

Care Training East Midlands Limited

Independent learning provider

Inspection dates		24–28 March 2014
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:

- Outcomes for learners are good and improving. This includes qualifications and jobs as well as the good development of personal, social, vocational and employability skills.
- Teaching, learning and assessment are good. Most tutors plan their lessons well and provide positive individual support to help learners complete their studies.
- Information, advice and guidance are highly effective in making learners fully aware of the wide range of opportunities and various career paths available to them.
- Energetic and enthusiastic staff provide outstanding personal support for learners in supporting them to overcome personal barriers and achieve their learning goals.
- Provision is highly flexible and responsive in meeting the needs of learners and employers.
- Rigorous performance management using a range of innovative practices has accelerated improvement in the use of data, staff accountability and outcomes for learners.
- The promotion of equality and diversity including the celebration of success by learners from diverse backgrounds is good in motivating others.

This is not yet an outstanding provider because:

- A small minority of learners on employability and study programmes take too long to overcome their negative attitude. They do not receive suitable and sustained work experience.
- Managers do not focus consistently on learning in teaching observations and the subsequent staff development is not clearly targeted at developing their classroom teaching skills.
- Individual learning plans are not sufficiently detailed. A few tutors do not make sufficient use of the findings to plan and monitor learning for individual learners in a few classes.
- Learners' achievement of functional skills qualifications in English and mathematics is too low, not reflecting the extent to which they develop skills in these areas.
- The teaching of English requires further development. Recent initiatives to improve staff skills and expertise have not had full impact on improving teaching learning and assessment.

Full report

What does the provider need to do to improve further?

- Accelerate and consolidate the employability skills and motivation levels of all learners to improve their chances of obtaining jobs through:
 - making learners more aware of different perspectives on life to overcome negativity through life coaching or similar initiatives
 - providing a greater level of suitable work experience for learners on employability and study programmes to ensure that they become job-ready quickly
 - helping learners to secure useful references from work placements to demonstrate their ability to work to boost their chances to secure employment promptly.
- Take a concerted action to improve teaching, learning and assessment to outstanding levels by:
 - focusing more consistently and clearly on learning in observations so that tutors can see the impact of their teaching on learners' progress and learning
 - ensuring that all staff make full use of findings in the individual learning plans to plan learning to better meet the needs of individual learners
 - fully implementing the e-portfolio 'learner-assistant' platform by learners and staff.
- Improving staff skills and expertise in developing learners' skills in English and mathematics through:
 - sharing good practice within the team and from other providers
 - targeted support for the tutors and ensuring assessors fully recognise their coaching and training role in helping learners' progress
 - making better use of support assistants in classes; raising staff knowledge, awareness and skill levels to understand and plan for the more complex needs of a small number of learners.

Inspection judgements

Outcomes for learners	Good
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- All staff have high expectations and ambition for learners and most rise to the challenge. Learners develop good levels of personal, social and employability skills. This includes enhanced knowledge, independent learning skills and gains in confidence. Their communication and social skills improve substantially. This engenders self-belief and motivation to improve their knowledge and skills.
- Learners on employability programmes produce targeted Curriculum Vitae to market themselves to different employers. Their ability and confidence to take part in interviews are well-developed. Learners gain useful skills in English, mathematics and information technology that they use well in daily life to lead more enriching lives and improve their prospects of getting jobs. Job outcomes for learners are good for the sector-based work academy (SBWA) learners. Most learners make good progress.
- Outcomes for apprentices, classroom-based learners and in workplace learning are good. Success rates for apprentices are outstanding in transportation, good in child development and well-being, retailing, and direct learning support. Unemployed learners on bus driver programmes achieve almost 100% success rates with almost all achieving their framework in time.
- Learners acquire new skills well, develop them further after gaining new knowledge and apply them well in their chosen vocational areas. The standard of learners' practical and theory work is high, and employers value this highly. For example, Nottingham City Transport managers are

delighted to recruit highly motivated drivers who stay in their jobs. Other employers such as in care, direct learning support, customer services and hospitality field are very pleased with the calibre of the learners and the value they add to their businesses.

- Learners with previously poor learning experiences are engaged well in learning, building their skills and knowledge base by studying for very short qualifications or units of a qualification. Outcomes for the 2,550 young people not in education, employment and training from across Nottingham, Leicester and Derby, on an European Social Fund (ESF) programme that ended in December 2013, were very good. The level of engagement, attendance, progression into jobs and further education were good. However, relatively fewer learners entered into apprenticeships.
- Progression for learners is positive. Some 5,735 learners have achieved a short unit qualification that develops learners' computer skills. Whilst developing their confidence with computers, learners become aware of the opportunities and dangers of the internet. They are confident at using the internet safely for banking, research and social networking. They become aware of the level of personal information they should enter on the internet. They take precautions to protect their identity and monitor safe usage of the internet by their children.
- Learners develop good skills in mathematics and use them well in their daily lives. They make good progress. Success rates for qualifications are improving rapidly particularly at higher levels although success rates are still below national averages at entry levels. Although learners are developing good skills in English and applying them well in work situations and in their personal lives, success rates still remain low.
- Learners on the recently introduced study programmes develop good levels of skills in their chosen vocational fields and English and mathematics. However, not enough learners complete the programme. Some learners take part in work experience but Care Training East Midlands (CTEM) does not yet provide a sustained and structured programme of work experience.
- Learners on workplace learning programmes make slow progress towards achieving their qualification in care, administration, business management and for apprentices in building and construction and sport, leisure and recreation. The number of such learners is low. Advanced apprentices in health and social care also make slow progress.
- Too few mandated learners on employability programmes stay to the end of the course. Attendance is low. Many of the learners have been mandated to attend by Jobcentre Plus and some of them continue to display negative attitudes that are reflected in low attendance and withdrawal.
- Most learners across the range of the provider's work are highly satisfied with their experiences and feel able to suggest changes to improve the provision. They feel safe in the centres and well aware of who they need to contact if necessary.
- Learners from diverse cultures attend the centres and feel welcomed. All groups are achieving equally well. CTEM took effective action to narrow the achievement gap for Black Caribbean and female learners.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, as are outcomes for most of the learners. This includes improving success rates on the majority of classroom-based and apprenticeship programmes. Teaching, learning and assessment at the sub-contracted transportation provision are outstanding. Learners achieve well in sessions, are enthusiastic about their studies and gain good skills, enabling them to benefit from progression opportunities for employment or further study.
- Tutors use a wide range of innovative activities to inspire and challenge learners. This enables them to develop the skills and knowledge that employers require and to meet their learning

goals. On apprenticeship programmes, assessment practice is very good and encourages learners to self-assess themselves and produce a better standard of work. However, on health and social care programmes assessors focus heavily on meeting the requirements of the awarding body instead of broadening learners' horizons through high quality learning.

- Learners are enthusiastic, well-motivated and engaged in their learning; they develop independent learning and research skills well. Tutors have a relaxed and sensitive manner which quickly puts them at their ease. For a large proportion of learners this is their first positive experience of learning for some time. Learners on employability programmes receive good support to develop their skills with interviews and supported job coaching sessions.
- The standard of learners work is good. Learners make outstanding progress in transport operations and good progress on all subject areas except English, where progress requires improvement. High-quality, job-focussed routes to employment have been developed using SBWAs to support the development of employability skills and provide guaranteed job interviews at the end of the course. Resources available to support teaching and learning are excellent.
- Staff use their knowledge and experience of the vocational areas well to clearly relate theory to practice. For example, a visit to the local County Court for learners on the study programme provided an engaging, challenging and interesting learning activity that developed their understanding of their rights and responsibilities as responsible citizens. Tutors provide good individual support to help learners overcome a range of barriers to learning and achieve their qualifications. They use their coaching expertise well, which build learners' confidence.
- In recent months, CTEM has invested in training by appointing learning support assistants to provide support for learners with a range of complex support needs. However, their skills to carry out this role effectively require further development. Tutors do not always provide additional learning support staff with sufficient direction to help them to support learners to progress faster by engaging effectively with all activities.
- Individual initial, diagnostic assessment and guidance sessions enable learners to discuss their support needs in a safe and supportive environment. For example, learners on employability programmes complete a self-assessment tool to identify their strengths and weaknesses such as, motivating self, working in a team, meeting deadlines, punctuality, organisation and communication skills. However, tutors do not always use the results of initial assessment sufficiently to plan lessons to meet the needs of all learners.
- Written and verbal feedback is good in all areas except in English. Apprentices receive detailed written feedback on the progress they are making and what they need to do to improve, using the electronic portfolio system. For example, one learner had very detailed feedback from her assessor using comments boxes and 'track changes' on her assignment enabling her to reflect on her work and make necessary improvements. However, tutors do not make sufficient use of individual learning plans and progress reviews to plan learning and demonstrate progress.
- The teaching of mathematics and information technology skills is good; however, the teaching of English requires improvement. The newly formed team in English has not yet been fully effective at providing consistently good teaching. In mathematics tutors use a wide variety of stimulating and challenging activities that develop learning well. Learners use their skills well in everyday life contexts. In English, tutors routinely include vocational content and real-life situations to develop learners' knowledge and understanding in a relevant and interesting way.
- Tutors use a range of strategies to ensure English development is appealing to learners in their vocational areas. Most tutors routinely correct spelling and grammatical errors in learners' work, however, a few need support to develop their English and mathematical skills to ensure that incorrect spellings do not appear in learning materials or on presentations.
- The facilities and processes for careers advice and guidance are excellent. Learners receive comprehensive pre-course information that includes the requirements of the course and of them. Staff provide detailed information on each career pathway and hold regular meetings with learners to follow up their progress. Staff are very well qualified to provide the support; however, not all advisers use more probing questions to systematically explore the wider barriers learners need to overcome to succeed.

- Promotion of equality and diversity is good. Staff apply their high level of awareness of issues and use relevant topics to effectively promote equality and diversity in each vocational area. This extends learners' understanding with practical examples such as a real-life situation that may arise as a bus driver. In other sessions learners explored examples of bias and stereotyping in various work situations. Learners are respectful of tutors and each other within their culturally diverse groups; they feel safe in the training centres.

Health and social care

19+ Learning programmes Apprenticeships

Good

- Teaching, learning and assessment are good and reflect the good outcomes for learners. Success rates have improved significantly since the last inspection, especially in classroom-based learning and are now in line with the national average. Intermediate apprentices achieve their framework at a level above the national averages. The framework success rates for the small number of advanced apprentices have declined and are now significantly below the national average.
- Learners are highly motivated and develop a good range of skills relevant to securing employment in the care sector. Those already in employment improve their value to the employer significantly and secure promotion quickly. For example, one intermediate apprentice aged 17, new to the care field, gained promotion to a team leader role within one year.
- The standard of learners' practical work in care settings is of high quality. Employers recognise and value their professionalism. The standard of work produced in written assignments and classroom activities demonstrates good skills development. However, tutors provide insufficient challenge to a few high-ability learners to develop their self-evaluation skills and make faster progress.
- Assessment practice is good. Learners receive frequent and flexible support in the workplace from vocationally expert assessors. Planning for assessment is detailed and thorough with very effective use of target setting to ensure rapid completion of the qualifications.
- Initial assessment is comprehensive and accurately identifies learners' starting point. Assessors have prompt access to the findings of initial assessment. However, they do not always use it effectively to design learning sessions that build on learners' strengths and support the development of skills to deal with their weaknesses.
- Most assessor feedback is detailed and constructive. This helps support learners' development. Learners are very positive about their assessors and the quality of the flexible support they receive in the workplace to complete their qualifications. Although informed of the progress of their employees, not all employers are actively involved in training to support employees' learning and progression. The majority of learners do not receive sufficient time in the work place to complete tasks between assessor visits; limiting their ability to progress faster.
- In recent months CTEM has invested in useful e-portfolio software that the employers and assessors use to monitor their learners' progress. Some learners use e-portfolios particularly well, enabling them to track their own progress through their qualification or learning aim. However, not all learners are fully confident in using it independently because they do not use the computers or the software confidently.
- All assessors focus clearly on developing learners' English and mathematics skills. They routinely ensure that learners use English correctly through careful checking of spelling and grammar in learners' written work. Vocational assessors and specialist tutors work closely together to provide English and mathematics support that links theory to vocational practice.

- Learners benefit from clear guidance on career pathways in the care field at all stages of their learning. This helps learners to explore their career options and routes in a diverse range of settings, make appropriate choices, change their programme or take additional qualifications that will enhance their employment prospects.
- Promotion of equality and diversity is good. Learners have a sound understanding of the issues they need to consider when looking after vulnerable service users. One group of unemployed level 1 learners demonstrated an excellent awareness of complex mental health issues during classroom discussion and used technical language confidently.

Transportation operations and maintenance

Apprenticeships Employability

Outstanding

- Teaching learning and assessment are outstanding and accurately reflect the outcomes for learners. Success rates for apprentices are outstanding. Almost all of the apprentices secure employment as bus drivers within the transportation industry. They develop excellent driving skills and gain a very thorough knowledge and understanding of the industry.
- All tutors have excellent vocational knowledge, current qualifications in driving and significant experience. They use their knowledge and experience very effectively to support and motivate the apprentices. The bus company has very high expectations of its drivers and sets high standards. Apprentices are able to demonstrate standards of driving and knowledge that are well above the minimum required to become a Public Service Vehicle (PSV) driver.
- The quality of practical driver training is excellent. Apprentices learn on a purpose-made, dual-controlled bus. They undergo thorough training, delivered by expert driver trainers. The pace and intensity of training is challenging. Apprentices continue their training until the company judges that they have reached the required standard to pass the PSV test. The very few who fail the test first time receive further expert and analytical instruction that enables them to pass the test on the second attempt.
- Tutors plan theory lessons very well making clear links with practical applications and situations. They use a range of teaching methods, including group work, use of digital projection, and independent learning to suit all learning styles. The teaching enables apprentices to significantly improve their knowledge and understanding of the industry, and prepares them well to deal with situations that may arise when driving.
- Assessment practices are exceptional as apprentices undergo tests of their competence in real-life situations such as on 'in service' buses. Well-qualified and experienced assessors sit discretely on the bus and record continual commentary to ensure that the apprentices meet the awarding body requirements. Assessors give detailed verbal feedback to the driver on their driving, outlining areas for improvement at a convenient time. Assessment and feedback in the classroom are routine, frequent and thorough. This extends apprentices' understanding further.
- Resources to support teaching and learning are excellent. Practical driver training is carried out on purpose-made training buses with small classroom area facilities. All trainers are current drivers, qualified to advanced levels, who update their training and skills to current industry standards. Classroom resources are very good including handouts and documents to support teaching. However, internet access at the bus company is currently not available. This limits the learners' ability to complete their portfolio at work.
- Initial assessment arrangements are very thorough. Apprentices undergo various stages in the initial assessment process, including a familiarisation day held at the bus company. Having passed the first stage, learners attend a full assessment day at the company during which tutors conduct a detailed assessment of learners' ability and suitability to be a bus driver. Learners

receive very good advice and guidance through all stages. Staff ensure that the programme is a good match for both the learner and the bus company.

- The development of learners' functional skills is very good. Success rates in English and mathematics are outstanding. Tutors make English and mathematics relevant to the needs of the bus company by asking apprentices to calculate stopping distances and report writing, filling in the details accurately, and paying full attention to correct spelling and grammar. Tutors routinely check the apprentices' written work, stressing the need for accuracy in their reports.
- Apprentices have a good awareness of issues of equality and diversity. All staff promote these issues well. All apprentices complete equality and diversity training including disability awareness training. Apprentices are challenged to apply their knowledge to real-life situations that may arise as a bus driver.

Foundation mathematics

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good. This reflects the improvements in qualification success rates, the good progress that learners make in lessons and the management actions taken to improve learning sessions.
- Mathematics learning sessions are good. In most lessons, tutors use a wide variety of stimulating and challenging activities that develop learning well. Tutors are skilful at supporting learners and update their skills on an on-going basis. Tutors make learning fun and relevant by choosing topics carefully. For example, learners successfully worked out average temperatures and costs for holidays in high and low season from holiday brochures. In another lesson, learners effectively used newspapers to learn about charts and graphs and their purpose.
- In a few less successful lessons, tutors do not plan sufficiently to meet the needs of learners with differing abilities where the work is either too easy or too difficult for a few learners. Tutors, in such sessions, do not use individual learning plans and progress reviews sufficiently well to plan and record individualised learning and progress.
- Learners make good progress in developing their mathematical skills. They use their skills well in everyday-life contexts such as selecting correct units of measure for tiling or decking. They make significant gains in their personal and social skills through paired and group work where they are able to practise their skills including taking turns, communicating views and working as part of a team.
- Study programme learners develop a good understanding of how their learning links to their vocational subjects. In care programmes, learners practise and reinforce their work-related learning such as measuring doses of medication. Tutors support bus-driving learners well to identify stopping distances and interpret bus timetable information.
- Tutors offer comprehensive verbal and written feedback to learners. This helps learners to clearly identify what they need to do to improve. Skilful tutors give detailed written feedback that often identifies each step of the mathematical working so that learners can easily recognise how to correct their work. Tutors are generous in their praise even for the smallest of learners' achievements. As a result learners significantly grow in confidence.
- Tutors use resources well to support learning. They use a wide variety of resources including catalogues and brochures to demonstrate how mathematics skills are essential in everyday life and the opportunities to learn and reinforce these skills outside of classes. By using information learning technology well, tutors enable learners to photograph their work and reflect on their learning.

- Learners have a good understanding of equality and diversity. Tutors incorporate relevant topics well into lessons to reinforce learners' understanding. In one mathematics lesson, a tutor introduced learners to a Scottish theme where learners listened to a Robbie Burns poem to produce a tally chart counting the number of times a particular word was used.
- Advice and guidance are good. Tutors support learners well in their lessons and during their learning programme. Both study programme learners and adult learners benefit from clear guidance on their progress in class and how to improve. Personal support encourages anxious and less confident learners to contribute to learning sessions. Learning support helps learners understand mathematical concepts better. However, in a few instances support staff do not have sufficient mathematics skills to effectively help learners.

Foundation English

19+ Learning programmes 16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement, reflecting learners' outcomes. Learners achieve well in sessions, are enthusiastic about their studies and gain good skills enabling them to progress into employment or further study. Success rates for learners are now improving with majority of learners developing skills and making good progress towards qualifications although these have been low historically. Learners' achievement at entry levels still remains low. Retention is satisfactory overall as is attendance.
- Experience and confidence within the newly formed English team are improving due to targeted and on-going continual professional development. However, tutors are not skilled and versatile at planning group sessions well enough to sufficiently stretch and challenge all learners. For example, a tutor failed to use alternative ways of stretching learners on the study programme who had previously conducted an analysis of the poem.
- Individual learning plans are satisfactory as tutors now use a more thorough initial assessment tool that identifies learners' starting points accurately and gaps in learners' skills that require further development. However tutors do not have the necessary skills to plan for more complex needs such as dyslexia or mental recall issues in group sessions. It is too early for the tutors to make lasting changes to plan for learners' specific needs.
- Learners receive good individual support from enthusiastic tutors to help achieve their qualifications. Tutors use their coaching expertise well, valuing learners' contributions to sessions which build learners' confidence. Recently appointed in-class learning assistants are working effectively with less able learners to improve their progress. This helps learners improve their motivation, progress well and take full ownership of their studies.
- Learning activities are often well designed which increases learners' interest in English. These include understanding the use of bias and implied language. For example, a tutor introduced an element of fun and competition by using different sounding buzzers in a short quiz. A few staff use a variety of media well such as a video clip of a speech to help learners identify good speaking skills. Staff chose topics carefully to ensure that the skills developed will be useful to the learners in their daily life such as writing a letter of complaint.
- Tutors check and develop learners' knowledge and understanding carefully with well-phrased questions. Assessment and marking of learners' written work is appropriate. Learners receive useful written feedback on in-class exercises that helps them to improve. Verbal feedback is good.
- Learning resources are satisfactory. These include well-presented and easy to read study packs at all levels covering relevant reading or writing knowledge. This helps develop learners' English

development. However a few of these had incorrect spellings which tutors failed to correct. Some of the exercises are too difficult for learners such as multisyllabic words.

- Initial advice and guidance are good. Learners meet with a dedicated advisor who carefully considers the learners' background, experiences and skills to set appropriate learning targets. Learners receive a progression interview to ensure they continue with their learning at a higher level or progress to develop further employability skills.
- Learners demonstrate a sound awareness of equality issues. In better lessons, tutors reinforce this issue well. For example a multi-cultural poem on mixed race called 'half-caste' enabled the tutor to lead sensitively a discussion on the meaning and origins of the title name. Learners are respectful of tutors and each other within their culturally diverse groups.

Employability training

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good, as reflected in good outcomes for learners. Success rates are high across the range of programmes with clear progression routes and opportunities onto SBWAs. Job outcomes are good and improving.
- The large majority of teaching and learning sessions are good and a few are outstanding. Learners are interested and are keen to engage. Tutors prepare them particularly well for guaranteed job interviews with prospective employers. Learners are enthusiastic and enjoy their learning. They benefit greatly from tutors' enthusiasm, knowledge of local sector and industry employment information and become well aware of their employment options.
- Learners develop their social, networking and conversational skills well. Their communication with their peers improves, resulting in effective teamwork throughout their learning. Learners develop good employability skills such as interview and communication skills. They learn to be punctual and have the commitment to completing their programme, enabling them to be better prepared for employment or further training.
- Tutors provide very effective feedback to learners in learning sessions which helps them to improve their performance. Tutors are good at assessing learners' work and their recall and application of knowledge. Learners learn from their mistakes and use tutors' feedback to consolidate their learning. However, tutors do not make full use of the expertise and skills of classroom assistants to provide support for learners.
- Individual advice and guidance provided to learners at every stage of their learning are good. In particular, tutors provide good quality advice and guidance about learners' next steps into employment or further training. This improves their confidence, and they feel confident in taking the next steps to gain employment.
- Working in good partnerships, CTEM provides a well-structured learning programme with clear progression routes. Links with employers as well as with external agencies such as Jobcentre Plus are excellent and contribute to the success of the programme. Training venues are ideally located in city centres, making it easier for learners to travel by public transport. Some of the classroom walls are too flimsy and distracts learners due to the high level of noise from adjoining classrooms.
- CTEM provides tailored programmes to meet local employment needs. For example, the provider has worked with 28 SBWAs in the past year to identify and prepare suitable learners for interviews for forthcoming vacancies. While it is good for those who obtain a job, the rest of the learners are at risk of losing motivation. Too few learners benefit from work trials and work experience with employers. Such an experience would provide both parties with the opportunity to try out the arrangement before committing to permanent employment.

- Initial assessment is thorough. This includes an in-depth interview with learners to ensure their suitability, commitment and vocational aptitude to the learning programme. Initial assessments appropriately identify the support needs for learners although not all tutors focus sufficiently on planning and supporting learners to improve these skills.
- Learners, treated with respect, feel valued and safe. All staff have a relaxed and sensitive manner with learners that puts them at their ease. Learners demonstrate a high level of respect for their peers and tutors and feel confident in a supportive non-threatening environment. Tutors are highly skilled at generating discussions that raise learners' awareness of a wide range of related topics linked to equality and diversity in the workplace and society.

The effectiveness of leadership and management

Good

- Leaders and managers set a clear direction for the company. All staff share an ambitious vision and have high expectations for learners. Since the previous inspection, leaders and managers have established a solid foundation on which to secure further improvements to the outcomes for learners and the quality of provision. CTEM has successfully improved most of the weaker aspects such as investment in learning resources and have appointed new staff in English. Subcontractor management is now good.
- Observations of teaching and learning are thorough and have led to improved teaching and learning across most of the provision except in English. CTEM evaluates all elements of its provision carefully and some, such as that for the evaluation of advice and guidance are very thorough. However, observations of teaching and learning focus too much on process rather than on learning and progress; staff development activities still do not focus sufficiently well on learning activities.
- The performance management of staff, a weakness at the previous inspection, has substantially improved and is now strong. Managers have improved the individual accountability of staff by having a service level agreement with each one of them. This sets out clear performance targets. Managers rate staff performance on a very useful traffic light system; measuring their performance every month with detailed and accurate data. Staff update their skills and have begun to share good practice through regular attendance at a range of effective workshops.
- Self-assessment is detailed, involves all staff and uses well the views of learners, although employers are not formally included in the process. CTEM evaluates all aspects of the provision using a well-established quality cycle using data extremely well to inform decision-making. The self-assessment report is accurate. The quality improvement plan is very detailed and thoroughly evaluates the impact of actions. Managers carry out thorough audits regularly and manage underperformance, including that of sub-contractors, thoroughly.
- Leaders are extremely knowledgeable about the local employers and the labour market information often sourcing vacancies that do not feature on the Jobcentre Plus website. They make exceptionally good use of this intelligence to inform curriculum planning. Since the previous inspection, CTEM has responded swiftly by developing their provision well to prepare and present highly motivated and qualified workers to the employers to meet the skill shortages in various employment sectors such as care, hospitality and retail among others.
- CTEM has created innovative, and highly effective, sector-based work academies (SBWA). Since August 2013, CTEM has run 28 SBWA in various sectors of the economy and has prepared learners well for employment. Managers use their excellent relationships with employers to set up intensive training programmes that lead to jobs. Learners join these programmes knowing that they have a guaranteed job interview and a realistic chance of getting a real job. CTEM benefits employers by offering them a choice of employing high quality candidates.
- Programmes develop learners' employability and mathematical skills very well due to thorough planning and development of programmes. Learners gain a clear understanding of the need to

be 'job-ready' in all aspects. They value the training and the skills that they gain. CTEM aims to develop learners' English skills. However, this aspect is not good enough particularly for those who need longer term help and support.

- The culture of equality and diversity is strong at CTEM. This is particularly important since many of its learners face many barriers and setbacks and CTEM helps them succeed. In lessons, tutors use all opportunities to reinforce learners' understanding. Many thought-provoking displays and the celebration of various cultures and achievement in the centres are a testimony to this culture. However, staff do not always use reviews sufficiently well to reinforce learners' understanding through searching questions or scenarios to deepen learners' understanding at work.
- Staff monitor well the impact of equality and diversity plans. These are detailed. CTEM uses data well to monitor the performance of groups of learners and actions to close achievement gaps have been very effective. For example, leaders identified a gender achievement gap. They established closer links with lone parent groups, changed the times of lessons and increased the representation of women on focus groups. As a result the gap reduced by 7% in one year.
- CTEM fulfils its legislative requirements for safeguarding learners. Staff receive detailed training with regular updates. Staff work well to develop learners' understanding of how to keep themselves safe. Staff deal swiftly and sensitively with any issues that occur. Staff carry out regular risk assessments of venues and activities and document well. Actions for improvement are listed in meticulous detail. However, CTEM does not record the fact that staff have carried out a subsequent visit to check corrective actions.

Record of Main Findings (RMF)

Care Training East Midlands Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	19+ learning programmes	Apprenticeships	Employability
Overall effectiveness	2	2	2	2
Outcomes for learners	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2
The effectiveness of leadership and management	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	2
Transportation operations and maintenance	1
Foundation mathematics	2
Foundation English	3
Employability Training	2

Type of provider	Independent learning provider								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	Full-time: N/A								
	Part-time: 3,753								
Principal/CEO	Alex Ford								
Date of previous inspection	February 2012								
Website address	http://www.ctem.uk.com								
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	N/A	0	N/A	0	N/A	0	N/A	N/A	
Part-time	N/A	556	N/A	303	N/A	27	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+		
	69	167	13	58	N/A		N/A		
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	823								
Funding received from	Education Funding Agency and Skills Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none">Nottingham City TransportRight Track Social EnterpriseDerby Business CollegeKeith Cook Training.								

Contextual information

Care Training East Midlands Ltd (CTEM) is a private training provider working across the East Midlands with training centres in Nottingham, Derby and Leicester. The combined percentage of black and other minority ethnic groups in Derby is 23%, 33% in Nottingham and 53% in Leicester.

In January 2014, unemployment rates stand at 7% and 3.4% of the working age population in the region were actively seeking work and registered with the Job Centre Plus. Similarly 9.3% of the population have no qualifications. These statistics broadly reflect the national picture. The programmes offered include health and social care, child care and education, business administration, retailing, transport operations, employability, construction, advice and guidance, hospitality and warehousing. CTEM provides a small amount of privately funded training to local employers.

Information about this inspection

Lead inspector	Harmesh Manghra HMI
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Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the senior operations 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 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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