

SYTG Ltd

Independent learning provider

Inspection dates		14–17 May 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Too few learners successfully complete their learning programmes.
- Too much teaching, learning and assessment require improvement and are not consistently good or better.
- The planning and allocation of learners to tutor groups are poor and lead to difficult teaching and learning conditions that impact on the quality of the learning session.
- Managers do not quality assure all key training stages so they can identify areas for improvement and introduce actions to bring about improvement.
- Leaders and managers do not use data to set and monitor relevant and ambitious performance management targets that lead to timely quality improvement.

This provider has the following strengths:

- The progression of learners who complete their qualification and advance into further education is very high.
- Learners gain in confidence as their oral skills improve and very effectively develop communication and team-building skills.
- Pastoral support for learners, many of whom have multiple barriers to learning and high levels of deprivation, is very good.
- SYTG has a clear vision and expectations of what their learners can achieve. Staff are passionate, dedicated and committed to improving learners' skills and employability.
- Managers have a good knowledge and understanding of local priorities developing close links with a range of community organisations and employers to the benefit of their learners.

Full report

What does the provider need to do to improve further?

- Monitor the progress learners make, identify those at risk and provide support to ensure that they successfully complete their learning programmes on time.
- Improve the quality of teaching and learning so that all learners experience provision of the highest quality.
- Improve the range of learning resources, including information learning technology, to add variety to learning and to stimulate and engage learners.
- Ensure that learners' written work is regularly assessed and they are provided with oral and written feedback on the quality of the work and what they can do to improve it. Identify and correct spelling, punctuation and grammatical errors and improve the thoroughness of internal verification.
- Improve short-term target-setting so that learners are provided with specific actions to help them make significant progress towards the achievement of their qualifications.
- Improve the promotion of equality of opportunity in learning sessions and develop further learners' knowledge and understanding of equality and diversity.
- Increase the opportunities for learners to gain relevant vocational skills in the workplace by encouraging more employers to train learners for varying lengths of work experience that meet their needs.
- Improve the effectiveness of the planning and allocation of learners to tutor groups by reducing class sizes through the skilful use of initial and diagnostic assessment and ensure that groups are composed of learners of similar levels and abilities.
- Continue to gather a relevant range of data and information and introduce a comprehensive management information system to support the analysis and use of data in effectively improving the provision.
- Improve the quality assurance arrangements to cover all aspects of the provision and ensure that issues identified are dealt with effectively to bring about improvement.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ For learners in 2010/11, the overall success rate was very high. However, in the following year, the number of learners increased significantly and the overall success rate declined to below the national average. ▪ In 2011/12, the success rate for preparation for work learners was low and significantly below the national average. Preparation for life and work learners achieved at around the national average and the success rates for long and short programmes were above the national average. ▪ For the same year, the success rate for learners on the foundation for life programme was below the national average. The success rate for those on long qualifications was low against the national average. However, for those on short qualifications the success rate was good and five percentage points above the national average. ▪ For current learners, progress is satisfactory with no significant differences identified in achievement between the different groups of learners apart from female learners who are achieving less well than male learners. ▪ Learners gain in confidence as their oral skills improve and the effective links with external organisations support activities to develop communications and team building. They develop and are able to apply a range of skills that include employability, personal and social development, 	

English and mathematics. The progression of learners into further education and employment is very high and is an improving trend.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement, which is reflected in the outcomes for learners, which also require improvement.
- In the better teaching sessions, a good range of varied activities successfully develop learners' language skills in addition to developing their understanding of effective sentence construction. Tutors make good use of visual prompts to extend learners' vocabulary and increase their confidence in speaking. For example, during the inspection good participation by learners in card-game exercises successfully consolidated their vocabulary and questioning skills. Teaching and learning are much more effective when class sizes are small.
- In the weaker teaching sessions, class sizes are too large. Insufficient attention is given to meeting the needs of individual learners and to ensuring that they are stretched and challenged. Individual learning plans are not effectively used to plan learning and measure progress. Learners are easily distracted because the learning is often too easy or too difficult for them and there are too few practical activities. Learners' progress is erratic. Too many learners do not attend class on time, which also disrupts learning and impedes progress.
- Learning resources to stimulate and engage learners in a range of interesting and relevant practical activities are insufficient. Information and learning technology is insufficiently used to enrich and enliven learning and teaching. Handout completion is overused and some of the materials are extracted from texts that were printed many years ago. Too few learners have work experience on employers' premises. However, the recording studio provides a highly relevant learning venue for learners who wish to gain experience of music making and photography.
- Too few opportunities are available for learners who wish to develop skills and qualifications in information and communication technology (ICT). Although the provider does not currently offer qualifications in functional ICT skills, it plans to do so in the near future.
- The system for carrying out initial and diagnostic assessment of learners' English and mathematical skills is comprehensive. However, it is not fully used to identify learning styles and dyslexic indicators and to develop learners' English and mathematical skills through online learning. Insufficient attention is taken of initial and diagnostic assessment results to ensure that all learners are placed on the most appropriate learning programmes.
- Learners' work is not regularly assessed to show how they can improve their knowledge and skills in English, mathematics and personal development. For example, personal and social development portfolios show little evidence of marking and written assessment feedback is not provided. Spelling, punctuation and grammatical errors are not routinely identified and corrected and repeated errors occur. Internal verification practices do not sufficiently assure the quality of assessment. Internal assessment of externally accredited English and mathematics qualifications is satisfactory.
- Progress reviews are regular but short-term targets do not provide specific actions to help learners make significant progress before the next review. Targets are too general and are related to overall qualification achievement rather than to steps towards achievement. One review continued to set a target for a qualification that the learner had already achieved.
- Pastoral support for learners, many of whom have multiple barriers to learning and high levels of deprivation, is very good. Tutors have a very good knowledge of learners' difficulties and disabilities and provide practical assistance, for example by arranging transport when they are fearful of travelling alone. Good links have been developed with a wide range of external organisations, such as those dealing with homelessness and drugs misuse, to which learners can be referred when the need arises. Highly effective use is made of discretionary financial awards in cases of extreme hardship.

- Information, advice and guidance are very effective in helping learners to progress. Successful partnership working with organisations providing information, advice and guidance has a positive impact on the number of learners progressing to further education, training and employment. SYTG provides appropriate information to learners on progression opportunities.
- Learners from a wide range of cultural background are enrolled on foundation learning programmes and they are treated with courtesy, dignity and respect. However, teachers do not give sufficient attention to learner diversity when planning sessions to ensure the needs of individual learners are met. Equality is not sufficiently promoted in learning sessions and learners' knowledge and understanding of equality and diversity are underdeveloped.

The effectiveness of leadership and management

Requires improvement

- The director and manager have a clear vision and expectations of what their learners can achieve. Staff are passionate, dedicated and committed to improving learners' skills and employability. While the quality of support for learners is successfully thought out, too many learners have failed to achieve their outcomes. As the number of learners has risen, success rates have declined. The success rate of current learners is improving and is now satisfactory.
- Managers have very good knowledge and understanding of local priorities, developing close links with a range of community organisations and employers for the benefit of learners. SYTG has a positive and supportive outlook and supports its learners in making progress towards gaining employability skills that will benefit them when finding employment. However, the quality of teaching, learning and assessment is variable and too few sessions are good or better.
- SYTG works hard to provide opportunities for learners to develop their skills through innovative activities such as a music production and football training. However, too few learners have the opportunity to develop their vocational skills in relevant work placements with local employers. The planning and allocation arrangements of learners to different tutor groups are poor. With learners at different levels of attainment, with differing standards of spoken and written English, and in some cases large group sizes, the quality of teaching, learning and assessment is difficult to maintain.
- Quality improvement arrangements have improved, but are insufficiently formal and systematic. The observation of teaching, learning and assessment provides clear identification of good practice to be shared within the organisation. Equality and diversity, and health and safety issues are also identified. The process is judgemental and evaluative. However, where areas for improvement are identified for individual tutors it is not clear whether and how these are dealt with.
- Data are not used effectively to monitor the provision, identify issues and bring about improvement. SYTG gathers a wide range of information but the arrangements to collect, manage and use these data to monitor learners' training activities and progress and to identify effective actions to improve the pace of learners' progress are insufficiently organised. There is no comprehensive management information system to record, monitor and analyse learners' training activities and their progress overall.
- The self-assessment report is brief, overly descriptive and insufficiently detailed. Strategic objectives, key strengths and areas for improvement are identified without any supporting evidence. Data are not used to support the judgements and the report does not include the views of learners and employers. However, these are presented in an additional document that supports the self-assessment report. The quality improvement plan is closely aligned to the areas for improvement identified in the self-assessment report. SYTG has recognised that the self-assessment process requires improvement and is working towards implementing changes.
- SYTG has developed very close links with local schools, hostels and employers and gather information to identify training opportunities for young disadvantaged learners who are a risk of leaving their programme or are not in education, employment or training (NEET). Encouragement to participate has been successful as the retention rate is high for these

learners. Engagement with employers is frequent, but very few learners are involved in work placements. Some have their courses supplemented using innovative activities that simulate a workplace environment.

- SYTG is particularly successful at recruiting learners from minority ethnic groups and in providing high levels of pastoral support. The company has a good knowledge of the learners, many of whom have complex needs and multiple barriers to learning. Good links with a wide range of external organisations enable the company to refer learners for specialist advice when the need arises. Learners and staff are satisfactorily protected from bullying and harassment. Although annual update training for staff is satisfactory, staff are insufficiently proactive in promoting equality and diversity to learners whose knowledge and awareness are poor.
- SYTG meets its statutory requirements for safeguarding and learners feel safe. The company's manager who has overall responsibility for safeguarding has received advanced-level training. Tutors and support staff are appropriately trained and update training occurs annually. The suitability of staff for working with young learners and vulnerable adults is assessed and a single central register is maintained. An appropriate safeguarding vulnerable groups policy guides the company's approach to safeguarding. Speedy and successful action was taken when a safeguarding issue arose.

Record of Main Findings (RMF)

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

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

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	57	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	33							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	■ N/A							

Additional socio-economic information

Sheffield, situated on the Derbyshire and Yorkshire borders, is the third largest metropolitan district in England and has a population of 555,000. Sheffield has a higher proportion of 16 to 18-year-olds not in education, employment or training (NEET) than other core cities. The Sheffield proportion for 2012 is 8.8% compared with the core city average of 7.5% and an England average of 10%. NEET numbers are unevenly spread across the city, with higher numbers in areas experiencing higher levels of deprivation and lower post-16 staying on rates in education. Sheffield's levels of employment compare well with other core cities. However, challenges remain around school pupil performance, particularly at GCSE, public sector shrinkage and the large divisions of wealth across the city, all of which have been exacerbated by the impact of recession. The local economy retains a strong advanced manufacturing sector but most employment is in the service sector, particularly in healthcare, business, financial services and education.

Information about this inspection

Lead inspector	Alan Hatcher
-----------------------	--------------

Three additional inspectors, assisted by the programme manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

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, 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 4234, 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 provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013