

# E-Training Limited

## Independent learning provider

<b>Inspection dates</b>		1–4 July 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Outstanding-1
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 outstanding. Success rates for vocational qualifications and apprenticeships are high and consistently above national rates.
- Learners are inspired by assessors and trainers and develop excellent practical skills that enable them to make good progress in their careers.
- The quality of teaching, learning and assessment is good. It makes a significant contribution to the successful achievements of apprentices and learners.
- Partnership arrangements with employers are highly effective in supporting learners and apprentices. They also meet local and community needs very well.
- Leaders have created a strong and clear vision for improving the experiences and outcomes of learners and apprentices. All staff share and act on this with great commitment and enthusiasm.

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

- The functional skills strategy has not yet had sufficient impact in ensuring all learners successfully improve their English and mathematics skills and gain their qualifications at the first attempt.
- The observation and management of teaching, learning and assessment do not yet ensure consistently good quality in all aspects of learners' experiences. They do not focus sufficiently on improving learning and assessment.
- The self-assessment process, although improving, is not yet effective enough in bringing about improvements in teaching, learning and assessment.

## Full report

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

- Ensure that the functional skills strategy is fully implemented so that all learners and apprentices continue to improve their English and mathematics after they have gained their functional skills qualifications.
- Ensure that observations of teaching, learning and assessment focus more on improving assessment practices and learning. Ensure that managers, trainers and assessors receive effective professional development to help them to evaluate and further improve teaching and assessment.
- Ensure that the self-assessment process evaluates teaching, learning and assessment more thoroughly to provide a clearer in-depth review of the strengths and areas for improvement. Ensure this contributes more closely to the clear and effective process of strategic planning.

### Inspection judgements

<b>Outcomes for learners</b>	Outstanding
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- Outcomes for learners are outstanding. Success rates for vocational qualifications and apprenticeships are high and consistently above national rates. The vast majority of apprentices achieve their qualifications within the planned timescales.
- In health and social care and early years, almost all learners gain their qualifications. Success rates in the companies that E-Training works with are very high.
- There are no major differences in the achievement of different groups of learners. The success rates of one small group of adult male learners were particularly high last year, surpassing national rates. The majority of apprentices aged 16 to 18 make excellent progress and complete their programmes successfully and on time.
- Learners and apprentices acquire valuable workplace skills during their training programmes. They gain suitable qualifications to help them in their employment in the early years and care sectors. They also quickly develop the skills they will need to enable them to progress further. For example, they become more assured in taking new responsibilities and learning management skills.
- Learners in care homes and nurseries have gained supervisory posts and promotion as a direct outcome of gaining their qualifications. Learners clearly benefit from the practical advantages of their programmes, such as learning how to study on their own and undertaking research using information and communication technology.
- A significant proportion of learners who have not studied formally in recent years learn how to study effectively and improve their communication skills. They gain greater confidence in their capacity to learn. They achieve their aims to improve their current and future employment prospects.
- The encouragement and helpful assistance of trainers and assessors enable learners and apprentices to identify and use skills they previously lacked. For example, they improve their ability and understanding in using electronic learning technologies and mobile devices.
- The vast majority of learners achieve their functional skills qualifications, although a minority retake these because they fail them on more than one occasion. They improve their communication skills and use of English in different situations that benefit them in their workplaces. Although nearly all learners acquire their numeracy qualifications, they do not always develop the self-reliance and deeper knowledge in using mathematics confidently in their everyday work.

- Learners who receive extra support for their learning achieve as well as other learners. Assessors regularly review their progress and give additional help, resulting in them gaining their qualifications. The encouragement and regular contact of assessors have ensured learners experiencing illness and personal difficulties are able to continue with their courses and complete them successfully.
- The acquisition of knowledge and understanding about the theoretical aspects of their jobs enables apprentices in the early years and care sectors to become highly professional. For example, the knowledge and insights gained into child protection or infection controls are making many apprentices more vigilant and effective in the workplace.
- Managers obtain useful information on the next steps of learners. They do not systematically collect and analyse these details to evaluate the effectiveness of provision and include the analysis in future planning.
- Apprentices and learners acquire good skills to keep themselves and those with whom they work safe. They have excellent understanding about the safety and the well-being of their own children and those in their care.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and make a significant contribution to the outstanding outcomes of apprentices and learners. Learners and apprentices are highly motivated, enjoy their programmes and benefit from good vocational and pastoral support from experienced and qualified assessors and trainers.
- Planning of assessors and trainers is thorough and intelligent. They know learners and apprentices well and develop their confidence. They link work in class skilfully to their jobs using pertinent examples that reinforce their understanding of the relevance of their qualifications. However, not all trainers and assessors ensure learners themselves contribute examples from their workplace to consolidate their learning.
- Well-planned workshops at the start of their programmes ensure learners and apprentices know exactly what they have to do to complete their courses. They apply good practices learned in class to their work environments. They gain a thorough understanding of key terminology, for example technical words relating to disability or dementia.
- Learners and apprentices develop good study and research skills using the excellent electronic resources provided and learn how to study on their own, independently of trainers. They gain confidence and also find these skills useful at work when they are often given sole responsibility.
- Learners who have successfully completed their programmes often mentor recently-recruited learners very effectively. Assessors help with constructive guidance ensuring that apprentices understand the requirements of their qualification quickly and they, therefore, make good progress. For example, care assistants from Europe soon improve their English through the prompt help they receive.
- Assessors and trainers inspire and challenge learners and apprentices to develop their theoretical knowledge, and practical and personal skills. Learners have a good rapport with their assessors and, through regular contact and reviews, they make good progress towards achieving their qualifications.
- Lively workshops and interesting topical discussions on, for example, acquisition of language in early years engage learners successfully. Trainers and assessors use different activities well that take account of individual situations of learners. They involve them sensitively in explaining how they learn best, and they improve their self-awareness of their skills.
- The champion for functional skills supports learners, assessors and trainers effectively in developing learners' English. Technology resources are used well in identifying the weaknesses of learners and apprentices and they receive suitable help to improve their mathematics and English. However, they do not always receive enough specific assistance to help pass their functional skills tests at the first attempt.

- Feedback to learners is supportive and helps them to reflect on how they can improve their work. However, assessors and trainers do not always routinely correct spelling and use of language, leaving learners unaware of errors they make. They do not always ensure continued development of learners’ English and mathematics skills after learners have gained their functional skills qualifications. This is in spite of the emphasis on achieving higher levels of functional skills than is needed for their learning programme.
- Targets to enable learners and apprentices to make good progress are well considered and appropriate to each. However, when learners are assessed at the start of their courses, staff do not always use this information to identify clearly each learners’ difficulties or needs.
- Learners and apprentices receive good, informative advice and guidance at the start of, and during, their programmes. E-Training staff involve employers very well and this ensures good relationships and effective support for learners and apprentices in their places of work. As a result, they complete their apprenticeships in good time.
- Learners and apprentices become well acquainted with, and understand, important aspects of equality and diversity that relate to key aspects of their work. This is the result of good instruction and advice from assessors who make the content of their programmes come alive. Learners in nurseries learn how to deal confidently with children and parents who do not have a good understanding of spoken English.
- Learners’ understanding of safeguarding is reinforced thoroughly in the context of their work and study. For example, learners show how effectively they would manage a situation in which a vulnerable person in care was not receiving the care and attention they needed.

<b>The effectiveness of leadership and management</b>	Good
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- Leadership and management are good, as reflected in the very high success rates and good teaching, learning and assessment. Excellent training programmes meet the needs of employers, learners and apprentices very well.
- The senior team has ensured significant improvements have been made in the quality of teaching, learning and assessment since the last inspection. It has successfully and decisively tackled the areas for improvement identified in the inspection of Acorn Training Services, which it recently acquired and merged within E-Training.
- All staff in the merged company share the clear vision and strong ambition to provide outstanding training. They express this by supporting and helping learners and apprentices effectively. The senior team and all staff have high expectations of learners and apprentices. They set challenging targets for improvement, in excess of national rates, and monitor these closely, resulting in success for learners.
- Highly effective communication has ensured that all staff contribute very positively, willingly and with great commitment to meeting business targets. The company has developed excellent training that fully meets the needs of employers and learners and ensures that learners have the skills needed to advance their careers.
- Partnerships and working relationships with employers are exceptionally effective in improving outcomes for learners. Productive links contribute significantly to the highly effective coordination of training in work and learning away from work. Employers play an active role in the assessment of apprentices and learners and in the selection of units to meet the needs of both of them.
- Good performance management has improved areas of underperformance and outcomes. A well-considered and regular process of risk assessment and review identifies underperformance, which is promptly tackled by managers. Prompt and responsive professional development enables trainers and assessors to improve. They enable learners to improve because they apply good practices acquired through the support given by managers and sound knowledge of what the company does well.

- Trainers and assessors have enthusiastically embraced the challenge of teaching English and mathematics to their learners. They have received regular updating and training. To demonstrate the commitment of the company, all staff have recently taken functional skills tests. However, not all trainers and assessors have developed adequate in-depth understanding to teach these skills successfully, and this aspect requires further improvement.
- Observation of learning and assessment is regular and helpful in supporting trainers and assessors to improve their practices. However, it does not concentrate sufficiently on identifying how they can help learners and apprentices to improve. The process has not yet established clear links between assessment and improving learning.
- Management of the provider with whom E-Training subcontracts is excellent. Assessors and managers in this company benefit from the support and training they receive. Learners, too, benefit from the rigorous monitoring of performance.
- The self-assessment report accurately identifies the strengths and the few areas for improvement. However, it does not have sufficient details of how managers, trainers and assessors can further improve teaching, learning and assessment. For example, analysis of the impact of different strategies used in assessments to improve learning requires improvement.
- Promotion of equality and diversity is good. Trainers and assessors ensure that learners and apprentices have a sound understanding of their responsibilities in their places of work and develop good awareness of cultural and other differences.
- E-Training meets its statutory requirements for safeguarding apprentices and learners. Managers deal promptly and effectively with any incidents. Apprentices and learners feel safe in training and know how to deal with safeguarding issues. However, reports of incidents and potential incidents are not collated centrally, limiting the ability to identify trends and prevent these re-occurring.

## Record of Main Findings (RMF)

### E-Training Limited

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Early years and playwork</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	19+							
<b>Approximate number of all learners over the previous full contract year</b>	579							
<b>Principal/CEO</b>	Mr Tim Rowe							
<b>Date of previous inspection</b>	April 2004							
<b>Website address</b>	www.etraining-uk.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+
	-	-	-	74	-	18	-	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+		
	14	25	11	50	0	28		
<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>	N/A							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	Quest Training South East Ltd							

## Contextual information

E-Training was founded in 1998 and covers the south east of England and London. It has roughly 500 learners and apprentices on its programmes at any one time, on various government-funded and non-funded courses. It also has a contract with a local further education college. Of its income, 85% is from these two contracts. Its head office is in Bromley, Kent, and it has another office at Barham near Canterbury, Kent. In 2011 it took over Acorn Training, which has now become part of E-Training. The majority of its learners are employed in the health care sector, which includes early years programmes. It delivers apprenticeships and diplomas in health and social care, children's and young people's workforce, business administration and customer service. The company works with a range of large and small organisations that include domiciliary care, secure units, supported living settings, nursing and residential settings, as well as nurseries and playgroups.

## Information about this inspection

### Lead inspector

Peter Green HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Director 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.



## 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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