

Haydon Training Services Limited

Independent learning provider

Inspection dates		25–27 June 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Most learners make good progress despite having significant barriers to learning.
- Learners develop their confidence, self-esteem and employability skills well. Their conduct and behaviour in lessons are good.
- Teaching and learning are consistently good across each of the foundation learning pathways. The observation of teaching and learning scheme has helped to improve the quality of learning sessions and tutors receive good support to help them improve.
- The company provides very effective advice, guidance and initial assessment. Tutors design individualised programmes that meet learners' needs.
- Tutors make good use of an effective tracking system to engage, motivate and support learners.
- Senior managers have a clear vision for Haydon Training Services (Haydon) to become an outstanding provider. They share this ambition with enthusiastic and well-motivated staff who are passionate about improving the lives of disadvantaged and disaffected young people.
- The company's particularly effective performance management arrangements have helped to raise standards of teaching and learning since the previous inspection.

This is not yet an outstanding provider because:

- The proportion of learners who progress into further education, training or employment requires further improvement.
- Although teaching and learning are consistently good, few lessons are outstanding.
- Too few learners have a work placement.
- Managers do not fully evaluate the quality of all aspects of provision through self-assessment. They do not link improvement actions in the quality improvement plan to precise enough outcomes for learners.

Full report

What does the provider need to do to improve further?

- Provide a more extensive, well-planned programme of work experience so that more learners are able to progress into further education, training or employment.
- Help tutors to develop and use a wider range of teaching and learning strategies and resources to engage, enthuse and challenge all learners, so that more lessons are outstanding.
- Evaluate the quality of provision more rigorously through self-assessment. Identify measurable improvements in learners' performance so that managers can monitor progress in raising standards more closely.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Outcomes for learners are good. Almost all learners have significant barriers to learning and tutors work with each learner individually to identify and overcome these difficulties. Consequently, current learners are making good progress relative to their starting points. Tutors effectively help learners to record their progress in their individual learning plans. ▪ The proportion of learners who progress into further education, training or employment requires further improvement. Provisional in-year data indicate that the proportion of learners who progress to a positive destination is improving. Individual case studies show that many learners progress from very low starting points before proceeding to a range of further and higher level courses which considerably improves their personal and emotional well-being, as well as their employability. Pass rates on externally accredited tests in English and mathematics are satisfactory. ▪ The company has identified achievement differences between males and females and between White British learners and those from a minority ethnic group. Managers have begun to take a range of appropriate actions to narrow these disparities in performance, but it is too soon to assess their impact. Learners' attendance is satisfactory. Staff monitor learners' attendance closely and follow up non-attendance rigorously because most learners are not used to attending regularly and lack the habits of sustained, structured application to learning. ▪ Learners develop well their confidence, self-esteem and social skills. They enjoy their learning and the wider social and economic opportunities their enhanced confidence gives them. They gain confidence and develop new skills which improve their employability, such as personal budgeting, using the internet and completing job applications. ▪ Arrangements for work experience and work tasters are good for a minority of learners, and those for whom a placement is secured benefit considerably from it. The company's employability officer has developed very good relationships with a wide range of employers. As a result, Haydon is able to offer a good range of supportive work placements. However, not all learners have a work placement. Managers have begun to take actions to work with more employers to secure further work experience opportunities. ▪ The company recruits a high proportion of learners who have not participated in a learning programme since they left school. Good partnerships with the youth offending service, Jobcentre Plus, local schools and Connexions have helped the provider to offer provision for learners with significant and multiple barriers to learning. Learners gain valuable employability and job-search skills. 	

The quality of teaching, learning and assessment

Good

- Haydon's tutors are passionate about their learners and provide high levels of care, support and motivation to help them achieve, as demonstrated in the good outcomes for learners. The company sets high expectations for all learners, regardless of the significant personal and emotional barriers to learning that they bring with them. Tutors work very effectively in lessons to engage learners of all ability levels and to promote good behaviour.
- Staff use their skills, expertise and empathy with disadvantaged young people to provide a stimulating learning experience that meets each learner's individual needs. Most lessons are good. In the best lessons, tutors plan well and include highly individualised and challenging learning activities for each learner. These sessions are carefully structured and include a good range of practical and interactive activities to involve learners fully.
- Learning resources are good and most lessons take place in spacious and well-equipped teaching rooms, which contain attractive displays of learners' work. Tutors use and promote information and learning technology effectively during lessons.
- In a minority of group sessions, tutors rely too heavily on a narrow and unimaginative range of learning resources that fail to motivate and enthuse learners. These sessions fail to stretch and challenge the more able learners fully.
- The initial assessment of learners' starting points when the learners join the programme is comprehensive. The company's initial assessment covers learners' career aspirations, support needs, previous achievements and abilities in English and mathematics. Tutors use the results of initial assessment well to prepare detailed and appropriate individual learning plans. As a consequence, most learners are on a programme that meets their needs, interests and aspirations.
- Tutors carry out progress reviews frequently and use them well to record an accurate and honest assessment of progress made towards learning objectives. Haydon staff have a good understanding of the progress that learners make. The company has recently introduced a central tracking and recording system to monitor learners' progress. This has begun to have a positive effect on in-year success rates.
- The assessment of learners' work is prompt and thorough. Tutors mark learners' work well, with most errors correctly identified and constructive feedback given on how to improve. The standard of learners' work and pace of skill development are good.
- Learners receive good quality careers information and guidance from a Connexions adviser who visits Haydon's training centre two days a week. Learners develop an appropriate understanding of the range of career paths open to them and Haydon staff work well with partners in the careers service, the youth offending team and local schools to help them realise their ambitions.
- Tutors incorporate opportunities to develop learners' English, mathematics and information and communication technology (ICT) skills throughout all aspects of the programme. They help learners to develop specialist vocabulary, for example in childcare and construction. Most tutors integrate English and mathematics with the taught subject well. However, a minority of tutors lacks the confidence to integrate these skills with the taught curriculum effectively.
- Staff promote equality and diversity effectively through the learners' induction programme and during lessons. Staff create an atmosphere of mutual respect and tutors manage challenging behaviour well. All classes have very clear ground rules about appropriate behaviour and language in the classroom. Learners treat each other with respect and courtesy. Lessons are motivating and engaging to learners from a wide range of different backgrounds. Haydon nurtures respectful relationships between learners and tutors which contribute effectively to learners' progress.

The effectiveness of leadership and management

Good

- Senior managers have a clear vision for Haydon to become an outstanding provider. Enthusiastic and well-motivated staff share this ambition. Staff at all levels are passionate about improving the lives of disadvantaged and disaffected young people. Since the previous inspection, managers have successfully implemented strategies to increase the proportion of learners that achieve qualifications and progress to employment, further education or training.
- Senior managers have a strong focus on improving teaching, learning and assessment. They have introduced more rigour into the observation of learning. Observers' evaluations of teaching and learning now focus more on the progress that learners make during lessons. They provide helpful guidance and support to tutors and they use action plans to identify specific areas for improvement. Managers provide good support to staff through a well-planned professional development programme. Staff develop further their knowledge and skills through attending externally hosted events.
- Managers monitor the performance of staff well through an effective appraisal scheme. Managers and tutors have individual performance targets linked to Haydon's strategic objectives and staff are motivated to achieve these targets. Poorly performing members of staff promptly receive help with their professional development, or leave the organisation.
- Managers identify Haydon's key strengths and areas for improvement and grade the provision accurately. However, the self-assessment report is too descriptive and does not adequately evaluate the impact of the areas requiring improvement on learners' outcomes. Managers identify a range of improvement actions in the quality improvement plan, but they are not clear about the success measures that will enable them to determine how far provision has improved relative to the company's ambition to become an outstanding provider. Managers make insufficient use of the views of staff, learners, employers and other stakeholders in evaluating the quality of provision.
- Managers' use of data to monitor the performance of learners is good. Tutors use a well-designed tracking system to good effect to monitor and share information about individual learners' performance so that they can provide support promptly for those learners who require it. Senior managers monitor well the extent to which the provision is meeting the needs of different groups of learners. They have successfully implemented improvement measures, for example introducing a construction skills pathway to support the recruitment of male learners.
- Tutors and managers have established good links with employers and local agencies to ensure that they meet the needs of young people and employers. They use these links well to provide valuable work experience to learners in retail and care pathways. However, managers are aware that insufficient opportunities exist for learners on sport, beauty and construction pathways to develop employability skills and gain confidence through work placements.
- Effective processes are in place to collect feedback from learners and employers, including through an imaginative use of social media. Tutors and managers use this well on individual courses to make improvements, but do not use it sufficiently in evaluating provision through self-assessment.
- Haydon provides a safe and welcoming environment for young learners. Staff foster a culture of respect among learners who are courteous and respectful of each other. Tutors introduce themes such as tolerance of cultural differences into lessons and effectively challenge inappropriate language. Senior managers are taking appropriate actions to narrow gaps in performance between males and females and learners from different ethnic backgrounds. However, it is too early to assess the impact of these actions.
- Haydon meets the statutory requirements for safeguarding learners. Tutors effectively stress the importance of safeguarding with learners. They have introduced a more comprehensive induction for learners that includes a well-designed safeguarding guidance booklet. Managers ensure that staff are skilled and trained through well-planned training sessions. Effective processes are in place to record and share safeguarding concerns among staff and any concerns

receive prompt attention. Staff make very good use of their connections with local agencies to ensure learners receive good support.

Record of Main Findings (RMF)**Haydon Training Services Limited**

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Foundation learning	2

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	75	-	-	-	-	-	-	-
Part-time	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	Span							

Additional socio-economic information

The company is based in Aylesbury, Buckinghamshire. The county is relatively affluent and benefits from low unemployment and household incomes that are considerably higher than the United Kingdom average. The workforce is highly skilled, with a quarter of employees educated to degree level, and levels of educational attainment are high. The proportion of the population of Aylesbury Vale with an intermediate or advanced level qualification is much higher than that found nationally. The 2011 census records the population of Aylesbury Vale as 175,000, of which around 10,900 are aged between 15 and 19. The region has the sixth highest proportion of under twenties in the south east. The proportion of people from a minority ethnic background is similar to the UK average.

Information about this inspection

Lead inspector

Jai Sharda HMI

Two of Her Majesty's Inspectors (HMI) and an additional inspector, assisted by the company's IT technical support worker 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 one sector subject area.

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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