

# Harrogate Training Services

## Independent learning provider

<b>Inspection dates</b>		26–27 March 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	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:

- The majority of learners gain their intended qualifications and progress to employment or to further learning at a higher level.
- Learners develop good levels of personal, social and employability skills. They increase their self-confidence and are better prepared for life and work. Retention rates are good.
- Tutors have good levels of experience, are very well qualified and are strongly committed to ensuring all learners receive good care and support.
- Learners receive very effective individual support, which is coordinated well. Staff are particularly effective at helping learners overcome barriers to progress, and enabling them to learn.
- Work placements are of good quality and relevant to learners' intended job roles.
- Leadership and management are good and have improved the quality of the provision very effectively.

### This is not yet an outstanding provider because:

- Attendance rates are not yet consistently high for all learners.
- Tutors do not always plan lessons and other activities thoroughly enough to include sufficient opportunities for learners to further improve their English and mathematics skills.
- Teaching is not yet outstanding.
- Staff do not always ensure that all learners receive sufficiently high levels of challenge to ensure they reach their full potential.
- Staff do not make best use of information gathered when they monitor, analyse and record the progress made by learners towards improving their personal and social skills.

## Full report

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

- Raise standards even further by:
  - identifying where learners could make better progress and taking action to provide additional challenge for learners
  - encouraging all learners to attend all sessions and improving attendance rates for the full range of activities available at the centre
  - increasing opportunities for learners to make greater progress in the development of their mathematics and English skills by ensuring all sessions are planned thoroughly to include a broader range of relevant and interesting learning activities.
- Ensure that the current arrangements to improve standards of teaching, learning and assessment are maintained effectively in order to further increase the proportion of outstanding sessions.
- Make better use of the information gathered at learners' progress reviews to recognise and record the good progress they have made in developing personal and social skills then use this information to set new targets and plan further learning.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- The majority of learners make good progress, achieve the vast majority of their learning goals and gain valuable qualifications. Success rates have remained high over the last two years and are good. All learners who complete their training programme receive good careers advice and a large proportion of the learners find employment, commence further training or enter higher level education. Retention rates are high because learners enjoy learning and recognise the benefits of completing their courses.
- Learners make good progress developing their personal, social and employability skills. They increase their knowledge and skills and demonstrate how they can undertake increasingly complex tasks, becoming more effective in the workplace as they improve their levels of self-confidence. Learners take great pride in their achievements because they understand how these increase their employment prospects.
- Learners with additional needs and/or disabilities and those from minority ethnic groups are as successful as others. All learners make good progress in developing their mathematics and English skills and in 2012/13, a large majority of learners gained relevant qualifications in these subjects. Learners communicate more effectively and become more confident when using numbers.
- Learners gain very useful experience and improve their understanding of how computers and technology are used in workplaces. They discover the advantages of using new software applications to increase the effectiveness of communication and learn how to stay safe online. They successfully use the internet to search for jobs and apply for new training opportunities.
- Learners' behaviour is consistently good because they understand what is expected of them. They know that staff have high expectations for them and this motivates them to succeed. Attendance rates are good and improving but more could be done to ensure absence is reduced even further by successfully encouraging all learners to attend every session.
- All learners gain useful vocational qualifications in a range of subjects, such as childcare and money management. These qualifications are very useful in helping learners to improve their job prospects; they also enable learners to be more confident and successful in social settings. Learners talk with confidence about their abilities, hopes and ambitions.

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

Good

- Teaching, learning and assessment are good and this is reflected in the good outcomes for learners. Tutors use their good skills and experience very effectively to ensure learners achieve a good range of relevant qualifications, raise their self-confidence levels and develop very useful employability and life skills. The whole staff team works effectively to make sure all learners understand what is expected of them and that they engage readily in their activities. Staff ensure learners understand the skills required to secure and sustain employment.
- Staff provide a highly supportive learning environment where learners respond very positively because they know that the staff want them to be successful. A good range of learning methods are used successfully, such as coaching and mentoring which help learners overcome barriers to learning. Tutors ensure all learners thrive and make at least the progress expected of them. However, a minority of learners do not have sufficiently challenging learning targets to ensure they reach their full potential.
- Tutors are positive role models for learners. They motivate and encourage learners very effectively. For example, a learner who previously completed a foundation learning programme is now employed as a full-time member of staff. Good monitoring of learners' behaviour enables problems to be identified promptly and actions taken are effective in helping them achieve their learning goals.
- Information, advice and guidance are very well targeted for learners' needs and interests. Staff provide good careers advice to ensure learners are fully informed and prepared for the next step in their programme. The induction process makes learners aware of the commitment they need to make in order to complete their studies successfully.
- Learning activities are planned thoroughly and effectively and make sure learners are stimulated and remain engaged. As learners gain experience of communicating more effectively they become more motivated to succeed. However, in a small minority of sessions tutors do not adequately plan sufficient activities for learners to develop more effective use of mathematics and English skills, such as speaking and listening.
- Learners enjoy learning because activities and discussions are relevant to their interests and link well to their development of life skills, for example, using percentages and fractions to calculate discounts offered when shopping and working out staffing ratios used in childcare settings. Learning takes place in a very well-maintained and equipped learning centre and good use is made of interactive learning technology which increases learners' participation and progress.
- Initial assessment is very effective and the results are used well to identify learners' needs, including any additional support requirements and to help set personal learning goals. This ensures learners make the good progress expected of them.
- Progress reviews are regular, thorough and generally effective. They clearly identify what learners have achieved and the progress they are making towards reaching their learning objectives. However, although learners make good progress developing their personal and social skills staff do not monitor and track this progress thoroughly enough to help them set new targets. Staff successfully encourage parents and carers to play an active role in supporting the progress made by learners.
- Staff ensure learners benefit from well-organised and stimulating work experience placements. This enables learners to gain valuable skills and good understanding of vocational areas and helps them to make better choices about their career aims. For example, learners undertake work placements with organisations such as children's nurseries and sports centres.
- The promotion of equality and diversity through teaching and learning is good. Tutors create an inclusive learning environment which ensures all learners benefit from support and respect for one another. Learners develop a greater understanding of different cultures and diverse communities and have a good awareness of how to safeguard themselves and each other. Tutors successfully use positive role models to promote and increase the participation of male learners in childcare. Tutors understand the needs and interests of learners well and have a flexible and caring approach to ensuring all learners are successful.

**The effectiveness of leadership and management****Good**

- Harrogate Training Services (HTS) has strong leadership and management. The manager has set clear strategic targets and ensures staff provide highly effective training experiences to help young people gain the skills and experience they need to become successful. Close collaboration with key partners, such as the local authority is very well developed. This successfully ensures the outcomes for learners are good and that the needs and interests of employers and the wider community are well met.
- Since the last inspection the manager has made good progress in improving all aspects of performance. The majority of learners now achieve their learning aims and make significant progress towards higher level training and employment. The quality of teaching, learning and assessment is good. HTS is now firmly focused on meeting the needs of foundation learners and has established a positive and caring environment within the training centre.
- Arrangements to continually improve the quality of teaching, learning and assessment are effective and have improved standards to a good level. However, not enough of the teaching is yet outstanding. The provider acknowledges that in order for the provision to improve further the focus on quality improvement must be maintained. The staff team is keen to adopt new ideas and approaches and shares good practice with each other and across other training providers. The whole staff team is highly motivated, self-critical and eager to develop its skills and improve.
- The manager knows her organisation very well and has a good understanding of the training and development needs of the staff. Well-targeted support and continuous professional development ensure staff perform effectively. Poor performance is identified swiftly and improvements soon follow.
- Quality assurance arrangements are thorough and effective. The inclusive approach to self-assessment involves staff, learners, partner organisations and employers. The manager gathers and analyses data thoroughly to inform judgments on the quality of provision.
- HTS has established a positive reputation with parents, learners and local partners for its work to support learners facing difficulties and barriers to learning. Staff have a wide range of relevant and very useful experience which they put to good use to provide learners with effective individual support.
- The provider places high importance on ensuring all learners achieve. The staff create a very welcoming environment in the training centre where learners feel comfortable and well supported. Tutors ensure learners gain a clear understanding and appreciation of the importance of recognising how people are different and have different needs, such as disability, culture, gender and lifestyle. There are no significant gaps in achievement between different groups; those from minority ethnic backgrounds or with additional learning needs and/or disabilities achieve at least as well as others.
- HTS meets its statutory requirements for the safeguarding of learners. Learners recognise how the training centre provides a safe environment. Staff make sure all learners are well supported and give high priority to ensuring they remain safe. All staff are very well trained in safeguarding children and vulnerable adults. The nominated officer for safeguarding is experienced in using the Common Assessment Framework process to ensure, where appropriate, that learners receive the care and support required to help them succeed. Good attention is given to ensuring health and safety arrangements.

**Record of Main Findings (RMF)****Harrogate Training Services**

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	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
Outcomes for learners	2	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A

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

Type of provider	Independent learning provider								
Age range of learners	16–18								
Approximate number of all learners over the previous full contract year	Full-time: 17								
	Part-time: N/A								
Principal/CEO	Miss Jackie Everett								
Date of previous inspection	July 2010								
Website address	<a href="http://www.harrogatetrainingservices.co.uk">www.harrogatetrainingservices.co.uk</a>								
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	4	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 traineeships	16-19			19+		Total			
	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									
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	4								
Funding received from	Education Funding Agency (EFA)								
At the time of inspection the provider contracts with the following main subcontractors:									

## Contextual information

Harrogate Training Services is an independent training provider based in Harrogate town centre. In September 2013, 3.4% of adults in Harrogate were unemployed which is lower than the national rate of 7.7%. Within North Yorkshire 4.6% of young people are not in education, employment or training, and Harrogate has a lower rate of 2.7%. The proportion of young people achieving five or more GCSEs at grades A\* to C, including mathematics and English, was 65.4% in 2013, which is above the national average of 59.2%.

## Information about this inspection

<b>Lead inspector</b>	Daniel Grant
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Two additional inspectors, assisted by the 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 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 area 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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