

Hudson and Hughes Training Ltd

Independent learning provider

Inspection dates		24–27 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
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 large majority of apprentices achieve their qualifications, develop high-level vocational skills and produce work of a high standard
- most learners on traineeships and apprenticeships progress to higher-level qualifications, become more effective in the workplace and take on greater responsibility
- staff have high expectations and use their high levels of skills and experience very effectively to ensure learners develop good, relevant employability skills
- staff provide effective personal support which motivates learners and ensures they make good progress and enjoy learning
- information, careers advice and guidance are targeted well to individual needs and enable learners to make informed choices about the next move in their learning and career
- outstanding partnerships with employers ensure that courses are highly relevant and meet local and national skills shortages, particularly in health and social care
- leaders and managers understand their provision well and have taken positive action to improve success rates following a dip in performance.

This is not yet an outstanding provider because:

- not all assessors ensure learners make excellent progress; tutors do not all develop learners' skills in English and mathematics to a consistently high standard
- assessors do not always provide enough detail in their written feedback to enable learners to understand fully what they have to do to improve their work
- quality assurance arrangements are not sufficiently robust to ensure standards in teaching, learning and assessment can improve beyond good
- staff do not consistently ensure that all learners fully understand safeguarding-related matters, such as the risk associated with forced marriages, child sexual exploitation and use of the internet.

Full report

What does the provider need to do to improve further?

- Identify and share excellent practice to provide outstanding teaching, learning and assessment for all learners and ensure consistent high-quality promotion of safeguarding and equality and diversity.
- Raise success rates by using data more accurately to identify the small minority of courses where a few learners are less successful, plan and implement improvement strategies, and closely monitor the performance of those courses to ensure the actions are having rapid impact.
- Ensure tutors and assessors provide learners with detailed written feedback on their work, including English and mathematics assignments in vocational sessions, so that learners fully understand what they need to do to improve, and ensure that assessors provide a clear picture for learners of their overall progress.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Hudson and Hughes Training Ltd (Hudson and Hughes) has around 232 learners studying courses from pre-employment traineeships to higher-level apprenticeships. Most learners are on apprenticeship programmes, with a small minority on traineeships. The majority of learners are studying at intermediate level. Health and social care apprentices account for the very large majority of the apprenticeship provision. The majority of learners are aged over 19. Inspectors sampled other subject areas, which contributed to the overall judgements. ▪ Apprenticeship success rates are good, with an increasing number of learners gaining their qualifications. The success rates for health and social care apprentices have remained above national rates since the last inspection. After a decline in 2012/13, success rates for the large majority of apprentices improved considerably in 2013/14 to the previous high levels. For the few apprentices in early years and playwork, and for those in business administration and customer service, success rates are good. ▪ Learners from minority ethnic backgrounds and those with disabilities are more successful than other groups. However, currently no other significant differences exist in the achievement of various groups of learners. ▪ All learners on traineeships make good progress over time relative to their starting points, and develop increased self-confidence and good personal and social skills, such as improved punctuality, being better organised and communicating more effectively. This ensures that they move on to sustained apprenticeships, further education or employment. ▪ The majority of learners make good progress and continue from intermediate- to advanced-level programmes. They receive good advice on the benefits of continuing with further training and developing their skills, qualifications and experience. Learners produce work of a good standard. ▪ The achievement of functional skills qualifications is good. Most learners completing their functional skills courses achieve successfully at an appropriate level on the first attempt. A small number of apprentices achieve qualifications at a higher level than required for the completion of their programme. ▪ Attendance rates are high. Staff place strong emphasis on developing employability skills and instilling good working practices. For example, they ensure learners have the confidence to identify and report suspicions about bullying and abuse of vulnerable people in care settings. ▪ Learners on health and social care courses benefit from good additional bespoke training opportunities in subjects such as first aid, safeguarding young children, managing challenging behaviour, food hygiene, health and safety and fire awareness. This ensures that learners are 	

more effective in their workplace and take on greater responsibility. Annual awards nights, recognising effort and progress, are motivational for learners and provide a good celebration of learners' achievements.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good; this is reflected in the outcomes for learners, which are also good. The majority of learners develop good levels of knowledge and improve their job skills; for example, learners on health and social care courses learn how to deal sensitively and effectively with adults and children who present challenging behaviour. This ensures that care strategies are more successful, and that vulnerable people receive the help and support they need.
- Assessors work very effectively with employers to ensure that learning meets the needs and interests of individual learners, for example, by selecting the right units of study to develop learners' knowledge and meet the business needs of the employer. In another example, retail and customer service learners gain useful experience and increased self-confidence dealing with customer returns and exchanges. Many learners gain additional responsibilities in their work roles, such as making sure floor areas are free from risk, and working with less supervision.
- Staff set high expectations and provide very effective support, which motivates learners and helps them succeed. Learners take pride in their achievements and make good progress. Colleagues in the workplace often perceive learners as a source of inspiration because of their enthusiasm and positive approach to learning. For example, colleagues in health care settings respect learners' understanding of human anatomy and recognise the importance of this subject in the workplace. Learners benefit from discussions and debates of topics such as mental capacity and advocacy.
- Staff successfully encourage learners to reflect upon, and improve their practice. Learners engage very well in sessions and enjoy learning. Assessors use the good range of resources successfully to ensure learners find sessions interesting and challenging. For example, staff ask learners to use up-to-date resources to review safeguarding arrangements in their own workplaces. Apprentices in the London area attend weekly classroom sessions, which are well planned and highly effective. These learners progress swiftly and benefit from learning together as a group.
- Assessors monitor learners' progress well; they set clear targets, which they share with employers to help learners keep track of how well they are doing on each individual unit of assessment. However, assessors do not always provide learners with a clear snapshot of their overall progress, as they focus more on completion dates rather than individual learning.
- Assessors provide learners with a good level of oral feedback on their work. However, written feedback does not always contain enough information to help learners understand exactly what they need to do to ensure that their work is of a consistently high standard.
- Arrangements to ensure all learners receive good information, advice and guidance about courses and careers are very effective. This ensures that learners join the right course at the correct level. All learners receive a comprehensive induction session involving their employer, which helps to prepare learners well for the demands of their course. Staff use initial assessments of learners' abilities effectively to plan individual learning programmes.
- Specialist functional skills tutors provide good support for learners to increase their skills and achieve their English and mathematics qualifications. However, not all assessors do enough to encourage learners to develop these skills during vocational learning sessions and assessments. Assessors do not always correct punctuation and grammar on learners' work, and a few do not include enough activities to promote learners' skills in mathematics, thus hampering potential achievement.
- Staff promote equality and diversity effectively. Learners say they feel safe in their work settings and respond well to the high priority given to ensuring all learners feel welcome. However, staff

do not provide learners with sufficient information and advice about safeguarding-related matters such as forced marriages and child sexual exploitation, and place insufficient emphasis on ensuring learners understand all of the potential risks of using the internet.

The effectiveness of leadership and management

Good

- Managers have handled the recent change of ownership and management of Hudson and Hughes Training Ltd sensitively whilst maintaining the company's consistently high standards of performance. There has been little, if any, impact on the progress of learners during this transition period. The new managing director and managers have a realistic vision for the provider's future and its role in meeting the needs of local and regional employers.
- Staff at all levels throughout the organisation set high standards for themselves and their learners. Managers, tutors and assessors work effectively as a team and have a clear understanding of their role in ensuring learners' success. Partnerships with employers are outstanding. Employers are fully involved in planning, monitoring and reviewing each learner's progress throughout their programme. Assessors are supportive, reliable and willingly work flexibly to match learners' shifts and employment patterns within the care industry.
- The monitoring of learners' progress over time is good. Staff benefit from regular meetings with managers to review learners' progress and produce targeted actions to support further learners who are underperforming or at risk of leaving the programme. This has contributed to the improving trend in learners' success rates.
- A strong culture of continual professional development exists throughout the organisation. Staff are well qualified and have very useful vocational experience which they use effectively to bring learning to life. Managers use regular in-house training effectively to ensure all staff gain relevant, recognised qualifications.
- Since the previous inspection, managers have successfully maintained the quality of teaching, learning and assessment at a good level. However, although consistently effective, self-assessment and lesson observation arrangements are not thorough enough to improve standards further. Managers do not use data well enough to pinpoint accurately what needs to change, and do not provide feedback to staff after observations of teaching, learning and assessment with enough detail to ensure a greater number of sessions become outstanding.
- Managers demonstrate a good understanding of the training needs of local and regional employers, and provide programmes which match this demand. Very strong employer partnerships, established over time, enable the organisation to gather market intelligence, which informs the planning of their provision. Hudson and Hughes is a member of the local enterprise partnership and works closely with sector skills councils and regional networks to ensure that the organisation helps meet national priorities. Opportunities for learners to progress on to higher-level qualifications are well established, and managers are developing plans to offer level 4 qualifications to meet local need.
- Leaders and managers make good use of feedback from learners and employers to effect changes to curriculum delivery. For example, managers implemented later start times for a group of learners to allow them sufficient time to drop their children off at school. Regular consultations with employers about their needs and priorities result in learners undertaking a range of highly relevant additional qualifications in subjects such as safeguarding children and food hygiene.
- The promotion of equality and understanding of diversity are a high priority for leaders and managers at Hudson and Hughes. Staff and learners share a mutual respect, and give careful consideration to the needs of others. Staff promote learners' welfare very well and resolve promptly any breach of the equality and diversity policies and expectations. Managers analyse differences in the performance of different groups of learners and take action to address gaps in achievement.

- The provider's safeguarding arrangements for all learners require improvement because staff do not consistently ensure that all learners fully understand safeguarding-related matters, such as the risk associated with forced marriages, child sexual exploitation and use of the internet. The provider meets its statutory requirements for safeguarding and working safely is a key priority. The number of reported accidents and bullying related incidents is very low. Staff follow detailed policies and procedures diligently, and designated safeguarding officers deal with issues and concerns sensitively and swiftly. Staff give health and safety a high priority, with very good working practices, underpinned by a comprehensive range of policies and procedures.

Record of Main Findings (RMF)**Hudson and Hughes Training Ltd**

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	-	-	-	2	2	2	-	-
Outcomes for learners	2	-	-	-	2	2	2	-	-
The quality of teaching, learning and assessment	2	-	-	-	2	2	2	-	-
The effectiveness of leadership and management	2	-	-	-	2	2	2	-	-

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

Type of provider	Independent learning provider								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	402								
Principal/CEO	Balvinder Janjua								
Date of previous inspection	May 2011								
Website address	www.hudsonandhughes.com								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	-	68	-	38	-	15	-	-	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	12	55	7	52	-		6		
Number of traineeships	16-19		19+		Total				
	1		7		8				
Number of learners aged 14-16									
Full-time	-								
Part-time	-								
Number of community learners	-								
Number of employability learners	-								
Funding received from	Skills Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	N/A								

Contextual information

Hudson and Hughes Training Ltd is a private company, which was founded in Taunton and has delivered training throughout the South West since 2001. In August 2014, ownership of the company changed and the new head office and managing director are now based in London. Transitional arrangements are in place to ensure learners are not disrupted by the change of company ownership. Consequently, learners have retained their original assessors and the policies and procedures for staff and learners in the South West have remained the same.

Almost all of the learners at Hudson and Hughes Training Ltd work in care homes, care centres or agencies specialising in domiciliary care throughout East London and Somerset. Training takes place in the workplace with some off-the-job training at the centre in Bow, East London. Most of the learners in London come from the local borough of Tower Hamlets, which is one of the highest areas of social deprivation in England and where just over two thirds of the population are from minority ethnic groups. By contrast, Somerset is one of the least deprived areas in England, and only 3% of the population are from minority ethnic groups.

Information about this inspection

Lead inspector

Dan Grant

Five additional inspectors, assisted by the managing 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 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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