

# Languages Training and Development

## Independent learning provider

<b>Inspection dates</b>		2–5 June 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This provider requires improvement because:

- Learners do not develop sufficient work-related skills.
- Tutors do not always plan lessons sufficiently well to meet the many diverse needs of learners.
- Learners' attendance is low.
- Strategies to develop vocational learning and work experience opportunities are not being implemented early enough.
- Self-assessment and quality improvement planning are insufficiently effective.

#### This provider has the following strengths:

- Learners make good progress in the development of their personal, social and functional skills.
- Good care and support from enthusiastic tutors engage learners well.
- Staff make good use of progress reviews to provide effective feedback and guidance to learners.
- The functional skills provision at the main centre is well managed.
- The collection and use of data to monitor learners' progress and attendance are good.

## Full report

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

- Improve learners' work-related skills by introducing more vocational learning and work experience opportunities, and by developing better employer links to ensure vocational learning is a routine part of the learners' programme.
- Improve attendance by ensuring that staff routinely and rigorously challenge learners over the reasons for their absence.
- Ensure the diverse range of learners' needs is better met, by using initial assessment data more effectively in planning all lessons.
- Improve the overall quality of the study programme by more effective self-assessment that focuses on all aspects of the learners' experience and results in better action planning to ensure improvements.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
<ul style="list-style-type: none"> <li>▪ Outcomes for learners require improvement. On the previous foundation learning programme, overall success rates were adequate. In 2012/13, the achievement of functional skills qualifications up to level 1 was good. Most of those learners who stayed on programme improved by at least one level in mathematics, English and information and communication technology (ICT) and many progressed to higher levels.</li> <li>▪ The tracking of progression destinations for learners requires improvement. Most learners make satisfactory progression to further study or into employment. Of those who progress, the majority progress to further education at nearby colleges, with a minority going into employment, including apprenticeships.</li> <li>▪ The provider has been successful in closing the previous achievement gap between learners with learning difficulties and disabilities, and other learners. Managers are aware of the lower success rate for female learners in 2012/13 which relates mostly to a number of learners leaving early because of individual personal circumstances, such as pregnancy.</li> <li>▪ Learners make insufficiently rapid progress in the development of their work-related skills and in their ability to work independently. However, they improve their job search skills, their understanding of the importance of a good quality CV, and how to perform at interviews.</li> <li>▪ Most learners develop personal and social skills well, becoming more confident in their personal lives, improving their communication skills and their ability to work with others. For example, a learner who was previously reluctant to travel by public transport became a much more confident traveller, and was able to plan and organise routes. Learners improve their standards of behaviour very well during their learning programmes, demonstrating good behaviour in classrooms and around the centre.</li> <li>▪ Attendance by learners is too low across the provision. Managers monitor attendance well, but have not yet been able to significantly improve the time that all learners spend in lessons.</li> </ul>	
<b>The quality of teaching, learning and assessment</b>	Requires improvement
<ul style="list-style-type: none"> <li>▪ Teaching, learning and assessment require improvement, as reflected in learners' achievements and progress. Not all tutors have sufficient experience in meeting the full range of learners' needs and in dealing with the difficulties that prevent some learners making sufficiently rapid progress.</li> </ul>	

- Learners benefit from effective care and pastoral support from staff. Tutors show high levels of enthusiasm and commitment, encouraging learners well and raising their expectations to believe they can succeed, where many of the learners have known little or no success in their previous educational experiences. Learners value highly the good rapport with tutors, and they benefit from working in a safe, friendly, and relaxed learning environment. However, tutors do not always address poor patterns of attendance and punctuality with sufficient firmness.
- Tutors provide a good range of interesting learning activities that engage learners effectively. Learners enjoy their lessons and work purposefully during classes. In one mathematics lesson, for example, learners developed a better understanding of probability by making charts with a spectrum of likely and unlikely events or high and low risk activities. In an English lesson, learners used stimulating visual-planning approaches to develop ideas for effective writing.
- Centre accommodation and learning resources are satisfactory. Learners have good access to information and learning technologies and paper-based resources, and to dictionaries and mathematical equipment. Good quality online resources for mathematics and English are available and tutors and learners make good use of these. However, centre staff do not make enough use of the resources of local shops, industries or libraries to broaden the learning environment and enhance the learners' understanding of local employment opportunities.
- Tutors gain a good understanding of learners' starting points and existing skills through detailed initial assessments. They help learners gain a better understanding of effective approaches to learning, motivating them to re-engage positively in the learning process. However, tutors do not use the assessment results sufficiently when planning their lessons to provide challenging learning activities at the right level for each learner.
- Reviews of learners' progress are good overall and tutors give frequent feedback with useful detail on individual progress. Learners receive clear, constructive feedback in class and in the assessment of their work, including specific guidance on what they need to do to improve. However, staff do not set sufficiently specific or practical actions to help learners to work independently. Too many of the learners are over-reliant on their tutors to direct their learning.
- Tutors do not provide sufficient encouragement for learners to develop routinely a good standard of written work throughout their learning programmes. As a result, learners do not always have a clear understanding of the importance of English and mathematics in supporting and enabling their future progress in life and work.
- Learners receive good information, advice and guidance at the start of their courses. This deals effectively the personal matters which have previously prevented most of the learners from engaging fully in education. Staff have detailed and constructive discussions with learners about their potential career pathways.
- Behaviour is good. Learners treat each other with respect and they work well together. They improve their understanding of safeguarding matters, and develop a good awareness of how to recognise and deal with bullying. They make considerable gains in confidence, interacting with a wide range of people from diverse backgrounds. A recent programme has been very effective in raising learners' awareness of topics such as cyber bullying, relationships and sexual health. Tutors take effective steps to promote awareness of equality and diversity in lessons, for example discussing the topic of discrimination in relation to job applications.

### **The effectiveness of leadership and management**

Requires improvement

- Leaders, managers and staff share a commitment to provide a good learning experience for all learners, with a strong and effective focus on learners gaining English and mathematics qualifications.
- Managers collect and use data well, particularly through the good electronic learner tracking system, which very clearly highlights learners' progress towards qualifications. Managers use

data well to analyse attendance and have a good understanding of overall learner performance. However, they are not yet achieving their own realistic targets for improving learner attendance.

- Communications within the provider are generally good, although mostly informal. Tutors and managers meet frequently to discuss the learners' experience and what needs to be done to improve teaching and learning. However, the senior management team does not meet sufficiently frequently to set a clear strategy or to action plan to further develop the study programme. Current learner numbers are low, and links with appropriate referral agencies are not yet sufficiently successful in recruiting more learners.
- The provision of vocational learning, including work experience, requires improvement. Managers recognise the benefit to learners of developing job skills and knowledge, but they have not yet been sufficiently successful in providing real work experience opportunities for all learners. Managers are currently developing some useful links with other providers and with employers to try and create more vocational learning opportunities, as well as work placements. However, these links are not yet having sufficient impact.
- New staff receive an effective induction and subsequently good support from their line manager through team teaching and mentoring, as well as frequent informal observations after which they receive useful feedback. However, the new tutors have insufficient experience of working with learners from disadvantaged backgrounds and with diverse barriers to progression. Although they are receiving guidance and support, more is needed to ensure they become effective tutors.
- Tutors receive an annual observation of their teaching and learning. While these provide some useful and constructive feedback, the process does not focus sufficiently on the learners and their progress in learning. Managers provide general feedback to tutors on their performance, but this is insufficiently documented and does not effectively ensure rapid improvements to teaching and learning.
- The self-assessment process requires improvement. Managers accurately identify many of the strengths and weaknesses of the provision, but do not sufficiently recognise the significance of all of the areas that require improvement. This has resulted in unrealistically high self-assessment grades. Progress towards achieving a number of actions on the quality improvement plan is too slow. Tutors and managers collect learners' views informally, but there are insufficient formal mechanisms to use this feedback routinely to lead to improvements.
- The promotion of equality and diversity is effective. There is a good atmosphere throughout the organisation and a culture that values individuals and helps support disadvantaged learners. Managers use data well to monitor trends in achievement and any gaps between identified groups. Learners feel safe and demonstrate good standards of behaviour.
- The provider meets its statutory requirements with regard to safeguarding. Policies are effectively implemented. Directors and staff have all had appropriate training and further update training is planned for August.

## Record of Main Findings (RMF)

### Languages and Training Development

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

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Employability training</b>	<b>3</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16–18							
<b>Approximate number of all learners over the previous full contract year</b>	59							
<b>Principal/CEO</b>	Mr Phil Davies							
<b>Date of previous inspection</b>	December 2010							
<b>Website address</b>	www.ltdoxford.com							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	25	2	-	-	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	27							
<b>Funding received from</b>	Education Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>							

## Contextual information

Languages Training and Development has operated as an independent learning provider since 1996, and since 2003 has held a variety of government funded contracts from different funding bodies. Currently, the majority of the providers' business relates to privately-funded courses and to sub-contracted work for a vocational learning consortium.

LTD operates from two centres. The original centre in Witney, West Oxfordshire, is the administrative base. The centre in Reading opened in autumn 2008 to offer E2E provision and then foundation learning programmes and this centre currently has the majority of study programme learners. Two directors take responsibility for leading and managing the organisation, and a senior manager appointed in 2008 takes responsibility for the Reading centre.

## Information about this inspection

### Lead inspector

Gary Adkins, Lead inspector

One lead inspector and one additional inspector, 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 individual interviews, to gather the views of learners; 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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