

PETA Limited

Independent learning provider

Inspection dates		27–31 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
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:

- Outcomes for learners are good, particularly in engineering.
- Teaching and learning are good in all subject areas.
- The promotion and integration of English and mathematics are good in all subject areas.
- Learners make good progress and gain good skills.
- Learners' work is of a good standard.
- Advice and guidance for learners are timely and well managed.
- Progress reviews are very thorough.
- Support and care for learners are good.
- Governing council members are fully involved in the business.
- Well-managed learning programmes meet local needs and national initiatives.
- Highly effective business planning is well implemented and monitored.
- The performance management of staff is rigorous and developmental.
- Safeguarding and health and safety are very effectively managed for both staff and learners.

This is not yet an outstanding provider because:

- Short-term target setting for learners is not effective in all subject areas.
- Work experience for study programme learners is not well planned.
- New processes for observing teaching and learning are not yet fully embedded.
- The use of data to track the progress of learners is underdeveloped.
- Opportunities to share good practice across a range of activities are not being taken.
- Self-assessment does not have a strong enough focus on the study programmes.
- The promotion, and learners' understanding, of equality and diversity are not consistent.

Full report

What does the provider need to do to improve further?

- Ensure target setting in classroom-based and work-based provision, particularly in engineering, individualises targets for learners, is specific to individuals and is clear and focused on precisely what needs to be done with short timescales applied. Ensure that these targets are followed up in a timely manner.
- Fully integrate and extend the newly-developed observation system to quality assure all aspects of learners' experiences and log good practice for sharing. Identify areas that require improvement and implement and monitor actions. Examples of current improvements required are the integration of equality and diversity in all training and developing teachers' questioning techniques to provide more effective checks on learners' understanding.
- Develop teaching and learning strategies in study programmes to ensure that all learners are sufficiently challenged and focused on what they need to do to improve. Make sure that the assessment of assignments is completed on time to help all learners make as much progress as possible.
- Ensure all study programme learners receive accurate and useful guidance to support them in finding their own work placements so that they receive relevant and valuable work experience opportunities related to their subject area.
- Establish a clear link between the management information system and the accurate assessment of the progress of individual learners to ensure that slow progress is identified well within learners' end dates. Introduce timely actions that provide learners with good additional support and increase their rate of progress, particularly in customer service.
- In each sector subject area self-assessment report make sure the study programme aspects are clearly defined. Conduct interim self-assessment of study programmes to ensure the recently-introduced programmes have informed position statements.
- Update and regularly monitor policy and procedure documents to reflect currency of the information and latest terminologies.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Outcomes for learners are good. In 2012/13, apprentices' overall success rates and the rates for completion within the planned end date are high. Both rates are significantly above the national averages. The success rate and their rate for completion within the planned end date for apprentices on engineering and manufacturing technologies programmes are particularly high. For the same period, apprentices on information and communication technology programmes achieved high success rates. Apart from the small number of customer services apprentices whose outcomes require improvement, business, administration and law apprentices' success rates and their rates of completion within the planned end date are high. For learners on study programmes, the retention rate for those currently in learning is very high. Most learners are making satisfactory or better progress. However, close tracking and monitoring of their progress have identified a small number of learners and apprentices making slow progress; they are receiving good additional learning support from PETA staff.
- Engineering apprentices aged 16 to 18 achieve at a higher rate than those aged 19 to 24. However, for ICT apprenticeship programmes, there are no significant differences in achievement levels. For those with additional learning needs, the success rates are not significantly different from other apprentices. For ICT and engineering apprentices there are too few minority groups to make meaningful comparisons.

- Apprentices are articulate and enjoy their training. They develop confidence, employability skills and a good range of vocational skills on employers' premises and in PETA's workshops. They use tools and equipment with skill and confidence. Overall progression is good, with positive destinations for a very high number of apprentices at both intermediate and advanced levels. Progression from intermediate programmes directly on to advanced apprenticeship programmes is generally satisfactory, but improving. However, for engineering apprentices at all levels, progression rates are good.

The quality of teaching, learning and assessment	Good
---	------

- Teaching, learning and assessment are good and clearly reflected in the good outcomes. The well-qualified and experienced trainers and assessors have realistic and demanding expectations of their learners who respond well and clearly enjoy their learning. Relevant and challenging long term aims and objectives are set and supported by a range of good teaching activities that effectively promote learning. The support for all learners is good. They gain in confidence and develop a wide range of vocational skills that significantly increases their employability prospects.
- During the well-planned and managed sessions, trainers offer good support to promote problem-solving skills and collaborative working. In most teaching and training sessions, staff use effective questioning techniques to check learning is taking place and learners clearly understand the subject matter. All teaching sessions observed by inspectors were judged to be good or better. However, in a few sessions, the use of undirected questioning allows the more confident learners to dominate.
- Teaching and learning for study programme learners are good, with learners contributing well. However, the assessment of written work is inconsistent. ICT learners receive regular and useful feedback on assessment; but, for business learners, assessment and feedback are irregular. Work experience activities for engineering learners are well planned and thorough. However, the timely planning of work experience for study programme learners is insufficient. Learners are not given enough guidance and support to find and plan their own work placements.
- PETA's engineering workshops are well equipped with relevant industry-standard equipment and machinery. Some of the equipment is dated but remains fit for purpose. Health and safety are very well promoted through reinforcement in PETA's workshop and classrooms. Learners adopt relevant safe working practices on employers' premises. Employers are very supportive and learners receive training through the use of good and modern resources in industrial and business-related companies that are relevant to their future employment.
- For most learners, the well-managed and controlled reviews are detailed, thorough and particularly good at monitoring and accurately summarising their progress. Learners' challenging targets stretch their abilities to build on, and extend, their learning. Employers' involvement in reviews is particularly good at supporting learning. For ICT and business learners, clear short-term targets are set and the requirements for successfully completing the activities are clearly explained in detail to the apprentices. In engineering apprenticeships and some study programme aspects, short-term target setting is not clear or precise.
- Written feedback after assessment is excellent, clearly summarising the standard of performance of the learner and how improvements can be made to the original work. Learners respond well by improving their work and resubmitting for further assessment and comment. Verbal feedback during the regular progress reviews is of a high standard and clearly focuses the learner on the criteria on which they will be judged in their next steps to learning. Assessors routinely check and correct spelling, punctuation and grammar during assessment of written work. However, the return of assessments for study programmes in business is not always timely.
- The promotion of English and mathematics in all programmes is very good. Learners receive a very thorough initial assessment of their starting points, additional learning needs are identified, and remedial actions are planned appropriately. Learners are generally confident in their use of

spoken and technical English; they demonstrate confidence in oral presentations to both peers and tutors. Learners' written work in portfolios is of a good standard and there is some good use of technical and commercial English. Advanced level apprentices show high levels of confidence in their reading, writing and reasoning skills. For instance, one learner working in the design office of his company routinely read and created complex reports on technical subjects and specifications.

- Intermediate engineering apprentices receive very good mathematical tuition from highly experienced tutors who use a variety of innovative techniques to convey difficult mathematical concepts. For example, in one outstanding session on trigonometry, after discussing Pythagoras' theorem, the tutor engaged the apprentices in a practical exercise using traffic cones to create a large triangle which the apprentices then measured by pacing out. Repeated several times by apprentices of varying foot size, a mean length was established. The group calculated and verified the answer by pacing out again. Other advanced apprentices are working with complex mathematical concepts and calculations, developing high order problem-solving skills. PETA is responsive in meeting the needs of specific groups within vocational training. For instance, business learners who work in an accounts environment receive extra mathematical tuition to prepare them for training as accounts technicians and to gain accounting qualifications.
- Initial advice, guidance and assessment are good. PETA are thorough and effective at identifying learners' starting points. Employers value highly the recruitment and selection services offered by PETA prior to job offer and training. A wide range of high-quality and informative booklets and advertising literature is available. For ICT learners, the on-going information, advice and guidance are very thorough to support learning and meet their aspirations in employment. For example, one learner was provided with a wide range of advice to support his employability needs in a specialist ICT role.
- The promotion and reinforcement of equality and diversity are inconsistent. During learner progress reviews, equality and diversity are effectively promoted through the use of current news stories and scenarios. These learners have a good knowledge and understanding of equality and diversity and are able to discuss their views with reviewers. Equality and diversity are promoted well for study programme learners. However, for engineering learners, natural opportunities are missed to promote and reinforce diversity in teaching and training sessions. The recording of the depth of learners' knowledge and understanding on the progress review documentation is inconsistent.

Engineering Apprenticeships

Good

- Teaching, learning and assessment are good, which is consistent with the progress learners are making and the high pass rates achieved by all apprentices. Apprentices enjoy learning and their attendance is good. In the best lessons teachers pay close attention to checking that apprentices understand what has been taught and that they can apply this knowledge in the workplace. Teachers and employers have high expectations of apprentices.
- Teachers and assessors check apprentices' skills and monitor their progress through their apprenticeship very well. Apprentices understand how much they have achieved and what is still left to be completed. Apprentices develop high standards of work-related skills that increase their effectiveness within the workplace. They quickly become valuable employees; for example, they are able to effectively assemble and test electronic equipment, diagnose and repair complex engineering assemblies and programme computer numerical controlled (CNC) machines.
- In the better lessons, teachers make good use of apprentices' workplace and personal experiences to create an atmosphere of openness and inclusivity that encourages apprentices to make effective progress in understanding new concepts. For example, in one lesson, the teacher asked apprentices to identify the key strengths of their workplace mentors and supervisors and

agree, in groups, on the most useful characteristics of an effective employee. All apprentices enthusiastically discussed their own strengths and weaknesses and progressed very well in understanding their own roles and responsibilities and how they could improve their own effectiveness. However, in some lessons, teachers do not take opportunities to question that apprentices have a good grasp of the subjects being taught.

- Resources within PETA and in employers’ sites are good and used effectively to support teaching, learning and assessment. Training workshops contain suitable and well-maintained mechanical, electrical and fabrication and welding equipment. All staff insist that apprentices maintain high levels of cleanliness and health and safety in all training areas. In workshops within PETA’s premises, apprentices demonstrate a good understanding of the procedures for minimising risks to themselves and to others.
- Support for apprentices is good. Qualified and experienced staff, who know their apprentices well, offer particularly good support to apprentices with identified or declared support needs. PETA takes safeguarding and apprentices’ personal safety very seriously, with careful supervision of young apprentices during all workshop activities. Workshop tutors, assessors and teachers make considerable efforts to support apprentices. PETA makes good use of apprentices’ views to improve the working conditions at the training centre and to arrange leisure activities for apprentices as they complete their studies.
- The standard of apprentices’ written work and portfolios is good. Clear evidence shows that the apprentices are competent and that their skills and confidence have improved to a high standard over the period of their apprenticeship. Teachers and assessors routinely feed back to apprentices about how to improve their use of grammar and English in written work. However, assessors do not set effective short-term targets to develop apprentices’ work-related skills or personal skills. Most targets are agreed to be achieved by the date of the next review.
- PETA rigorously checks apprentices’ English and mathematics ability, as well as their mechanical competency, prior to the start of their apprenticeship. The results of these checks are used to direct support for apprentices where this is needed. Staff give good advice and guidance to apprentices regarding progression on to the next level of apprenticeship or higher education, based upon apprentices’ individual needs.
- Assessors promote and discuss equality and diversity well during workplace reviews of progress, but in neither theory nor practical lessons do teachers take opportunities to improve apprentices’ understanding of the impact equality and diversity may have on their personal and working lives.

Employability 16-19 study programmes	Good
---	------

- Teaching, learning and assessment are good, which is reflected in the good outcomes for learners. Staff have high expectations of their learners and act as positive role models, and this helps learners improve essential employability skills such as punctuality and attendance. Trainers provide a professional learning environment and, as a result, learners are proud of their work and complete their activities and assignments on time. Learners make good use of their time during lessons and work collaboratively; for example, they help each other well in spelling complex words, creating hyper-links, or sharing tips while completing neat and safe electrical circuits.
- Learners develop a good set of employability skills, build confidence and learn professional ethics and persevere well. For example, they develop effective collaborative working, good presentation skills and learn to communicate with a range of customers. They help each other to meet deadlines; for example, business learners learn to prioritise their work and solve difficult problems. Those on the ICT programme make good use of commercial software to re-size and re-lay images, and those on engineering programmes handle a wide range of expensive tools safely and with dexterity.

- Learners enjoy their lively and interactive activities that stimulate their interest. Trainers reinforce health and safety well during lessons; for example, engineering learners demonstrated good understanding of the importance of keeping safe in the training and work environment. Trainers make good use of the information and learning technology available in the classroom to enhance learning. For example, learners' performance during presentations and mock work interviews are recorded.
- In the less effective lessons, trainers do not use a sufficient range of learning strategies to meet the needs of all learners and, as result, more able learners are not sufficiently challenged and slower learners do not always receive timely support.
- Initial assessment is effective in identifying learners' starting points and their English and mathematical development requirements, and this information is used effectively to plan learning. Learners develop their English and mathematics well, become more confident in discussions and produce good quality assignments with attention to spelling, punctuation and accurate use of grammar. Learners develop good understanding of basic mathematical concepts and are quickly able to carry out calculations and provide solutions to problems.
- The monitoring of progress is satisfactory, with frequent reviews of progress on most programmes, and useful feedback during lessons. However, learners on the business programme do not always receive written feedback on their assignments on time and, as a result, they are not always clear on what they need to do to improve. Target setting is often too generic and is not always useful to help learners focus on what they need to do to progress.
- Learners benefit from good levels of continual support from staff. For example, learners are well supported in catching up with work and receive financial help to pay for their transport. Learners on business programmes enjoy access to a good range of visits and guest speakers from the industry or financial services to enhance their employability and knowledge of their subject. However, this good practice is not fully established in ICT or engineering programmes.
- Initial advice and guidance fully inform learners of their options on study programmes. Learners have access to mid-course advice and this helps them re-focus on their training and employment options, update their curriculum vitae and to research relevant employers. As a result, some learners have acted as learning ambassadors during open days, and engineering learners are now registered on the apprenticeship portal.
- The planning of work experience in engineering is robust, through well-established links with employers. However, links with employers to secure work experience in business and ICT remain under developed, and there is insufficient planning with learners for them to focus on what work placements could be available.
- Staff provide a safe learning environment with mutual respect amongst learners. Study programmes are inclusive. However, the promotion of equality and diversity is rarely recorded on lesson plans and is not sufficiently demonstrated in lessons.

The effectiveness of leadership and management

Good

- PETA has a highly interested and involved governing council. Council members are a dynamic group who are fully committed to driving the PETA business forward and are involved at both strategic and operational levels. The diverse make-up of the council ensures a range of views and experience are available to PETA. Each council member is allocated to a part of the business to act as a support and a mentor for a twelve-month period, which allows them to be able to make informed decisions to promote development of the business and improve the learners' experience. PETA staff particularly welcome the opportunity this scheme gives them to work closely with senior members of industry. Senior managers at PETA communicate very effectively with the council and provide information sessions on a range of topics, including safeguarding, as part of the quarterly council meetings.
- Performance management within PETA is extremely rigorous and very influential in ensuring the continued success of the business. Staff performance objectives are set annually and are closely

linked to the key business objectives and key performance indicators in the PETA business plan. Senior managers monitor staff performance rigorously through staff appraisal and develop staff well to enable them to achieve their targets. A clear and concise management charter underpins the management values of PETA. The performance of subcontractors is rigorously monitored and close working relationships are in place to monitor the experience of learners in subcontracted aspects of provision. The observation of trainers and assessors working across a range of activities is also an important and integral part of the organisation's performance management. However, although the recent introduction of a reorganised teaching, learning and observation quality control system is comprehensive, it is not yet fully integrated as a management tool.

- Staff welcome the opportunity through the annual business planning cycle to contribute to business targets through bi-annual business development days and to influence business direction through a range of regular staff meetings. Succession planning is a key focus for PETA and long-term plans are in place to secure the future of the business. PETA short-term business strategies include the move to a single-business model, and long-term strategies to consolidate the business and improve facilities are in place.
- PETA is very much in tune with both local business requirements and national initiatives. Senior managers and council members network through both local and national groups to service the resource needs of local industry, and are instrumental in informing national reports and government initiatives. Local employers particularly value the flexibility and support provided by PETA in order to ensure individual learners meet the requirements of both their qualification and their job role. PETA has a record of winning local business awards and learners have continued success in local and regional apprentice competitions. Resources meet well the needs of the learners, employers and staff and are acquired to ensure learners receive the most work-relevant experiences.
- Self-assessment and quality improvement planning are key focuses for PETA. Critical self-assessment and well-used and monitored quality improvement plans and initiatives are familiar to all staff, and are a very inclusive aspect of the organisational development of PETA. Learner forums, employers and the council all contribute to self-assessment and fully understand the process. Self-assessment was found to be mainly accurate by inspectors; however, the recently-introduced study programmes are not clearly defined within the respective subject areas. A range of feedback is gathered during learners' time on their programme, and is fully analysed, with good examples in evidence of feedback leading directly to programme improvements. Benchmarking of learners' experiences against national published data is a key management tool to improve learners' experience. Across PETA, a range of staff and standardisation meetings take place to ensure the consistency of quality in learning programme delivery. Good practice is shared; however, inspectors identified opportunities in specific areas that would benefit from using systems and practices already working successfully in other areas of provision.
- The use of data to monitor and track the progress of learners is underdeveloped. The link between end dates and the progress of individual learners is insufficient to identify accurately additional timely learning support for all learners. The company intranet holds a wide range of data and organisational processes and procedures; however, not all procedures show signs of regular updating and some terminologies are out of date.
- Equality and diversity are a key focus for PETA and a range of initiatives has been introduced by management to raise both staff and learners' awareness. All staff are formally trained and have regular updates on equality and diversity issues. A key part of induction for both learners and staff is a range of awareness-raising tools including a diversity calendar. Although equality and diversity are raised for reinforcement during learners' progress reviews and learning sessions, some opportunities are missed to improve and confirm learners' knowledge. PETA closely monitors the performance of different groups of learners.
- PETA meets its statutory requirements for the safeguarding of learners. The organisation effectively protects learners from harassment, bullying and discrimination. E-safety is a particular focus and priority for PETA and staff are being formally trained in e-safety awareness. Close links exist with local specialist safeguarding practitioners and organisations and regulatory

checks on staff are in place and regularly reviewed. Regular updating sessions on safeguarding take place for all staff and include the council. Health and safety are well managed and regularly monitored and updated. Relevant staff are formally trained and the services of an in-house safety specialist are regularly used. Risk assessments are carried out for all key training provision. Learners adopt safe working practices at all times and good examples were identified of both health and safety and safeguarding issues being dealt with quickly and to the satisfaction of all involved. Issues are particularly well recorded and dealt with sensitively.

Record of Main Findings (RMF)

PETA Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	2	-	-	2	-	-
Outcomes for learners	2	-	-	2	-	-	2	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	-	2	-	-
The effectiveness of leadership and management	2	-	-	2	-	-	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Engineering	2
Employability training	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 604							
	Part-time: 188							
Principal/CEO	Robert Hiskey							
Date of previous inspection	April 2010							
Website address	www.PETA.co.uk							
Provider information at the time of the inspection								
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	-	-	47	-	-	-	-	-
Part-time	-	-	-	-	-	-	-	-
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	135	40	64	117	0	1		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	47							
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"> ■ Fareham College ■ Northbrook College ■ South Downs College ■ Southampton City College 							

Contextual information

PETA Limited (PETA) was formed originally in 1970 as a group training association (GTA) to meet the training needs of its member companies. The organisation is overseen by a governing council made up of member representatives. Approximately 50% of total income comes from government-funded training. Funding is provided by both the Skills Funding Agency (SFA) and the Education Funding Agency (EFA).

There are 69 members of staff who manage and provide training across three training centres in the Portsmouth and Havant area. The director and senior management team oversee day-to-day operations. High levels of unemployment and a higher-than-average minority ethnic population are present within the Portsmouth and Havant area.

Information about this inspection

Lead inspector

Tim Hanson AI

Six additional inspectors, assisted by the senior manager for government-funded training 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 relevant 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 2014

