitable units of study for their apprentices. Training in the workplace is well designed and ensures that apprentices receive extensive tuition in a very wide range of engineering

disciplines and are well equipped to progress within the workplace. Many former apprentices have progressed to positions with high levels of responsibility within the workplace. Assessment is often arranged to fit in with learners' shift patterns to ensure that assessment and support opportunities are not missed.

16. TNT uses partnerships with local colleges to deliver key skills and technical certificate qualifications and it offers support with its programmes through tutorials and extra classes, if required. The provider is responsive to the needs and interests of users, using regular employer and learner questionnaires. They are discussed and analysed at operational meetings and prompt actions are taken to respond, where this is necessary. The provider also offers a partial sponsorship scheme for learners progressing to higher education programmes. TNT staff respond quickly to employer and partner queries and maintain a good level of communication overall. TNT provides good support to employers in the recruitment of apprentices.
17. Learners are well supported throughout their programmes. Thorough assessment of literacy, numeracy, mechanical aptitude and dyslexia is made at the induction stage and support is given, wherever appropriate. Further support is offered through the college partnerships for those learners who need extra support and assessors offer support to work-based learners by visiting them in their workplace between reviews.

Leadership and management

Grade 2

18. The leadership and management of TNT are good. An 'open' management style is effective in raising expectation and promoting ambition throughout the organisation. TNT managers and staff work well together to improve the existing programme for learners and to develop new programmes in response to relevant opportunities and employers' needs. A range of new systems and processes have been implemented, designed to address issues identified in the current programmes. These include a detailed monthly data report covering all learners on programme designed to identify learners falling behind expected progress or those having personal problems affecting their progress. This report is used well to develop a 'learner at risk' register so that staff are able to give extra attention and support for these learners.
19. The trustees provide good support to TNT in developing strategic objectives and further training opportunities. They regularly review a series of reports produced by senior managers including finance, progress towards objectives and new employer engagement. Although they receive headline data on learner success rates they do not currently analyse these in depth.
20. TNT is good at ensuring the safeguarding of all learners. It applies a comprehensive set of policies and procedures designed to address all aspects of safeguarding for learners. It promotes safeguarding well at learner inductions and this is followed up during regular progress reviews. All staff have been appropriately trained and designated 'named' officers have received additional

training. A detailed and complete single central register of all staff records all the required information for each member of staff.

21. The promotion of equality and diversity at TNT is satisfactory. TNT has effective policies and procedures covering equality and diversity and it vets all potential employers to ensure they also have appropriate policies in place. TNT has contributed to local activities designed to promote engineering to females and minority ethnic groups. However, it does not currently have detailed ongoing strategies to tackle under-representation by these groups on its programmes.
22. TNT's engagement with its users is good. Regular and frequent contact with both learners and their employers provides good information and feedback on the existing programmes as well as opportunities and needs of employers for new or different programmes. TNT uses a detailed and comprehensive set of quality-related policies and procedures to support improvement in delivery of the programmes. All key aspects of the delivery of the programmes are audited or quality assured. Although the self-assessment policy and procedure has not been updated since 2004, the process is inclusive and all employees are involved.

Information about the inspection

23. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's senior training 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, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
24. 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 the subject area the provider offers.

Record of Main Findings (RMF)**Tyne North Training Ltd**

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	203	203
Part-time learners	18	18
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	-	
<i>How well do learners make a positive contribution to the community?*</i>	-	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	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>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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