

# Hillingdon Training Limited

## Inspection report

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**Unique reference number:** 52212

**Name of lead inspector:** Nigel Evans HMI

**Last day of inspection:** 31 August 2012

**Type of provider:** Independent learning provider

**Address:** Unit A  
Eagle Office Centre  
The Runway  
Ruislip  
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## Information about the provider

1. Hillingdon Training Limited (HTL) was established in July 2003 as a joint venture between the borough of Hillingdon and Hillingdon Education Business Partnership (HEBP). The company was set up to deliver work-based training for the benefit of residents and employers in the Hillingdon area. In recent years, the company has operated more in neighbouring boroughs and across the West London area. HTL holds an apprenticeship contract with the Skills Funding Agency and a Foundation Learning contract with the Education Funding Agency. The company delivered young apprenticeship programmes in business and administration, health and social care, hospitality, motor vehicle and sport. It delivers full apprenticeship programmes in business and administration, childcare (CYPW), customer service, health and social care and supporting teaching and learning. HTL also operates its own construction college for 14- to 18-year-old and foundation learners. The company was taken over by the Netherlands-based company Calder Holding BV in May 2012.
  
2. Ofsted previously inspected the provider in August 2008 when the effectiveness of the provision was judged to be satisfactory, with good achievement and standards and quality of provision. The only subject area inspected was Entry to Employment (E2E). The company has expanded considerably since the inspection with well over 400 learners enrolling on apprenticeship and Foundation Learning programmes last year. HTL has thirty full- or part-time staff led by the chief executive and operates mainly from dedicated offices in South Ruislip. Foundation Learning and construction provision take place at Abbotsfield School.
  
3. The following organisations provide training on behalf of the provider:
  - Dynamic Training UK (health and social care)
  - Creative Process (digital media)
  - Aire Vocational Training (business and care).

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b> Foundation Learning	114 learners
<b>Employer provision:</b> Apprenticeships	113 apprentices 202 advanced apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	1
Quality of provision	2
Leadership and management	1
Safeguarding	1
Equality and diversity	2
<b>Subject Areas</b>	
Child development and well-being	1
Preparation for life and work	2
Business administration	1

## Overall effectiveness

4. HTL is a very well managed, outstanding provider with good capacity to improve. It is highly valued and very well established in, and beyond, the borough of Hillingdon. It has built on the previous good provision and established a high level of performance, particularly in the apprenticeship and advanced apprenticeship programmes.
5. Learners enjoy their time with HTL with most of them making excellent progress. Almost all learners achieve qualifications, move into employment, or gain promotion. Apprentices achieve very high standards at work, benefiting their employers; they are motivated to develop further their skills and competences. Foundation learners are particularly keen continue in education, training or, where possible, move into suitable employment. All learners feel very safe and use safe working practices; they feel valued and respected and are enthusiastic about the opportunities provided. The additional qualifications are highly rated, with learners recognising the value they add to their employment or promotion prospects. The promotion of equality and diversity is good and reinforced well throughout.

6. The leadership of HTL is exceptional. The chief executive and his team are highly respected, with most employers and other organisations rating the quality of service and provision as outstanding. The excellent links with partner schools and other referral agencies ensure many young people in the borough can make informed choices about their progression opportunities. The expansion of provision is managed very effectively, responding well to local and national requirements. Agreements with subcontractors are rigorous and robust, and regularly reviewed, enabling HTL to increase the range of provision offered even where the specific skills or resources required are not available internally.

## Main findings

- Outcomes for learners are outstanding. Success rates for learners are outstanding in childcare and business administration and consistently well above the national rates. The proportion of learners moving into further learning, training or employment is excellent and has shown a steady improvement over recent years as the provision has expanded.
- Learners achieve an excellent range of additional and relevant qualifications in addition to their main learning aims. They develop good workplace and employment skills and produce very high standards of work. The high level of achievement of learning goals is supported by the outstanding monitoring of learners' progress and the strong action taken to ensure learners are successful.
- Assessors, trainers and tutors take exceptional care to ensure learners are matched appropriately to employers' needs. High-quality training and learning result from the flexibility and responsive approach used when devising learning plans and negotiating training.
- Target setting and the monitoring of progress are highly effective. Employer involvement with reviews is significant and ensures all aspects of learners' programmes are coordinated well and opportunities for developing and enhancing work skills are used to good effect. Foundation learners benefit from highly supportive and committed work experience providers.
- Outstanding partnership arrangements across and beyond the borough contribute to the success of many learners. Specialist organisations provide very good advice and guidance to staff and practical support to learners with highly complex needs.
- Revised management systems and a relentless focus on learner progress and achievement contribute to the continuous improvement in the provision. High standards are rigorously reinforced across the company with the large majority of staff clear about their contribution to giving learners a successful and rewarding learning experience.
- The involvement with, and engagement of, all users is now making a very good contribution to the effectiveness of the apprenticeship and foundation programmes. Staff use successfully a wide range of formal and informal methods to identify the concerns of learners and what is working particularly

well. There are swift and clear responses to points raised even when a positive solution is not possible.

- Excellent safeguarding practice ensures learners are safe in the workplace and that they are very clear about available sources of support within HTL and beyond. Employer safety and safeguarding checks are thorough and rigorous. The formal promotion of e-safety is at an early stage of development.
- Arrangements for equality and diversity are good. Assessors successfully integrate the principles in learning activities and check understanding thoroughly. In Foundation Learning, many learners who have traditionally under achieved or not participated are now succeeding and progressing. Learners' understanding is regularly checked at reviews. Learners are confident and show appropriate knowledge when discussing equalities issues.
- Self-assessment and quality improvement planning are good and make effective use of a wide range of diverse sources. The very good use of employer and learner contributions helps maintain the overall focus on the learner experience. However, the use of data to identify internal benchmarks and measure overall company performance is under developed.
- The use of resources by HTL to benefit learners and add value to their learning experiences is outstanding. The range and quality of learning materials used are very good, training takes place in a variety of locations and excellent use is made of shared facilities. The good-quality training and development offered to staff give them the confidence and expertise to deliver outstanding provision.

### **What does Hillingdon Training Limited need to do to improve further?**

- Continue to develop the rigorous monitoring and scrutiny of learner achievement at senior management and curriculum team level to ensure success rates remain outstanding.
- Develop the use of data and other management information to agree performance benchmarks and set clear, measurable quality improvement targets.

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

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

- helpful, supportive and professional assessors, who understand their needs, communicate well with employers and make learning fun
- the assessors' knowledge and understanding of the programme
- the good opportunities to get qualifications
- the interesting training sessions
- the one-to-one coaching and small teaching groups
- attending the awards ceremony
- the functional skills support.

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

- the location and timing of some sessions
- the opportunity to do a level 4 qualification
- more opportunities to use e-portfolios.

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

**What employers like:**

- the good, responsive communication with all HTL staff about apprentices' progress and other developments
- how assessors reinforce high standards in work and learning
- the high priority given to equalities and safeguarding
- the added benefits gained by having apprentices, including changes in attitude to young people by other employees
- seeing young people come in at the beginning and the difference when they finish
- the excellent cooperation and collaboration when planning training
- the involvement of managers in the assessment process.

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

- no significant improvements suggested.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

7. Management actions to improve overall performance, and outcomes for learners in particular, are very effective. Learner achievement rates have risen steadily and are now, in most areas, well above national rates. Management information is used increasingly effectively to set and meet ambitious targets and to monitor accurately performance across the provision. HTL responds very well to local and national employment and skills needs and to changes in funding arrangements while maintaining a strong emphasis on meeting individual needs. The progress made in rectifying areas for improvement identified at the last inspection and in further developing strong areas of provision is good.
8. HTL makes excellent use of learner, employer and other stakeholder views to develop and improve the provision. The self-assessment process is inclusive and uses a wide range of evidence sources well. Staff feel involved and have a good understanding of the actions necessary to further improve the provision. In some areas the report is too descriptive and lacks clear judgements. The quality improvement plan identifies the key areas for improvement well, but does not use available data to set internal improvement targets or identify trends in performance. Observations of teaching and learning are reliable and generally accurate in identifying effective practice and areas for improvement.

### Outcomes for learners

**Grade 1**

9. Childcare and business administration success rates are outstanding and well above national rates. Overall success rates have shown a consistent pattern of improvement since the last inspection. Success rates for foundation learners are good and show a significant increase since the last inspection; however, functional skills achievement is low.
10. Progression on all programmes is very good. Most apprentices are expected to progress to the next qualification level and this expectation is made clear at recruitment and induction. The proportion of advanced apprentices progressing into full-time work or on to higher qualifications is very good. Where possible employers are keen to offer permanent positions to their apprentices. All childcare learners are in employment. In business administration all apprentices are employed, with over half progressing to advanced programmes. Where apprentices prefer alternative options, HTL provides good guidance and support. The progression rate for Foundation Learning is outstanding at 90%.
11. Learners develop excellent workplace skills and produce work to a very high standard. The successful achievement of additional qualifications in areas such as health and safety, equality and diversity and ICT enhances apprentices' employment skills and improves their prospects of achieving permanent work or promotion. The achievement of mathematics and English skills is generally good. The additional numeracy support provided has improved in recent months

following some staffing difficulties. Foundation learners successfully develop a positive attitude to learning and training, with the majority now benefiting from work experience. Learners feel very safe and demonstrate good safety awareness and practice in all areas. HTL is rigorous in its initial risk assessment of workplaces and thorough in its subsequent, regular employer health and safety checks and discussions with learners at reviews.

## The quality of provision

## Grade 2

12. Teaching, learning and assessment are good. Most learners attend off-the-job training that is challenging, inspiring and enjoyable. Equality and diversity are embedded and reinforced in taught sessions. The few learners who do not attend off-the-job training benefit from one-to-one coaching which follows the scheme of work and lesson plans and is clearly recorded in the learner training log. Assessment is well timed, thorough and responsive to learner and employer needs. However, in a few instances, the marking of learner work is insufficiently detailed and feedback does not clearly inform the learner of how to improve.
13. Resources are very good and used very well. Assessors and tutors have excellent occupational experience and qualifications. Good physical resources include well appointed training rooms and facilities, provision of equipment to assessors and tutors and a range of printed materials including books and well prepared handouts. In some curriculum areas e-portfolios are used to good effect and also help to develop learners' information technology (IT) skills.
14. Learner progress is particularly well planned and monitored, using individual learning plans and reviews, and with clear and detailed information from the tutors and assessors. This empowers learners to manage and plan their own learning. HTL has a good process for managing learner progress that quickly identifies learners at risk of falling behind, initiates prompt action and closely monitors the effectiveness of actions taken.
15. Programmes meet the needs of learners and employers very well. Most learners achieve extra, certificated courses as part of their training, including equality and diversity at level 2. HTL also offers learners good opportunities to extend their learning through additional optional units of qualifications, visits and IT learning. Training sessions are provided in venues close to learner workplaces or at employer premises. One specialist subcontractor has a particularly well designed programme to meet both learner and employer needs, linking off-the-job training with practice and through to assessment.
16. The wide range of highly effective and mutually beneficial partnerships with employers, colleges, training providers, local schools and specialist professional agencies adds great value to the learner experience. This includes good opportunities for work placements, specialist training and progression into employment. HTL works well with subcontractors to extend the range of programmes it is able to offer. Where training has been subcontracted the



partner providers have the same positive emphasis on the learner. HTL contributes to careers events in schools and also places apprentices within schools, providing good role models for potential learners. HTL sets clear expectations and standards with employers, ensuring all learners get the best opportunities to attend training. Good communication and sharing of good and best practice are a strong feature of partnership work.

17. Learners are particularly well supported, both during their off-the-job training and throughout their programme. Tutors and assessors are readily and actively available, knowledgeable, communicate in detail with employers and involve them in learner programmes. The highly effective and reflective approach to planning learning ensures individual learner needs are met. Tutors and assessors provide good individual support, sharing learners' needs well with employers and providing a coordinated approach to meeting their requirements. Additional learning support is sensitively negotiated with learners.

## **Leadership and management**

## **Grade 1**

18. The progress made since the last inspection, in developing effective systems and procedures to meet the needs of learners, is substantial. The introduction of a new management information system to monitor learners' progress is highly effective. The excellent use of standard policies and procedures across the provision ensures that senior managers receive monthly reports focused of learners' progress. This has raised the performance of middle managers who now take responsibility to ensure improvement within their area continues. Individual members of staff are managed well with robust reporting processes focused on learners' and staff performance.
19. Very good strategic management processes and actions share and promote the ambitious goals set in the three-year development plan. A positive and dynamic ethos operates throughout the company, with continued improvement and the progress of all learners the main emphases. Both senior and curriculum managers are supervised well through detailed management reports and one-to-one discussions. HTL requires staff to continually evaluate their performance by reflecting on areas to be improved; this mechanism supports managers in promoting an ambitious culture across the organisation.
20. Good safeguarding arrangements are reinforced throughout the company by regular briefings and appropriate training for all staff. All learners and staff, including those in subcontracted provision, are very clear about safeguarding procedures and what to do if they experience unsafe, unfair or abusive practices. Reported incidents and concerns are centrally recorded and appropriate action is taken. The staff recruitment process is good, incorporating current recommended practice. All staff are subject to an enhanced Criminal Records Bureau (CRB) check when appointed, and every three years, with the results recorded on a central register. New employers undergo thorough checks before learners join them. HTL recognises the need for all learners to fully understand how to use the internet and mobile phones safely and responsibly,

in the workplace and at home, and has developed a more structured approach to reinforcing this, although this was not implemented at the time of the inspection.

21. Equality and diversity arrangements are good. At the 2008 inspection equality of opportunity was judged to be satisfactory. Since then HTL has continued to prioritise the promotion and reinforcement of equality and diversity and has significantly improved the monitoring of learner understanding through learner reviews and demonstrated a practical commitment by actions such as providing a prayer room in one location. The thorough induction and good supporting equality and diversity materials develop learner understanding effectively. All learners complete a qualification in equality and diversity in addition to subject-specific activities. Efforts to widen participation and increase the proportion of males in the supporting teaching and learning area are beginning to have an impact. In Foundation Learning the achievement of previously underperforming groups is improving, resulting in no discernible achievement gap. The participation by under-represented groups is also increasing.
22. Learner forums are highly effective in using learner views to improve the provision. Learners say they feel valued and appreciate that HTL is listening to their opinions on how to improve the provision. Good arrangements are in place to ensure that issues raised by learners are resolved in a timely manner. Promotion of the concept of the learner voice is good, with excellent posters produced highlighting the company's response. Good progress is being made in developing a robust and comprehensive self-assessment process which takes into account the views of all stakeholders. Programme reviews and the production of subject area reports are well managed by departments.

## Subject areas

### Child development and well-being

### Grade 1

#### Context

23. HTL provides training to 55 learners working towards childcare and development qualifications. There are 12 learners who are apprentices and 43 who are advanced apprentices. All learners attend off-the-job training provided in the workplace or local community. Overall, the large majority of its 142 achievers are White female. All learners are employed in a range of childcare settings.

#### Key findings

- Overall and timely success rates are outstanding. Learners' outcomes have been consistently very good for the past three years and are at least 20% above national levels. More learners require additional support for key skills numeracy than for other key skills.
- Excellent attendance by 16- to 18-year-old apprentices is reinforced by very good communication across the team and with employers. The highly effective learner at risk system identifies prompt actions and clear processes for repeated lateness or absences.
- Learners make outstanding progress. Excellent monitoring ensures learners progress very well through all parts of the programme. Learners' work is of a good standard and learners demonstrate high levels of skill development. Very good progression rates into employment exist. Of level 2 learners, 80% progressed to level 3, and 97% of level 3 learners are in employment.
- Learners' safe working practices are good. Health and safety and safeguarding are integral to programmes. Differences between the depths of knowledge required for qualifications are clearly explained. Learners confidently complete high levels of risk assessments in the workplace. They know how to work safely with the children they care for.
- Training, learning and assessment are very good. Assessment in the workplace is well timed with good feedback to learners, clearly stating what they have achieved and what they need to do next within the time planned. Good resources support learning. All learners receive good, well-planned and highly relevant off-the-job training. Assessors have very good experience and are well qualified.
- Portfolios contain a substantial body of appropriate work in the learners' own words. However, good development of verbal evaluation and reflection in the workplace contrasts with weak written evaluation skills, especially on the level 3 programme. Written work has insufficient constructive feedback that identifies what the learner needs to do to improve or confirm their efforts are correct.

- Learners become confident and independent in managing their own learning and progress through the very good use of individual learning plans (ILPs), progress reviews, and progress records which provide a very clear overview of progress over the whole learning programme. The majority of the learners use these documents very effectively to plan their own learning.
- Assessors provide a very wide range of individualised care and support for learners to progress and achieve. Information, advice and guidance opportunities are taken as they arise at any time on the programme. Employers are informed of learners' additional needs and provide relevant additional support. Assessors are aware of the limitations of their skills in providing specialist support, for example in dyslexia and numeracy.
- The area of learning is well managed. Staff work in a positive and supportive culture where good communication focuses on learner progress. Targets are set and reviewed in monthly meetings relating to personal and programme development and monitoring of learner progress. Assessors benefit from good professional development opportunities and regular, minuted team meetings to share practice and developments.
- Safeguarding is integrated into learning well and learners show an excellent understanding. They are knowledgeable about employer safeguarding policies. They know how to complain and report concerns. Assessors have very good safeguarding arrangements on employers' premises through carrying their CRB number on their ID badge, countersigned by the senior manager with contact details.
- Promotion of equality and diversity throughout the curriculum area is good. Assessors complete an equality and diversity qualification at level 2 and use this to support the embedding of equality and diversity in learner qualifications. The same qualification is provided as a programme enhancement for learners progressing to level 3. Consequently, level 3 learners discuss equality and diversity in more depth and show a good understanding.
- Learners are protected from harassment, bullying and discrimination through induction and reviews reinforce understanding through the learners' programme. The learner forum is developing the learner voice and impact is effectively seen through a noticeboard. Investigation and action from complaints or concerns take place promptly.
- All aspects of learner process are observed, graded and moderated effectively. Peer observations and buddying have benefited all staff. In a few instances the lack of analysis of observation outcomes makes it difficult to see the impact for learners. Developmental actions for teaching and learning observations graded three and below are not always clear.

### **What does name Hillingdon Training Limited need to do to improve further?**

- Further develop specialist support in areas such as dyslexia and mathematics in order to fully identify and meet the additional support needs of learners and, where necessary, improve learners' confidence in English and mathematics.

## Preparation for life and work

## Grade 2

### Context

24. HTL offers Foundation Learning to 183 16- to 18-year-old young people, many with complex and significant barriers to achievement, including accommodation difficulties, involvement in offending behaviour and poor attendance at school. Award, certificate and, in some cases, diploma qualifications are offered as a means of progression at entry to level 1. Many local partners and professional bodies are used in coordinating and supporting the provision.

### Key findings

- Outcomes for learners are good. Some 183 learners were on programme in 2010/11. Success rates are high at 80%, a significant increase from Entry to Employment courses judged at the last inspection. Progression rates into further study or employment are very high at 90%, with learners meeting challenging targets. However, too few learners complete their functional skills awards.
- Learners' standards of work are good. Learners meet the needs of the qualifications and make very good progress from their starting points, increasing their personal and social development skills. The good development of vocational skills increases learners' employability. English, mathematics and soft skills such as attendance and punctuality are integrated well within vocational programmes.
- Learners report that they feel safe and are able to identify whom to report to if incidents arise. They are able to demonstrate successfully, through active participation, the importance of health and safety and personal protective equipment for each type of vocational setting. They use the correct equipment in all lessons.
- The good teaching and learning link well with the thorough initial assessment process. Skilled staff challenge and inspire learners from difficult backgrounds to extend their scope of knowledge through differentiated lessons, developing further attainment and understanding. Equality and diversity are promoted very well in lessons and learners clearly demonstrate knowledge and identify themes that affect them in society.
- Assessment is good, fair, reliable and consistent. The good verbal feedback informs learners how to improve within lessons. Written assessment feedback identifies what learners have done well and encourages them with detailed and positive comments. However, some written feedback targets do not always sufficiently identify what learners need to do to improve or help them break down tasks to make them more manageable.
- Productive and very effective partnerships provide excellent opportunities to learners that promote social inclusion locally and regionally. Partnerships are very well coordinated and the exceptional communication and networking

ensure learners, some experiencing very difficult circumstances, can access and sustain learning successfully.

- Care guidance and support are outstanding. Learners gain timely, information advice and guidance at HTL. Specialist agencies not only refer learners but also provide specialist support for young offenders, those with accommodation difficulties, care leavers, mental health difficulties or other vulnerable individuals.
- Additional learning support significantly improves the chances of learners succeeding by identifying, planning and implementing actions to meet specific learner needs. Progression reviews are supportive, and very encouraging to learners, enabling them to increase their potential for employment or further training.
- The positive, supportive and challenging culture promoted by managers inspires staff and raises their expectations of what can be achieved. Local data are now used effectively to set realistic and ambitious targets to develop provision for learners and to improve existing performance. Stakeholder views inform and support initiatives to support learners and benefit partners and the community.
- Safeguarding is outstanding in Foundation Learning. Staff work with learners with significant difficulties positively ensuring their protection. Learner welfare is a key concern. Staff work exceptionally well with agencies and other professionals to safeguard learners.
- Equality and diversity arrangements are outstanding. Staff have a detailed understanding of race, gender and disabilities which are all promoted effectively to learners throughout the organisation. Training is a priority for managers and staff who understand their roles and keep provision free from discrimination exceptionally well. HTL cooperates with its partners to communicate incidents, complaints or concerns and ensure they are managed appropriately.

### **What does Hillingdon Training Limited need to do to improve further?**

- Further develop written assessment targets and improve feedback arrangements in order to guide learners in what they need to do to improve and how they will achieve success.

## Business administration

## Grade 1

### Context

25. Some 59 learners are on an apprenticeship. Of these, 29 are women, 34 are from a minority ethnic group and 2 have a learning difficulty and/or disability. There are 46 learners on business administration apprenticeships and 13 on customer service. The majority of learners are aged 16 to 18 and on an intermediate apprenticeship. Most learners are recruited as apprentices by HTL or local councils and placed with employers. A team leader and two assessors are responsible for assessment and quality assurance of the programme.

### Key findings

- Outcomes for learners in business administration are outstanding. Success rates for apprentices have remained consistently high and above the national rates for several years. The majority of learners are aged 16 to 18 and are on intermediate apprenticeships. The numbers of learners on advanced apprenticeships are steadily increasing. Timely achievements are also outstanding and are significantly above the national average.
- Learners make excellent progress against challenging targets. A robust review system effectively monitors and controls the pace of learning to suit the individual learner. Progression to level 3 is exceptionally good and the majority of learners gain permanent employment when they complete their apprenticeship.
- The standard of learners' work is outstanding. Learners' portfolios contain a huge variety of interesting work-related projects, illustrating learners' excellent knowledge of their industry. Work produced by the learners is used effectively in the day-to-day business of their work placement.
- Employer involvement and commitment are exemplary. Learners develop excellent vocational and social skills through an effective combination of well-planned employer- and provider-based training. HTL and employers provide significant support to try and secure employment for learners after their apprenticeship.
- Training and learning are outstanding. Assignments are particularly effective in challenging learners and developing their knowledge in the wider aspects of their job role. Learners are engaged, focused and enthusiastic.
- Assessment practices are excellent and adapted to meet individual and employer needs. Assessment is linked particularly well to the learners' initial assessment and preferred styles of learning.
- Learners feel very safe. They enjoy the training and welcome the new found confidence and self-worth that the training and work placement have brought them.

- Learners receive particularly good support through regular visits and one-to-one coaching. The e-portfolio provides an effective tool for continuous support and communication between the assessor, the learner and the employer.
- Progress reviews are outstanding; they are extremely well planned and implemented effectively. The review provides the learner with an easy to follow tracking system and SMART targets. Feedback is constructive; it provides practical and informative guidance and support, which learners clearly understand.
- Communication between employers, learners and HTL is outstanding and the business administration programme is exceptionally well managed. The team leader provides excellent support to staff and sets high expectations. Performance is reviewed and the whole team regularly shares good practice.
- Promotion of equality and diversity is very good. Learners receive useful information at their induction and in their handbook. This is reinforced and developed at each visit and during their formal progress review. All learners are encouraged to attend an off-job training session on equality and diversity during their programme

**What does Hillingdon Training Limited need to do to improve further?**

- Review assessment and training arrangements to ensure all learners across all age groups achieve consistently high framework completions.
- Ensure the maximum number of learners progress to higher level qualification, where appropriate, in order to increase their opportunities for sustainable employment.



## Information about the inspection

26. One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's chief executive, as nominee, carried out the inspection. Inspectors also took account of Hillingdon Training Limited's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
27. 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 each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**Hillingdon 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>	319	28	291
Full-time learners			
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	2		
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1		
How well do learners attain their learning goals?	1		
How well do learners progress?	1		
How well do learners improve their economic and social well-being through learning and development?	1		
How safe do learners feel?	1		
<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>			
<b>Quality of provision</b>	<b>2</b>		
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>1</b>		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>			
How effectively does the provider promote the safeguarding of learners?	1		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
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?	1		

\*where applicable to the type of provision

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