

ID Training Limited

Independent learning provider

Inspection dates		24–27 February 2015
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:

- a high proportion of apprentices and classroom-based learners are successful in gaining their qualifications
- most learners attend the provision from some of the most deprived neighbourhoods and make particularly good progress
- learners develop good skills for work that employers value highly
- good, motivating training and assessment staff with very good subject or vocational knowledge and experience that learners appreciate and respect
- good support for learners, especially pastoral, that reduces barriers to learning and employment
- very good understanding of employers' priorities and of those of the labour market to fill gaps in provision as well as good partnership working to improve learners' experiences
- safeguarding of learners is good.

This is not yet an outstanding provider because:

- teaching, learning and assessment still require improvement in a small minority of lessons; a few tutors do not pay enough attention to developing learners' English skills, particularly to enable the most able learners to achieve a higher qualification than the one required for their qualification
- not all tutors provide sufficiently demanding activities for the more able learners so that they can further develop their thinking and reflective skills
- good practice and learning points from observations of teaching, learning and assessment is not always shared across the provider to enable all teachers to deliver consistently good or better teaching, learning and assessment, that challenges all learners at all levels.

Full report

What does the provider need to do to improve further?

- Ensure that all learners, regardless of starting points, have a wide and diverse range of learning opportunities so that they all find lessons challenging and stimulating.
- Use the feedback from the observation of learning activities to share best practice across the provision; ensure that these observations improve the quality of teaching so that all teaching, learning and assessment is consistently good or better.
- Develop the confidence of tutors so that they are better able to help the most confident and able learners develop their English skills beyond the requirements of the programme; increase the range of resources, including online resources and e-learning, to support this and to provide more challenging and varied learning opportunities.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- ID Training Limited (IDT) provides apprenticeships at intermediate, advanced and higher levels in health and social care, which represents by far the largest group of learners in the provision. The second largest group are intermediate, advanced and higher-level apprentices on early years and playwork programmes: this is relatively new provision. A small number of apprentices follow business administration or education and training programmes. Another small group of learners are on short courses aimed at getting unemployed people into work. The smallest group of learners are on study programmes: one providing a pathway for learners into the health and/or early years and playwork sector; the other is more specialist provision for learners with learning difficulties and/or disabilities.
- Overall success rates over the last two years for all apprentices are good: their success in gaining their qualifications within planned timescales is outstanding. In the same period, health and social care apprentices performed to an outstanding level in gaining their framework qualifications within planned timescales: their overall success rates are good. Progression from level to level is good.
- Most learners on early years and playwork provision have not been on the programme long enough to achieve their qualifications. The overall achievement of apprentices on administration and business management programmes is good; their achievements within planned timescales are particularly good. For education and training apprentices the achievement of both their overall framework qualifications and those gained within planned timescales are excellent.
- The numbers of employability learners gaining their qualifications are outstanding. However, too many of them find the work too easy and are not sufficiently challenged by tutors to learn at a higher level, or even at a level appropriate to their prior attainment.
- Learners on the care-related study programme gain relevant vocational qualifications. Tutors do not raise the aspirations of the most able learners in this group to encourage them to progress more rapidly, or to higher levels than their peers. The very small numbers of learners who have completed the course have all been successful in gaining jobs or securing a university place. Internal progression from level to level is good.
- Learners on the study programme develop very good awareness of appropriate workplace behaviour and professional standards such as appropriate dress for work, punctuality and use of more formal language at work. Learners with autism spectrum disorder learn to make appropriate eye contact, to smile or to curtail overly exuberant behaviour.

- The majority of learners develop skills to enable them to complete tasks well. For example, care learners extend their knowledge of dementia so that they can care for residents more effectively. Business administration apprentices skilfully carry out reception duties, dealing with diverse clients well. Early years and playwork learners benefit from high-quality nursery settings where they contribute well to innovative play activities for children. Employability learners learn how to use web-based sites to help them find vacancies with particular employers.
- Managers work well with the local enterprise partnership, jobcentres and employers to develop training programmes specifically linked to specific job vacancies. A high percentage of learners gain jobs through IDT's recruitment and matching service. However, IDT managers recognise that the processes to record destinations do not yet provide a complete picture of all learners' progressions.
- Tutors ensure that apprentices gain a good understanding of English terminology. However, in a few cases, especially for higher-level early years and playwork apprentices, written feedback does not always ensure they develop the level of language and punctuation skills required for their senior role.
- Learners and apprentices make good use of the mathematics skills they develop. Health and social care apprentices confidently work out and check the accuracy of medication dosages; education and training apprentices use their knowledge to support children confidently in the classroom.
- There are few achievement gaps in provision. Prompt and effective management actions have been effective in narrowing any identified gaps.

The quality of teaching, learning and assessment	Good
---	------

- Teaching, learning and assessment are good, enabling many learners to develop their knowledge and skills over time, achieve their qualifications and progress into employment. Assessors and tutors have high expectations of the majority of learners, who value the support and dedication their assessors and tutors provide to help them progress.
- Assessors and tutors are well qualified and experienced, using their vocational expertise well to motivate and inspire learners. Learners respect the staff and listen carefully to their guidance. They have high credibility with employers and learners and their enthusiasm for their subject encourages learners to progress and learn more.
- Tutors ensure learners on the health and social care and care study programme have good work experience with supportive employers who help them develop good employability skills such as punctuality, communication and the ability to follow instructions.
- Managers work well with local community groups to help them establish social enterprise projects to provide supportive work experience for learners with learning difficulties and/or disabilities. Working with a local community church, tutors and managers have been highly successful in developing a real-work environment where learners plan, prepare, cook and wash-up for older people coming for lunch. A wall display tracks and monitors learner progress. Tutors and learners use this tracker to plan each session so that they develop skills in every aspect of working in a busy kitchen. For more anxious or newer learners, more supportive opportunities are available at a local community café. In this setting learners gain experience using industry-standard equipment such as espresso machines and steam wands to make and serve a range of hot drinks and snacks for customers.
- Learners receive particularly good pastoral support from caring staff, which helps them remain in learning and achieve qualifications. Where appropriate, learners with multiple barriers to learning and employment receive help and information from their tutors, to attend appointments with external agencies, such as specialist eating disorder groups and behaviour management therapists. These help them manage their own health and well-being, supporting them to improve their attendance at lessons and their achievement.

- Learners benefit from receiving valuable support from learning support assistants in lessons helping them to stay focused, understand their tasks and manage their behaviour. However, in a small minority of lessons, those who are working with high needs learners, provide too much support to learners and do not leave them sufficient time to try to complete their work independently.
- Tutors teaching learners with learning difficulties and/or disabilities use detailed and comprehensive information about their learners to plan and provide individualised learning activities, which engage, challenge and motivate learners well. Staff identify their additional support needs particularly well before they start their programmes; the learning support teams benefit from close links with local schools, Connexions and jobcentre plus, allowing prompt, appropriate support and continuity of training.
- Planning of individual coaching sessions and group learning sessions engages learners well. Learners benefit well from taking part in discussions and learning activities. For example, in one lesson learners developed a good understanding of food safety principles when working in domiciliary care settings.
- On occasions, in a minority of functional skills lessons, tutors give study programme learners the same activity to complete regardless of their skill level or ability. Tutors make insufficient use of learners' experiences in the workplace to develop their English skills in context, to help them understand the importance of this subject. The most able learners are not encouraged to progress to the level above that which is required for the qualification.
- Tutors skilfully develop learners' mathematical skills, using real examples from the workplace to develop their understanding and make sure that the learning is relevant. Early years and playwork apprentices analyse data competently and use it to identify issues and solutions in aspects such as poverty, for families and their children.
- Learners' independent learning skills are not always sufficiently well developed. Higher-level apprentices are not always encouraged to carry out independent research to broaden and extend their learning or to develop the skills of accurate referencing to enable them to compile bibliographies required at this level.
- Staffs provide effective information, advice and guidance to the majority of learners, ensuring they are on the right course. They give good guidance to help learners obtain their first job. However, a few learners are working towards qualifications which are either too challenging or not sufficiently well linked to their job role, or do not challenge them enough to further develop their knowledge and skills.
- Staff and managers work very well with employers and community groups to plan learning programmes that meet business and community needs. For example, care managers identified that they needed staff with higher-level skills and qualifications to meet demand for more managers in the sector. In response, IDT developed higher-level progression pathways.
- Equality of opportunity and diversity are an integral part of many courses. Tutors plan lessons well and very effectively raise learners' awareness of these topics. Learners respect each other well in lessons and value the opinions of others. Staff promote the importance of equality of opportunity and diversity in the workplace well.

Health and social care**Apprenticeships**

Good

Teaching, learning and assessment in health and social care are good because:

- apprentices and learners are provided with high levels of support, advice and guidance by well-qualified assessors who use their skills and expertise to plan effective workplace learning sessions accommodating learners' care work patterns; as a result, success rates are high
- assessors and tutors have high expectations of their learners to succeed and progress onto higher levels and meet their learning and career goals; for example, a number of apprentices have moved from intermediate to advanced level and then onto higher-level apprenticeships, gaining a residential care home manager or domiciliary care services management role
- employers are highly supportive of their apprentices; they are fully involved in the planning of learning and progress reviews with assessors and apprentices to ensure learners make good progress; managers regularly engage apprentices in completing complex tasks in their work settings that help them develop higher-level professional care skills
- clear targets, set between the apprentice, assessor and employer are highly effective in making sure apprentices keep well on track with completing their qualifications; as a result, learners move onto higher-level apprenticeships and into more challenging job roles
- employers provide excellent extra training and development that helps apprentices further extend their workplace skills; for example, apprentices gain additional training in administration of medicine, dementia awareness and end-of-life care
- employers highly value the skills apprentices develop, particularly commenting on how they use them to support the vulnerable clients in their care; for example, where they demonstrate good care for those with severe dementia or where they use sign language to communicate with service users
- learners benefit from good progress reviews in which assessors give clear developmental feedback including detailed comments on what they need to do next for unit completion or to make improvements in their work; for example, during professional discussions on care planning for an individual service user an apprentice was given good guidance with regard to the consideration of their diverse cultural and dietary needs
- assessors and specialist tutors give effective support for the development of mathematics and to a lesser degree, English, to help them achieve functional skills qualifications; for example, learners complete useful calculations with their tutors to help them understand how to calculate medication dosages correctly and therefore recognise if an incorrect dosage has been prescribed.

Teaching, learning and assessment in health and social care are not yet outstanding because:

- for a small minority of intermediate learners, tutors do not provide enough assistance to help them meet targets, or sufficiently demanding activities for the more able learners so that they can further develop higher-level thinking and study skills
- advanced apprentices are sometimes restricted in more creative and independent work by over-reliance on prescriptive workbooks
- in a minority of cases tutors do not provide clear and constructive feedback on the quality of learners.

Early years and playwork**Apprenticeships**

Good

Teaching, learning and assessment in early years and playwork are good because:

- apprentices develop good work-related and interpersonal skills from participating in work experiences that enable them to develop their professional working standards
- learners develop good skills in numeracy that equip them with the skills needed in the care sector; for example, using quantitative data to analyse the issues relating to child poverty
- tutors integrate equality issues very well which equip the learners with a thorough understanding of the very diverse nature of work with children and young people; for example, they personalise learning plans to meet children's unique needs and provide activities to enhance their development well
- tutors encourage apprentices to think hard, extend their learning and relate the theory to their individual workplaces and job roles; they use careful questions and real-life examples to stimulate deeper thinking and extend learning, using, for example, apprentices' experience of working with vulnerable adults to discuss the principles of safeguarding
- tutors draw on their industry experiences effectively to ensure apprentices' practical work is to the standard expected in employment; for example, they bring real examples from their own experiences that learners as yet would not have, this encourages discussions and widens their understanding
- intermediate and advanced early years and playwork apprentices use subject-specific terminology well and demonstrate a good understanding of them in their childcare settings; for example, intermediate-level apprentices are required to label the correct parts of the brain and research its purpose and function and explain how a child's brain changes as they grow
- apprentices have a good understanding of their responsibility and duty of care to maintain their own and children's safety and well-being in their work setting; for example, they can describe in detail how they provide play environments to ensure the children's safety as well as any actions they would take to minimise risks.

Teaching, learning and assessment in early years and playwork are not yet outstanding because:

- although apprentices gain good skills from their workplace settings, progress in completing their framework is too slow
- not enough tutors plan activities that require learners to research projects and develop their own independent thinking on aspects of child development; this results in tasks not fully challenging apprentices and study programme learners
- a few tutors do not correct, or provide developmental feedback, on the written English of the small number of higher-level apprentices; as a result these apprentices cannot see the progress they are making or develop strategies to improve their spelling and grammar
- teaching and learning are not always varied enough to match the prior learning and potential of all learners and apprentices; staff make limited use of initial and diagnostic assessment results to inform planning of learning; consequently, on occasions, learners complete the same workbook, or piece of work, at the same pace.

The effectiveness of leadership and management**Good**

- Leadership and management are good. IDT has established very good working partnerships with both employers and the Local Enterprise Partnership. The company is highly effective at meeting both local and regional needs by identifying skills gaps and providing progression into employment. For example, managers developed a highly effective employability programme using their excellent understanding of the care sector. IDT recruits learners specifically for this sector and through the training programme matches them to care employers with current vacancies. Progression to jobs is good.
- The two directors and the quality manager have a clear vision of the role and purpose of the company. The overarching mission is very clear and focuses on meeting the needs of learners, increasing employability and raising aspirations through working with the local community and businesses. The directors communicate the aspirations, vision and ethos of the company to staff very effectively through regular team meetings and an open door policy.
- The directors and quality manager use data effectively to monitor the performance of staff and learners. They analyse data weekly, identifying a range of key performance indicators that they then discuss in team and individual meetings. However, they recognise the need to improve further their use of data and have commissioned new software to help them to do so. New systems record and track the progress of high needs learners effectively. Continuous professional development for tutors and assessors is good. Performance reviews are supportive and developmental. As well as vocational and teacher training, IDT is especially effective in training staff on the important subjects of safeguarding and equality and diversity. This has a positive impact on the learners, many of whom have multiple barriers to learning.
- IDT has invested well in specialist staff across the company and learners are benefiting from one-to-one support as well as group teaching and learning. Learners are achieving their functional skills qualifications. The strategic approach to developing learners' English and mathematics skills has led to the successful development of learners' mathematics skills. However, progress in the development of learners' English skills has been slower. Although good in many areas of the provision, in early years and playwork tutors do not always correct written work or provide feedback and guidance that helps higher-level apprentices improve.
- An appropriate process monitors the quality of teaching, learning and assessment. However, the supporting procedures do not ensure that observations of tutors new to the company are frequent enough to ensure that their teaching is consistently good or better. Scheduled observations for all staff take place twice yearly and provide a supportive approach to training staff. However, they do not place sufficient emphasis on the effectiveness of strategies to raise aspirations in the teaching of English and, to a lesser extent, mathematics. Recent observations did not identify the variation in teaching, learning and assessment in early years and playwork, the newest provision. Observers do not always include sufficient evaluation of how effectively tutors challenge all learners to achieve highly.
- Day-to-day management of the curriculum requires improvement. There is insufficient sharing of good practice. For example, the new delivery of early years and playwork programmes does not benefit from the well-established programmes in health and social care to ensure learners are able to make good progress and meet the required standards. Managers and leaders do not use outcomes of lesson observations well enough to deliver whole organisation training and development, and to share good practice with all staff.
- Managers use an inclusive process to gain an accurate picture of the quality of the provision. Feedback from apprentices, learners and employers is a key part of the process, and as a result, managers have an accurate understanding of the main strengths and areas for improvement of the provision. An overall self-assessment report and supporting subject area and quality improvement plans allocate areas of responsibility with supporting targets, dates and actions. Although managers identify most areas for improvement, they have not considered enough, aspects of the learners' experience that impede their progress.

- Equality and diversity are highly effective and promoted throughout IDT. Managers and staff model this by ensuring they treat all learners with dignity and respect; all staff have a genuine concern for the welfare of learners. On-going reinforcement of relevant equality and diversity aspects takes place throughout training programmes and learners demonstrate a good understanding and awareness of living within a diverse community. Analysis of performance data indicates that there are no significant differences in the achievement of different groups or profiles of learners. Access to training facilities is good with suitable adaptation made to facilities and equipment to ensure learners with mobility difficulties or other personal needs are not disadvantaged.
- Safeguarding arrangements for learners are good and well managed. Learners feel safe, receive very effective support from staff and very effective safeguarding practices protect learners well. Learners have a good understanding of how to raise matters about their safety and staff respond promptly and sensitively to learners' concerns including very complex cases. All staff are subject to appropriate screening and vetting procedures. Learners demonstrate a good understanding of e-safety; all staff understand the risk and continuously raise learners' awareness of the risks posed by social media. Staff training is thorough with regular updating and training to raise awareness of radicalisation and child sexual exploitation. Learners benefit from effective health and safety risk assessments.

Record of Main Findings (RMF)

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

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

Type of provider	Independent learning provider								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	773								
Principal/CEO	Mr Gordon Quince								
Date of previous inspection	March 2009								
Website address	www.idlimited.co.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+	
	11	14	7	1	N/A	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+			
	30	138	7	78	N/A	249			
Number of traineeships	16-19		19+		Total				
	N/A		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	102								
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"> N/A 								

Contextual information

ID Training Limited, based in Newcastle-upon-Tyne, delivers apprenticeships and classroom-based learning nationally though with a substantial number within the North East of England. At the time of the last inspection, they were delivering Train to Gain provision. Since the last inspection, IDT has moved into apprenticeship delivery, specialising in health and social care provision and, more recently, early years and playwork apprenticeships and a small study programme. Additionally, the company has grown programmes aimed at getting unemployed people back into the labour market. The largest numbers of learners by far are within the health and social care sector. Unemployment in the North East area is above the national average. The proportion of the local population who have no qualifications is 12.6%, which is 1.5% more than nationally.

Information about this inspection

Lead inspector

June Cramman HMI

One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the quality 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

