

West Yorkshire Learning Providers Ltd

Independent learning provider

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| Inspection dates | | 28 April – 2 May 2014 |
| Overall effectiveness | This inspection: | Good-2 |
| | Previous inspection: | Requires improvement-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 qualifications very well. Success rates for 16 to 18-year-old apprentices are outstanding.
- Learners develop good vocational and personal skills. Many gain promotions at work and go onto further and higher education or gain sustained jobs.
- Assessor/trainers are good role models, are very professional in approach and have a very good understanding of the employment context of learners.
- Support for personal issues is good with learners having access to a range of specialist partners through the consortium.
- Information, advice and guidance are good with good matching of learners to employers.
- Assessor/trainers promote equality and diversity with learners well.
- Leaders and managers take highly effective actions across the diverse range of sub-contractors to improve the quality of provision significantly.

This is not yet an outstanding provider because:

- Success rates, particularly those gained within agreed timescales and those for health and social care and education and training apprentices, require improvement.
- While there is some outstanding teaching and learning, not enough is consistently good in every subject area.
- The management and delivery of English, mathematics and information communication technologies require improvement.

Full report

What does the provider need to do to improve further?

- Improve success rates, particularly those gained within planned timescales and those for health and social care and education and training apprentices, to outstanding by:
 - ensuring the curriculum design meets the needs of learners, including how functional skills are developed
 - continuing to match learners to the right programme
 - improving the system for identifying learners who require support so that all learners who need it receive support quickly
 - monitoring learners at risk of leaving the programmes, giving timely help to keep them in learning.

- Develop teaching learning and assessment by:
 - improving the quality of resources, including online resources and e-portfolios, and ensuring learners have good access to them
 - increasing staff development on the use of information learning technologies and in giving written feedback
 - using subject specific experts to advise on particular curriculum actions and developments
 - sharing practice in assessment both within curriculum areas and with others that have identified good practice in assessment methodology
 - increasing the focus on teaching and learning of specific subjects through the observation of the teaching and learning process.

- Expedite the development of a robust strategy for providing support for learners' English, mathematics and information and communication technology skills by:
 - ensuring sufficient specialist tutors are available
 - ensuring all subcontractors take an active part in the strategy
 - thoroughly monitoring and evaluating planned actions
 - using the self-assessment and quality improvement planning processes to involve subcontractors in planning the curriculum and in jointly training staff.

Inspection judgements

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| Outcomes for learners | Good |
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- Overall success rates and those gained within planned timescales for apprentices across the provision have improved steadily over the last three successive years and are now above national averages. Success rates for 16 to 18-year-old apprentices are outstanding. Success rates for business administration apprentices, those on hairdressing, sport and leisure and retail provision are all good, as they are for 16 to 18-year-old warehousing apprentices.
- Following a year where success rates needed some improvement, the small numbers of learners on employability programmes improved their rates well. A very significant proportion of learners across all the programmes at West Yorkshire Learning Providers Ltd (WYLP) gain promotions at work, go on to further study, progress to higher-level courses or gain sustained employment.
- Success rates for the smaller proportion of apprentices on health and social care programmes and those in education and training have improved well, both overall and within planned

timescales, but still require improvement. Their progress on their programmes has been slow, though this is improving.

- Apprentices and employability learners develop good skills they use well at work and in home life. For example, business administration learners create very effective data storage systems and conduct cost-effectiveness studies of firms supplying goods that result in good savings for employers. Apprentices in sport apply their knowledge well and have a good impact on the health and well-being of their clients.
- Warehousing apprentices quickly apply skills on the factory floor so that employers see them as an asset to the business. Childcare learners take the initiative and develop engaging outdoor games for the children in their care. Learners on employability programmes apply what they have learned with regard to writing curriculum vitae and letters of application so that most gain interviews and a significant proportion go into jobs or go onto further study.
- Learners develop good teamwork skills, with many taking on tasks that demonstrate well their ability to work independently and take the initiative. Employers greatly value their contribution, with some commenting favourably on improvements they bring to their businesses.
- Learners develop understanding of functional English and mathematics in business administration and hairdressing well. However, for many other apprentices, including in health and social care, progress in this area has been slow.
- Managers use information to understand achievement gaps for learners and have taken good actions to improve, including taking effective actions to remove under-performing subcontractors to ensure that older learners have similar opportunities for support and development as their 16 to 18-year-old counterparts. The gap between these groups is narrowing well.
- Most groups of learners achieve at similar rates, although small pockets of learners from some ethnic backgrounds are not gaining their qualifications within their planned timescales at the same rate as other learners.

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| The quality of teaching, learning and assessment | Good |
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- Teaching, learning and assessment are good, matching the good outcomes for learners. Staff and managers have high expectations and expect all members of the consortium to ensure all learners succeed and have a good experience. Assessors and trainers provide good role models for learners, with some examples of highly inspirational and motivating staff. Learners on childcare courses and those on employability provision comment strongly on the highly positive influence of the staff on their lives as well as their learning experience.
- Assessors make skilful use of probing questions, for example, to check a warehousing learner's knowledge of goods to be dispatched and of different courier services, including international ones. Most apprentices now make good progress. Tutors and assessors are experienced in their subject areas, and most have qualifications in teaching or assessing as appropriate to their job role.
- Most employers are very committed to training and provide their own training for learners that assessors map well into their learning programmes. Learners on business administration programmes benefit from a wide range of training opportunities. Health and social care apprentices have training including the administering of medication, and childcare apprentices benefit from a range of training from creating stimulating play activities to safeguarding issues.
- Most apprentices gain their qualification through individual coaching and support. Some apprentices also benefit from well-planned group teaching and learning. For example, hairdressing learners have weekly training sessions. One sub-contractor delivers particularly high quality training in their training salon. Learners benefit from well-planned activities that extend their learning, for example, learning about specialised hair and make-up for weddings even though this is beyond the immediate requirements of their qualification.

- WYLP has recently introduced a revised initial assessment tool and uses this to assess learners' mathematics, English and information and communication technology skills. Many learners identified as needing further development, receive additional sessions either within their vocational learning, or as dedicated functional skills sessions. In better programmes, even learners who have already gained recognised qualifications at the required level, nevertheless undertake some additional work to maintain and improve their skills.
- The new initial assessment system is capable of using test results to match specific skill development needs for particular learners. However, staff are not yet using it effectively. Learners often spend too much time completing mock exam papers. Staff do not always fully identify and support additional needs such as dyslexia. While learners in business administration make good progress with their functional skills, not all learners across the provision do so, and this requires improvement.
- Assessors provide very good personal and work related support. WYLP are also able to draw on the combined expertise and links from the consortium to provide specialist services and more extensive support such as counselling for depression or for debt problems. Assessors are very flexible in trying to accommodate employers' needs and work patterns.
- Assessment meets awarding body requirements and in the best cases makes good use of diverse evidence to create good, well-structured portfolios. Assessment in one sub-contractor for a minority of adult learners in health and social care uses an unnecessarily narrow range of evidence, limiting the learning potential from the qualification.
- Verbal feedback on learners' work is good, although written feedback for a minority of care learners is not always comprehensive enough to identify improvements. At least two sub-contractors make good use of electronic portfolios and learners progress well using them. Staff use them well to record written feedback. However, in some cases e-portfolios are very new in their development, have too limited access for learners or are not in use at all.
- Employers are usually involved appropriately in learners' progress reviews and their views sought on progress made. Good use is made of praise to encourage learners to improve. Many learners already have a good standard of English when starting their programmes but staff do not routinely correct any spelling, grammar and punctuation mistakes.
- Information advice and guidance are good. WYLP carefully match learners to employers most likely to meet their career aspirations and support needs. They sustain their jobs very well. Staff use their own experience well to guide learners as well as accessing external websites for information on wider careers. However, they do not always give enough specific guidance for higher-level provision or opportunities outside their field of expertise.
- WYLP promotes equality and diversity well and learners have a good understanding of issues that affect them at work and in their personal lives. Assessors make good use of a recently developed 'keyring' resource to ask detailed questions and scenarios to develop their understanding. Standards of health and safety are good, as are learners' understanding of safeguarding issues.

Health and social care

Requires improvement

Apprenticeships

- Teaching, learning and assessment require improvement reflecting a similar picture to learners' outcomes. The majority of learners are currently making good progress compared to their prior attainment and are developing a good range of employability skills. Since the previous inspection WYLP has put in place many positive strategies and actions to improve the outcomes for learners across their subcontractors. Not all have yet had a full impact.
- Support and coaching for apprentices are very good. Assessors provide effective individual support for learners and they value this highly. They feel able to approach their assessors for

help with any issues, both academic and personal. Assessors provide learners with a very high level of flexibility, providing advice and guidance at a time and place suitable for learners.

- Assessors use well their wide range of professional experience to support and develop learners. Assessors are very skilled at using a variety of questioning techniques to check knowledge and understanding and use this well to plan progression. They sensitively persuade learners who are lacking in confidence to participate in the programme. However, they focus too much on assessment activity with not enough direct teaching and learning to challenge and stimulate adult learners.
- One sub-contractor provides their learners with paper-based resources in the form of comprehensive unit workbooks and knowledge packs. However, too many learners across the provision do not have access to a wide enough variety of learning resources. Most use internet resources that they research themselves to support their knowledge requirements.
- One of the two subcontractors uses direct observation and witness testimony well to ensure learners are able to link theory to practice. However, the other provider focuses too narrowly on the production of written answers to assessments.
- All apprentices have initial assessment via a range of tools. This identifies their starting points and needs well. However, staff do not always use the outcomes from initial assessment to plan learning or to set measurable and realistic targets. Learners' reviews are frequent and fully involve the employers, who provide learners with opportunities to access internal learning resources. They link well to employer training, with assessors exploring how learners apply theory effectively to practice.
- Assessors give good verbal feedback to learners to help them improve. One sub-contractor uses an e-portfolio that gives learners a visual display of progression and captures much of their learning programme and evidence, including written feedback on progress. However, the other provider does not give enough detailed written feedback for learners.
- All assessors have, or are working towards functional skills qualifications at an intermediate level and provide support and guidance for learners about to sit tests during their individual visits. However, too few apprentices have sufficient access to specialist support for developing functional skills. Resources to support learners' development of English, mathematics and information communication technologies require improvement.
- Assessors give reasonable advice and guidance on progression within the care industry using their own experience well to help apprentices. However, advice on higher-level courses or opportunities outside the profession is less well developed.
- Staff promote equality and diversity well. Apprentices are able to discuss in depth these issues and their importance in their personal and professional lives. Assessors use detailed questions and scenarios at each review to check and reinforce learners' understanding of equality issues, health and safety and safeguarding. One apprentice felt able to challenge their own employer following a review session when she felt there had been discriminatory practices against a fellow worker.

Administration

Good

Apprenticeships

- Teaching, learning and assessment are good, reflecting the good success rates. Current apprentices make good progress and quickly improve their practical and personal skills and theoretical knowledge very effectively enabling them to contribute significantly to the work of their organisations.
- Assessors have high expectations of learners and provide good role models for them. Apprentices benefit from the good support from assessors who make very good links between learners' work experience and the requirements of the qualifications. Employers provide good

training and assessors work very effectively with them to promote achievement. The vast majority of apprentices progress quickly into responsible tasks such as preparing legal papers, or managing a customer base.

- Assessors plan the learning programmes very effectively and learners progress well. Staff select optional units carefully and provide learners with good levels of challenge to develop in their roles. When planning is particularly good, assessors, learners and employers work very effectively together and use the results of initial assessment effectively, for example, to plan for functional skills’ development. However, assessors do not always record enough detail on learning plans.
- Assessment practices are good and assessors use a wide range of very effective and responsive methods that make good use of opportunities that arise in the workplace. Assessors make good use of open and probing questions. However, assessors do not always use learning resources well enough. They often direct learners to research information with not enough signposting to appropriate resources. They sometimes place too much reliance on worksheets.
- Apprentices’ initial assessment is particularly thorough and is effective in establishing skills levels and in identifying support requirements particularly for functional skills. Assessors provide good feedback so that apprentices are clear about what they do well and what they need to do to improve.
- Apprentices and assessors value the electronic portfolios that are useful in establishing apprentices’ progress and providing feedback on assessments. However, not enough apprentices and assessors with one sub-contractor make sufficient use of the online portfolio, and, as a result, those apprentices do not take enough control of their qualifications and progress.
- Assessors undertake frequent and thorough reviews so that apprentices are clear about their progress and what they need to do next. Learners benefit most from the reviews when employers provide good feedback on progress and apprentices reflect very effectively on the impact of learning on their performance. However, not enough employers are meaningfully involved in reviews to better coordinate the good-quality training and to accelerate learning, and, as a result, apprentices have less understanding of the progress they are making.
- Assessors manage the functional skills needs of apprentices very well and in a few cases they provide highly individualised coaching sessions. However, assessors rely too much on practise papers to prepare apprentices for the tests.
- Apprentices receive good information, advice and guidance about their learning programmes and in relation to work-related issues. Assessors engage in regular discussions with them about how they can progress in their work roles and on further apprenticeship opportunities.
- Apprentices have a clear and good understanding of equality and diversity issues that they regularly discuss with their assessors during reviews. Topics include the support provided for colleagues with health needs and topical news stories such as the care home report. Apprentices have a very good understanding of their rights and responsibilities at work.

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| The effectiveness of leadership and management | Good |
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- Leaders provide a clear vision, shared by all staff and sub-contractors, of providing a good educational experience for learners. Since the previous inspection, much of WYLP’s work has greater thoroughness and expectations of improvement have risen. The board provide good oversight on many aspects of the provision and hold WYLP leaders to account well for their performance.
- However, the board do not have sufficient oversight of the progress of current learners. At operational level WYLP staff monitor learners’ progress well but the board do not see a summary of this progress.

- Leaders and managers have made good improvements to performance management and it is now highly effective. As a result they have improved the quality of teaching and learning since the previous inspection well. Managers observe all aspects of the learner journey and both WYLP and sub-contractor staff carry out a range of effective observations. These are very accurate and focus well on what is learned. They use the result of these well to develop staff. However, WYLP is not using observations of processes such as progress reviews sufficiently well to develop teaching.
- WYLP has established a rich culture of continual professional development. Both WYLP and sub-contractor staff receive a wide range of training on teaching, learning, assessment and many other topics such as safeguarding and health and safety. WYLP has recently established a teaching and learning group that provides a range of training on specific topics such as questioning.
- This group works well with other working parties to develop good resources such as a useful 'keyring' of laminated scenarios to challenge learners' understanding of equality and diversity and safeguarding. However, other learning resources such as those for learners on health and social care programmes require improvement.
- The quality improvement coordinator has worked well with other staff to identify and correct many areas for improvement. However, improvements have not yet reached fully all areas, for example, in health and social care provision.
- WYLP staff use data well to monitor the quality of provision. Quality assurance processes now have much greater thoroughness and of particular note are the much more detailed arrangements for monitoring the quality of sub-contracted provision. Checks are many and regular. Sub-contractors report much greater focus on the quality of their provision and the support given to them to help them improve. WYLP staff carry out extensive checks before sub-contractors are awarded a contract.
- The self-assessment process is inclusive and staff use a range of data well. WYLP require sub-contractors to produce their own self-assessment reports, which they then use to develop an overview. WYLP also make good use of learners' views. Staff at all levels have a good opportunity to comment on the SAR during its development. However, WYLP staff do not involve staff and sub-contractors sufficiently well in developing its quality improvement plan.
- Leaders and managers use a wide range of information very effectively to provide a curriculum that complements other provision in the area and to meet the needs of learners and employers. Staff are active members of a number of local and regional groups and use labour market information well to plan provision. Learners have clear progression pathways and WYLP has a range of options or well-signposted links to other education providers. However, WYLP does not have sufficient curriculum specialist oversight of each subject area.
- Leaders are slow in implementing a thorough strategy for developing learners' English and mathematics skills. Too many learners do not have access to specialist support. WYLP has established a functional skills working group and started to include this work more in team meetings and staff development. However, managers have not yet been able to recruit a functional skills specialist and plans to train the provider's own staff are at an early stage.
- Staff promote equality and diversity extremely well. WYLP has two groups responsible for different aspects of these topics. The 'EMBED' group focuses in detail on how to develop learners' understanding of equality and diversity. The group is effective at establishing these topics in the curriculum and learners have a very good understanding of equality and diversity. The 'Equality, Diversity and Safeguarding Group' give clear strategic direction on these issues and work extensively to ensure learners do not experience bullying and discrimination.
- WYLP meets its legislative requirements for safeguarding learners. Staff focus well on keeping learners safe. Each sub-contractor has a designated person, as does WYLP. Staff training is extensive. WYLP uses well a specialist health and safety consultant to carry out rigorous audits of sub-contractors premises and of their risk assessments. WYLP ensures that sub-contractors all have detailed policies and procedures and that they are fit for purpose.

Record of Main Findings (RMF)

West Yorkshire Learning Providers Ltd

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
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| Health and social care | 3 |
| Administration | 2 |

Provider details

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|---|--|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| Type of provider | Independent learning provider | | | | | | | |
| Age range of learners | 16+ | | | | | | | |
| Approximate number of all learners over the previous full contract year | Full-time: 1,685 | | | | | | | |
| | Part-time: 451 | | | | | | | |
| CEO | Mr Don Brearly | | | | | | | |
| Date of previous inspection | December 2012 | | | | | | | |
| Website address | www.wylp.org.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 | N/A | 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+ | | |
| | 129 | 250 | 57 | 298 | 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 | N/A | | | | | | | |
| Funding received from | Skills Funding Agency (SFA) | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | <ul style="list-style-type: none"> ■ Aire Vocational Training Ltd ■ Learning Innovation Training Team ■ Roche Training Solutions Ltd ■ All About U Training ■ CMS Vocational Training ■ Forward Steps Training Ltd ■ Mark Betts Hair Education ■ Taylor's Training Ltd ■ Bradford Council Skill for Work ■ Halifax Opportunities Trust | | | | | | | |

Contextual information

WYLP is a not-for-profit company that operates from its main base in Bradford. It works with a skills consortium of 10 partners to deliver apprenticeships and some courses for the unemployed. Learners are drawn from a wide area but mainly West Yorkshire, with provision in the Bradford, Leeds, Halifax and Huddersfield areas. The local population is culturally and ethnically diverse and this is reflected in the learner cohort. The proportion of 16 to 24-year-olds not in education, employment or training is above national averages. In the Bradford area the percentage of 16-year-olds achieving five or more GCSE A* to C grades including English and mathematics is below average.

Information about this inspection

Lead inspector

June Cramman HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Performance and Business Development 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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