

# Elmfield Training Ltd.

## Independent learning provider

Inspection dates		3–7 June 2013
Overall effectiveness	This inspection:	<b>Inadequate-4</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Inadequate-4

## Summary of key findings for learners

### This provider is inadequate because:

- Outcomes for learners are inadequate and the majority of apprentices do not complete their framework within the planned time.
- English and mathematical skills are not developed sufficiently in the majority of the learning programmes and most learners do not sufficiently improve these skills throughout their programme.
- The results of initial and diagnostic assessment are not used well enough across the provision to plan and support individualised learning.
- The use of technology to promote independent learning is limited for many learners.
- Assessors do not develop learners' understanding of equality and diversity during their progress reviews.
- Leaders and managers have failed to maintain successful engagement with their largest employer in order to secure improved outcomes for the majority of the apprentices.
- The use of target setting by assessors and managers is ineffective.

### This provider has the following strengths:

- The outcomes and the quality of teaching, learning and assessment in the new provision in care, engineering and employment programmes are good.
- The majority of teaching and assessment sessions are good and learners develop good vocational skills.
- New programme areas are well planned and managed. Partnerships with new employers and subcontractors are good.

## Full report

### What does the provider need to do to improve further?

- Ensure all learners achieve their full framework within their planned end date by ensuring assessors frequently visit learners and speed up learners' progress.
- Improve the quality of teaching, learning and assessment. Ensure learners take an active role in all lessons and through the provision of information technology, encourage them to learn independently.
- Use the results of the initial assessment of English and mathematic skills to obtain a clear understanding of the areas where learners need support and ensure that it is integrated in the individual learning plans.
- Increase the development of key and functional skills for all learners by ensuring there is sufficient specialist knowledge amongst staff and that learners attend sessions.
- Extend learners' understanding of equality and diversity by ensuring assessors further develop the learners' knowledge of these topics during assessments and progress reviews.
- Strengthen the use of target setting to ensure assessors and trainers further improve their performance. Set realistic but challenging targets for learners' outcomes to all programme areas.
- Ensure that the impact of action planning leads to sustained improvement to learners' outcomes. Work with employers to deliver a good quality learning experiences.

### Inspection judgements

<b>Outcomes for learners</b>	Inadequate
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- Outcomes for learners are inadequate as the vast majority of learners in retail make slow progress and do not complete their framework in the planned time. Since the previous inspection, the provider has widened its provision to several new areas of learning. Success rates in these new areas are good although, in some, the number of learners who achieve in the planned time requires improvement. These new areas account for approximately 20% of the total provision.
- The majority of learners engaged in the four-week preparation-for-work programme achieved their three short, planned qualifications last year and these learners continue to achieve well in the current year. The very small number of learners who entered the health and care programme last year achieved their qualification and, according to the provider's own data, current learners' achievement is equally good.
- The majority of the learners undertaking a workplace programme in retail and business administration last year achieved their qualification and a high number did so in their planned time. Current data indicates good achievement in engineering and information technology. However, only a few learners in the education and training courses have achieved their qualification in the planned time.
- Success rates in the apprenticeship programmes experienced a considerable decline last year and a high proportion of learners within the Morrisons' contract did not complete the full framework. Furthermore, the number of learners who completed their apprenticeship in the planned time fell to an unacceptably low level of 33%.
- In the business administration area, less than half of the learners achieved their framework in the expected time. The vast majority of learners are in retail, where during the past year,

achievement rates were inadequate and declined to a low 55%. Of the approximately 23000 learners in retail, only 7000 achieved their apprenticeship in the planned time.

- In-year data shows that success rates are experiencing a positive trend of improvement in the first ten months of the current year and have increased to 86%. However, the trend for the number of learners who complete their qualification in the expected time continues to decline and has reached an unacceptably low 23% of the retail apprenticeships, which make up the majority of Elmfield's provision.
- Learners make slow progress with the development of their English and mathematics skills as the majority do not acquire a higher level in these skills than the one they had when they began the programme. Due to the trading needs of the employer, learners are often unable to leave their posts in the stores to attend learning sessions and assessment; last year attendance at key skills sessions fell to a very low 26%.
- There are no meaningful differences in the progress and achievement made by learners from different ethnic groups. However, learners aged 25 years and over, who constitute the majority of Morrisons' learners, make slow progress and their rate of achievement of qualifications is poor.
- Learners develop good employability skills. Over 700 employees who successfully completed their apprenticeship have progressed to the advanced scheme. Similarly, many experience promotion to supervisory jobs in their workplace. In the preparation for work programme, learners progress very well onto employment with an impressive 39% of the learners obtaining a job within 12 weeks of completing their programme. A high proportion of these learners have completed an apprenticeship in their newly found jobs.

### **The quality of teaching, learning and assessment**

Requires improvement

- Teaching, learning and assessment require improvement overall because assessors have not always been allowed to reach learners in the workplace due to the operational restrictions placed by the largest employer. In the newly developed programmes in health and social care, engineering and preparation for work the quality of teaching, learning and assessment is good. However, the majority of learners are undertaking retail and business administration programmes where this aspect requires improvement.
- Assessors and trainers are committed and enthusiastic and have high expectations for learners. As a result, many learners make satisfactory progress although the majority of retail and business administration learners in Morrisons make slow progress in their qualification, and more specifically, with their key skills. All learners and, in particular, those in the engineering and employability programmes, extend their knowledge and start to take responsibility for their own learning.
- The large majority of teaching and learning sessions are good with a small minority judged to require improvement. In the best examples, learners benefit strongly from their trainers' skills and good, up-to-date, occupational experience. However, a small minority of lessons are too tutor-led providing few opportunities to support learners' independent learning and critical thinking skills.
- Training materials are successfully adapted to meet the particular needs of major employers and the specific apprenticeship framework standards. The recently introduced web-based learning is improving the availability and diversity of information learning technology resources. However, not all learners are systematically encouraged to use this resource.
- Learners at all levels, including those with little previous educational background and those who have experienced multiple periods of unemployment, are very positive about their enhanced employment and progression opportunities. Elmfield's successful links with a broad range of high profile employers motivate and inspire these learners to achieve their goals.

- Assessment is good and assessors demonstrate good flexibility in planning visits to meet learners' needs. However, at the largest employer, assessment visits vary in their frequency as assessors cannot always access the learners at the planned times. In some areas, the planning of learning is insufficiently personalised and targets set are not always sufficiently challenging. Verbal feedback to learners is good; detailed and specific and in many cases motivates learners to make progress towards their learning aims.
- The initial assessment of English and mathematics is broadly adequate in all areas of learning with the exception of retail where the areas requiring support are not always accurately identified. However, the results of these assessments do not sufficiently contribute to the individual learning plans. The provider has recognised this weakness and has recently introduced new screening and diagnostic tools that appear more thorough and informative but not all staff are using them effectively to plan learning.
- For a minority of learners, the effectiveness of their progress reviews requires improvement. Reviews generally focus well on assessment, with good discussions around evidence collection and action planning; the majority of employers effectively contribute towards reviews. However, a few learners have not received sufficiently frequent reviews to support their progress.
- In many learning areas the marking and correction of written work is consistent and developmental, improving learners' confidence and accuracy. For example, in railway operations learners written records are always thoroughly checked for accuracy, including grammar and punctuation.
- The development of learners' English and mathematic skills in the retail, business administration and employment programmes requires improvement. In employability programmes, tutors do not consistently place sufficient emphasis on integrating these skills into the programmes. Learners' attendance at key skill sessions in the retail programme is low and many sessions have been cancelled due to the employer not being able to release learners from their job in the store. These learners make slow progress with improving their English, mathematics and functional skills.
- Learners benefit from appropriate advice and guidance particularly at the programme induction stage and towards the end of the course, where assessors encourage learners to progress to a higher-level qualification or take on wider responsibilities within the workplace.
- Assessors and trainers are beginning to promote equality and diversity more effectively. However, further improvement is required so that learners have a greater understanding of the important part equality and diversity play in the workplace. In the employment programme, learners develop appropriate behaviour and appreciate how their use of language may need to be modified in the workplace to increase their likelihood of achieving sustainable employment.

## Health and social care

### Apprenticeships

Good

- The quality of teaching, learning and assessment is good and this is reflected in the good outcomes for learners in this area of learning. A high proportion of apprentices complete their qualification and many do so within the planned end date.
- Assessors have high aspirations for apprentices and use a good variety of effective activities, which engage learners well. Assessors are particularly flexible when arranging assessment schedules and respect the demands of busy workplaces. Tutors use a good range of stimulating and interesting learning activities, which effectively involve apprentices. Assessors ensure current apprentices make good progress developing skills and confidence for their varied roles in the care sector.

- The vast majority of assessors have good levels of vocational knowledge and experience, which they use effectively to motivate apprentices. They ensure apprentices develop good skills and thorough understanding of the importance of high standards of care in their workplaces. For example, intermediate level learners reviewed infection control strategies; examined the risks of cross-contamination; and the legal requirements for reporting the relevant diseases. However, a small number of assessors are less skilful in ensuring apprentices understand how their learning applies to their everyday duties in the workplace.
- Assessors ensure apprentices' needs are assessed thoroughly at the start of their learning programme and use this information effectively to plan learning for each individual. They provide thorough and frequent assessment, which ensures apprentices make progress at a pace matched to their individual needs. However, written learning targets for apprentices do not relate to apprentices' wider interests or career aspirations such as dementia care, social work or nursing. In some instances, this omission results in apprentices' long-term goals lacking clarity.
- Learners benefit from the good support they receive from their assessors who monitor attainment effectively. They provide apprentices with detailed feedback, which tells them how well they are doing, and they are clear about what they need to do to improve further. Employers recognise and value the increased knowledge and improved skills of their apprentices. However, many employers are not sufficiently involved in planning and reviewing learning, which in some cases, demotivates apprentices.
- Tutors provide very effective off-the-job training for apprentices in mathematics, English and ICT skills. Assessors give particularly good attention to improving apprentices' skills in English and mathematics. For example, they develop apprentices' understanding and use of specialist language, check spelling and teach useful calculations such as percentages.
- Apprentices receive good advice and guidance throughout their programme and this ensures they start on the most appropriate course to successfully meet their interests and career plans. In one particularly good example, an apprentice planning a career in promoting mental health received good advice to select units of study which promote independence and the safe use of medication.
- Assessors work effectively to ensure all apprentices are valued and feel supported. They make good arrangements to ensure individual needs and differences are met when planning and assessing their learning. However, assessors do not always adequately reinforce the learners' knowledge of equality and diversity in all reviews and meetings. Assessors pay particularly good attention to health and safety arrangements. They ensure apprentices have a good awareness of the importance of observing current legislation and following guidance to ensure vulnerable adults are safeguarded.

## Transportation operations and maintenance

### Apprenticeships

Good

- The quality of teaching, learning and assessment is good on the rail engineering programme, which began in September 2012, reflecting the good outcomes for learners. They quickly progress from basic engineering training into employment having acquired a good range of vocational skills.
- Staff challenge learners well to develop high standards of engineering skills in the workplace. Apprentices successfully complete specialist additional qualifications, which are compulsory in the rail industry and are quickly able to make a valuable contribution to their employers' work.
- Lessons in the training centre are good and focus very effectively in ensuring that learners have a good understanding of railway-specific competencies. Lesson planning is thorough and rail engineering tasks are explained clearly and knowledgeably. Apprentices contribute effectively to

discussions. Practical training is particularly good. Learners develop industry standard skills such as concrete sleeper removal and reinstallation.

- Health and safety have an exceedingly high priority in all aspects of the training and learners are acutely aware of the possible consequences of not following industry standards and procedures. They take significant responsibility for their own safety, together with that of their work colleagues and the travelling public.
- The subcontractor's staff are well qualified in the rail industry and use their skills and knowledge to enhance the learning experience. They provide good working examples of practices and requirements in rail engineering. Staff complete rigorous and continuous professional development activities which are closely monitored by the contractor.
- Assessment, particularly, in the training centre is good. It is well planned and thorough with constructive feedback given on how to improve. Portfolios contain a very detailed individual assessment plan, which monitors individual progress well. However, there is no overall tracking system to identify the progress current apprentices are making.
- Progress reviews are effective. Learners value the opportunity to discuss their progress and plan future activities. The very detailed individual learning plan motivates apprentices and promotes progression. However, assessors do not record the discussions held with the learner on topics such as health and safety, equality and diversity and safeguarding.
- Resources and facilities in the training centre are of a high standard and excellent at practical training sites. These support learning well; particularly those in the practical training sites, which provide very realistic working environments. However, the use of technology in sessions is insufficient, although plans to improve this are at an advanced stage of development.
- The promotion of English, mathematics and functional skills is good. Trainers make on-going reference to industry relevant examples. Assessors regularly check and correct apprentices' written work to improve spelling, grammar and punctuation. However, the quality of this feedback is too variable to allow all learners to improve.
- Support for apprentices is good. The functional skills trainer provides additional support in English and mathematics where identified. Information, advice and guidance are good and motivate apprentices well. The professional and knowledgeable staff promote rail engineering as a career and the available job opportunities particularly well to all learners.
- Equality, diversity and safeguarding are promoted well during a memorable induction. However, tutors do not plan sufficiently how they will develop the apprentices' understanding of these areas further, during the lessons.

## **Retailing and wholesaling**

### **Apprenticeships**

#### **Other work based learning**

Requires improvement

- The quality of teaching, learning and assessment requires improvement although the outcomes for learners are inadequate. The large majority of learners are not achieving their framework due to very poor attendance at key skills sessions. The number of learners achieving their apprenticeship has increased in the current year, but the large majority of learners make slow progress with parts of their framework because of operational restrictions imposed by their employer. These restrictions limit the assessors' access to the learners in the workplace.
- Much of the learning accessed by learners is good, enabling them to develop retail skills and a greater understanding of their job role in stores. Many of the learners who complete their apprenticeships gain promotion in their workplace and develop the necessary confidence to



continue improving their performance. For example, assessors use the well-developed learning materials to provide good individual coaching, preparing learners well for assessment.

- Assessment practice is good. Assessors use probing questions to assess learners' knowledge and challenge their understanding. Workplace observations support learners' progress. Assessors offer learners constructive feedback, including clear actions for improvement, developing the learners' confidence and morale. However, learners' targets are not always challenging or time bound to ensure that they make good progress.
- Learners benefit from well-designed learning materials that reflect and contextualise information within their workplace. Elmfield Training has collaborated effectively with Morrisons to develop an advanced apprenticeship programme that links with the employers' management training. Over 700 employees who have successfully completed their apprenticeship have progressed to the advanced scheme.
- The use of technology to support learning and assessment is limited, restricting the learners' opportunities to explore ways of learning independently. Where technology is used to support learning this has sometimes been hindered by faulty equipment or incorrect programming.
- Well-qualified and experienced assessors have worked closely with the store teams to develop their understanding of the retailer's philosophy and working practices in order to maximise the support they provide to learners. They demonstrate a flexible and responsive approach, taking appropriate consideration of the business challenges in each store. Where learners enjoy co-operative and productive working relationships between the store's management teams and the assessors, they succeed in achieving the full framework.
- Restrictions placed on assessors gaining access to the learners, because of employers' business needs within stores, have had a detrimental impact on the apprentices' learning experience. Assessment visits are not always sufficiently frequent to support learners' progress. In particular, too few learners attended their planned key skills training sessions and the majority continue to make slow progress with this part of the framework.
- The initial assessment process is insufficiently detailed to identify learners' individual learning needs in English and mathematics and it is not always carried out at the start of the programme. Planning and support to develop learners' English and mathematics skills is informal and many learners do not receive the on-going help they need.
- Advice and guidance has been improved since the last inspection and is now effective. All new employees at Morrisons now benefit from a joint induction with the employer and Elmfield that introduces them well to the apprenticeship programmes. Elmfield provides comprehensive and useful information on the structure of the apprenticeship, equality & diversity and safeguarding.
- Equality and diversity are promoted positively throughout the learning experience. Learners actively engage in lively discussions, which develop their knowledge and understanding of different faiths and religions. More importantly, they increase their equality and diversity knowledge throughout the programme and effectively adapt the way they deal with the diverse needs of colleagues and customers.

**Preparation for work****Employability**

Good

- Teaching, learning and assessment are good and are reflected in the good outcomes for learners. Last year, most learners achieved the three planned foundation level qualifications in customer services, personal and social skills and employability skills.
- Trainers are enthusiastic, experienced and have high expectations of their learners. They help learners develop their understanding by presenting tasks clearly and making good use of directed questions to check learning. Trainers are adept at linking activities together so that learners clearly see the way in which developing teamwork and customer services skills will help them enter and progress through the labour market.
- Learners benefit from taking part in interesting learning activities. This is especially effective in engaging and building their confidence. Most of them have been long-term unemployed and start their courses with low self-esteem and motivation.
- The well-planned activities help learners develop their employability skills. Lesson plans include activities at different levels to stretch the more able learners. In one session, learners developed public speaking skills by making a presentation on a topic of their own choice while the rest of the group applied their analytical skills by carefully assessing each presentation.
- Learners overcome their barriers to employment by following well-developed training materials that engage them in activities relevant to employment and everyday life contexts. They research employment sectors, job roles and the expectations employers have of their employees which helps extend their understanding of work and broaden their views about employment.
- Learners co-operate well in small and large groups to increase team-working skills, consolidate their learning and to recognise and record the progress they are making. Trainers prepare learners well for employment by providing clear guidance and feedback. As a result, their punctuality, attendance, attitude, behaviour, professional dress and conduct are all good.
- Mid-course reviews are used well to monitor progress and set targets and actions for the remainder of the course. However, assessors make insufficient use of the information gained through initial assessment at the start of the course in order to plan individual programmes and set clear targets.
- Trainers monitor learners' work and participation each day and provide helpful written and verbal feedback. Learners know what they have achieved and what it is they need to do to improve. During classroom sessions, praise motivates learners and encourages them to aspire to higher standards.
- Learners do not develop their English and mathematical skills sufficiently. Trainers place little emphasis on supporting the improvement of these skills. Learners' spelling, punctuation and grammar are not corrected when work is marked. Trainers inform learners about the useful range of English and mathematics related learning materials available on the provider's portal. However, few learners take up this opportunity to extend their skills.
- Trainers provide learners with good support, advice and guidance. An atmosphere of mutual respect is evident in all sessions and promoted well by the provider. Standards of learners' behaviour are good.
- Learners' understanding of equality and diversity is adequately checked during reviews. However, the further promotion of equality and diversity is not fully planned and embedded within the programme to develop further the learners' knowledge and understanding of these topics.



## Administration Customer services

## Apprenticeships Other work based learning

Requires improvement

- The quality of teaching, learning and assessment requires improvement this is reflected in the outcomes that also require improvement. The progress made by learners last year was too slow and less than half of the learners undertaking an apprenticeship completed their framework within the planned time. The proportion of learners making adequate progress with their qualification has further declined in the current year.
- Much teaching and learning is good. In the best sessions, tutors engage learners well and skilfully extend their knowledge, using a range of appropriate questioning techniques to ensure learning has taken place. Learners are encouraged to work independently and tutors set them additional tasks between assessment sessions to enable them to progress. However, in the poorer sessions, tutors lead the lesson excessively and learners are too passive and do not progress well independently.
- The provider has recently expanded the number of contracts it delivers in this area of learning, particularly in the banking industry. The current learners enjoy their training and develop good levels of self-confidence. As a result, they develop customer service skills that enable them to progress more quickly in their jobs and complete tasks that are more challenging. For example, at Barclays, an apprentice is now the first point of contact for customers coming into the bank. Learners deal with queries particularly effectively having improved their customer service skills.
- Assessors are appropriately qualified with relevant occupational experience, which they use effectively. A wide range of appropriate assessment methods is used to assess the learners' competence and results in learners having a better understanding of the progress they are making with their programme. Effective use is also made of technologies such as digital pens and web-based resources to aid assessments.
- Learners benefit from working in a range of prestigious companies who provide a wide range of employment opportunities in the banking and utilities sectors. Programmes are employer focussed and good learning materials have been developed to meet the needs of the learners placed at specific employers.
- Initial and diagnostic assessments are effectively carried out at the beginning of the learners' programme to ensure that they are on the correct level of functional skills. However, the results of these assessments are not always made available to assessors early enough to correctly plan the individual's learning programme. Because of this delay, learners do not receive timely and effective support and do not improve their English and mathematics. Learners in the current year continue to make very slow progress with their qualification.
- Learners receive good feedback on what actions they need to take to improve and on how to progress. This motivates and sustains their commitment towards their qualification. Assessments are well organised and flexibly planned to meet the varied shift patterns of workers who work within the contact centre sector. However, assessors still encounter restrictions when planning access to learners at Morrisons. These learners have to wait too long between assessment visits and fail to attend their key skill sessions well and, as a result, they make slow progress.
- Learners are motivated to succeed in the workplace because of the effective information, advice and guidance received at induction and during progress reviews. This enables them to make informed choices about further study and career progression. Learners access good staff development opportunities in the retail and banking sectors.
- Learners have a good understanding of equality and diversity and treat each other and staff with respect. Equality and diversity are introduced thoroughly at induction and in subsequent

reviews using a range of interactive materials including quizzes and videos. Learners feel safe and secure and follow good safe working practices appropriate to their industries.

## **The effectiveness of leadership and management**

Inadequate

- Leadership and management are inadequate. Despite the provider's efforts to support learners last year, it has been ineffective at ensuring that the learners, part of the very large and ambitious Morrisons' contract, complete their apprenticeship framework qualifications in the retail and business administration areas within their planned time.
- The provider has made many attempts to gain access to these learners but their actions have not had a sufficiently meaningful impact. Changes at the board level within Morrisons, tough trading conditions in the retail sector, long periods of lockdown preventing activity other than trading taking place, intense media scrutiny and breakdown of relationships, combined with lack of commitment from some stores have all contributed to this unsatisfactory position.
- Although success rates have increased in the current year, Elmfield has been unable to bring about enough sustained improvement and apprentices continue to make slow progress. As the Morrisons' contract nears its end, Elmfield has made the appropriate arrangements to transfer learners to the new contractor with a commitment to support them with their key skills examinations.
- Despite these extremely challenging conditions, assessors and trainers have not wavered in their enthusiasm and commitment to provide the learners they could access with quality learning experiences, demonstrating professionalism.
- The management information systems have been further developed since the previous inspection and are, mostly, robust. However, the targets for the overall and timely achievement rates in each area of learning require further improvement. Currently, all subject areas have the same target which in some cases means these are either not challenging enough or realistic.
- Managers review the individual performance of trainers and assessors frequently, in relation to operational targets that are linked to the key stages of the learner journey. However, during appraisals, they do not take sufficient consideration of the quality of the assessors and trainers' performance in classes or in the workplace.
- Staff are well experienced and occupationally competent. Most of them have appropriate levels of teaching skills or are working towards achieving them. However, Elmfield has been slow in implementing the delivery of functional skills and does not have sufficient numbers of staff with the appropriate qualifications in the teaching of functional skills.
- Elmfield has re-aligned its company's priorities and diversified its training offer to meet the needs of the long term unemployed and disengaged in local communities as well as working with subcontractors in order to meet the needs of small and medium businesses. It has built strong partnerships over time with new employers establishing firmly the employer's commitment to the training programmes.
- The management of subcontractors is thorough. The setting up and establishment of new contracts including the monitoring of these is extremely thorough. This allows a sufficiently long period of reflection to test out the training capacity and quality of the subcontractors. Detailed and broad ranging quality improvement arrangements help to maintain and improve the provision delivered by subcontractors.
- The observation of various learning processes is thorough and accurately identifies strengths and areas for improvement. Many improvements have been made to the programme in response to suggestions from learners and employers. However, Elmfield does not inform learners of the actions taken and does not seek employers' comments on its self-assessment report.

- The self-assessment process is ongoing and well embedded in the organisation. It uses data well to provide an accurate and critical view of timely achievement across all areas of learning. Action planning to deal with identified weaknesses has been effective in a few areas. For example, Elmfield has improved the standards of information, advice and guidance. However, agreed actions to improve outcomes for the apprentices based at Morrisons have not been sufficiently successful and the provision has not improved further since the last inspection.
- Planning and review of the curriculum is thorough for the new provision but has been less effective within Morrisons. Leaders and managers use sound market intelligence to identify, assess and develop provision to meet the local, regional and national needs. Managers often develop a customised programme for learning and deliver it to the learners at suitable times and venues flexibly. Most of the programmes are well planned and offer progression routes for learners.
- Equality and diversity are promoted adequately. Elmfield has begun to support the entry onto employment of long term unemployed adults well by opening up life-changing opportunities to work with well-known international employers. Learners work in an environment of mutual trust and respect. They improve their understanding of diversity, equality and inclusion through a good learning resource. However, staff do not extend this knowledge further on an on-going basis.
- Elmfield meets its statutory requirements for safeguarding learners and areas such as engineering place a strong emphasis on adhering to safe working practices.

## Record of Main Findings (RMF)

### Elmfield Training Ltd

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>Apprenticeships</b>
<b>Overall effectiveness</b>	4	4
Outcomes for learners	4	4
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	4	4

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Transportation operations and maintenance</b>	<b>2</b>
<b>Retailing and wholesaling</b>	<b>3</b>
<b>Administration</b>	<b>3</b>
<b>Employability training</b>	<b>2</b>

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	20	436	1	895	0	190	0	0
Part-time	0	3	0	583	0	3	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	688	4,070	246	4,196	10	30		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ ARC Academy</li> <li>■ Essential Learning</li> <li>■ Vital Skills</li> <li>■ ITEC Training</li> <li>■ JT Development Training</li> <li>■ Avidity</li> <li>■ PDS</li> <li>■ A14</li> <li>■ Life Skills</li> </ul>							

- Blue Training



## Additional socio-economic information

Elmfield Training Ltd, established in 2002, provides apprenticeships, work-based learning and pre-employment training programmes. Operating across the UK, it has 413 staff and branches in the North West, East and West Midlands and Scotland. In addition, Elmfield utilises 12 training subcontractors to deliver its training programmes in the learning areas of Engineering and Health and care. The company's head office is in Daresbury, near Warrington. Elmfield is also a subcontractor to large employers providing training to their workforces. Programme managers who report directly into the company's directors support a large team of assessors. Learners are based in different geographic areas and the impact of socio-economic forces affects some learners more than others.

## Information about this inspection

<b>Lead inspector</b>	Maria Navarro HMI
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Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Chief Operating Officer 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>

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