

Be Totally You

Independent learning provider

Inspection dates		5–8 May 2015
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-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:

- too few learners achieve their intended qualifications, and very few do so within the planned time
- the proportion of learners who successfully achieve functional skills qualifications in English and mathematics, although improving, is still too low
- the quality of teaching, learning and assessment is not yet good, and planned activities do not adequately meet the individual needs of learners
- employers are not sufficiently involved in planning and reviewing learning
- managers and staff have not used self-assessment, staff development and quality improvement action planning well enough to bring about rapid improvement in the quality of teaching, learning and assessment since the previous inspection
- leaders and managers do not use data well to set and monitor relevant and ambitious targets for the performance of the organisation.

This provider has the following strengths:

- very effective support, advice and guidance which enable young and adult learners, previously disengaged from learning, to return to study
- good progress for learners in improving their vocational, personal and social skills, which they apply confidently in their personal lives and workplaces
- a particularly welcoming learning environment offering good opportunities for learners to access relevant training
- good progression to sustained employment for adult learners on foundation programmes
- good use of strong strategic partnerships and ambitious vision to develop the employability skills of disadvantaged learners and ensure provision responds well to the needs of the local community and employers
- very effective safeguarding arrangements which protect learners well.

Full report

What does the provider need to do to improve further?

- Rapidly improve success rates by closely monitoring the progress all learners are making; identifying those at risk of failure, and providing prompt support to ensure that they successfully complete their programmes within the planned time.
- Prioritise the teaching of English for all learners, to support the development of these skills in their everyday life and workplace settings.
- Improve the quality of teaching and learning for all learners by ensuring that trainers plan training that takes account of each learner's starting point, and set challenging interim targets for individual learners at the start of their programmes.
- Increase the involvement of employers in planning good quality learning experiences for apprentices, by ensuring they attend and contribute to progress reviews and the setting of challenging targets for learning and skills development.
- Improve the accuracy and effectiveness of self-assessment and quality improvement planning by producing a more evaluative and concise report that contains an accurate analysis of performance, identifies all areas for improvement and sets challenging targets to allow progress to be measured.
- Ensure that leaders routinely analyse management information and data to monitor trends over time, and to plan and measure improvements in the quality of provision.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Be Totally You (BTY) offers apprenticeships in administration, customer service and health and social care to 162 apprentices, the very large majority being adult apprentices. Three quarters of the apprentices are following programmes in administration and customer service, mostly at intermediate level. BTY also offers employability training to a small number of unemployed adult learners. The inspection sampled all aspects of the provision. ▪ Outcomes for learners require improvement. Since the previous inspection, the proportion of learners who successfully complete their apprenticeship has improved, but overall success rates are still below that of other similar providers. The proportion of learners who achieve within the planned time has declined and is now very low. Outcomes for the few learners on classroom-based courses which were once high have declined and are now below the national rate. BTY's data for this year indicate that current learners are making better progress. ▪ The development of learners' English and mathematical skills requires improvement. The proportion of apprentices who successfully achieve their functional skills qualifications and who are working at a level above the requirement of their apprenticeship framework has improved, but is not yet good. Success rates for the few employability learners studying foundation and intermediate level qualifications in English and mathematics are poor. ▪ Differences in success rates exist between groups of learners depending upon the programme; the few learners on advanced apprenticeships do not achieve as well as those on intermediate apprenticeships. Adult learners of Caribbean and White British heritage, who form the majority of learners, are achieving less well than their peer group nationally. The few learners with learning difficulties and/or disabilities achieve well. BTY is making significant efforts to ensure all learners are achieving high standards, but strategies implemented to date have yet to prove fully effective. 	

- Learners develop good social, personal and vocational skills. Many learners, particularly those who join the programme with low prior attainment and little self-confidence, quickly improve their self-esteem once they start their programme. For example, their performance at job interviews is significantly improved.
- Learners quickly develop the ability to work in teams, to take responsibility for themselves and others, and to contribute effectively in the workplace as reliable employees, owing to the good support they receive from their trainers and workplace supervisors. They develop a good understanding of their rights and responsibilities, particularly in relation to discrimination, bullying and harassment, and observe health and safety regulations responsibly.
- BTY responds well to local community and employers' needs, offering appropriate programmes which help learners re-enter or engage in education and training. BTY has developed particularly effective partnerships with a range of community, voluntary and public agencies to engage and support learners well in overcoming significant difficulties which prevent learning.
- Unemployed learners develop the skills and attitudes required to be successful in the workplace including the importance of punctuality and regular attendance, and most go on to gain sustained employment. For those in employment, the apprenticeship programme enables them to develop very good trade skills; however, few of these learners progress to higher-level qualifications at the end of their programme.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement; this is reflected in the low numbers of learners who successfully achieve all aspects of their programmes and within the expected timeframe.
- Not enough teaching and learning sessions are good or better. When learning is planned well, trainers make good use of questions, demonstrations and online resources to contextualise learning appropriately for learners. In these sessions, learners take part in a wide range of activities that contribute to a good pace of learning and ensure all learners, including the more able, learn well.
- In the weaker sessions, trainers do not use questioning techniques effectively to assess learning or to extend learners' knowledge. They rely too much on paperwork and handouts, and do not use learners' experiences effectively to make teaching relevant or interesting; this contributes to some learners losing interest in the lesson. Classrooms are suitably appointed and comfortable, with appropriate resources.
- Initial assessments identify learners' support needs and any potential difficulties with learning. However, the results of these assessments are not always used well by staff to identify what needs to be done to ensure each learner achieves their full potential. Trainers do not set effective long-term targets in learners' individual learning plans; the different parts of the qualification have the same end dates, so learners do not understand how to plan their studies. Trainers do not routinely set short- and medium-term targets during reviews of learners' progress to quicken the pace of learning and skills development.
- Employers are not always involved in learners' progress reviews, and this hinders their contribution to the timely development of learners' workplace skills. As a consequence, learners do not have a precise understanding of the progress they are making and are unable to prioritise the steps they need to take to complete their apprenticeship on time.
- Assessment planning and practice require improvement. Trainers provide good verbal feedback that is plentiful, detailed and helpful in explaining what the learner has done well. They use questioning very effectively to confirm that learners can not only carry out a practical task but also have good knowledge and understanding of the task to support their practical ability. However, trainers' written feedback is not always sufficiently detailed to inform learners about what they have done well, and what they need to do to improve their skills or standard of work.

- Learners complete appropriate initial assessments of their skill levels in English and mathematics, but the results of these assessments are not used well by trainers to provide good support to improve learners' skills. Trainers do not routinely emphasise the importance of high standards in the writing skills with learners, for example by providing concise and targeted feedback on legibility, appropriate use of upper and lower case letters or promoting the importance of correct punctuation in their written work. In contrast, learners quickly gain confidence in using mathematics to support their workplace skills; for example, learners in administration and customer service use formulae and ratios confidently to calculate sales discounts that need to be applied to customer invoices, while learners in health and social care accurately measure the quantity and volume of fluid intake for clients who need close monitoring.
- Trainers support learners well. They are enthusiastic, experienced practitioners with sound occupational knowledge; they act as good role models, ensuring learners quickly develop positive attitudes to learning. BTY celebrates the success of learners well, for example awarding prizes when learners have gained employment or qualifications; this is inspiring for learners and motivates them to strive for similar success.
- Initial advice and guidance prepare learners well for their training, so that they have a good understanding of the expectations and requirements of the qualification. The employability programme, which all learners complete at the start of training, gives them the confidence and skills they need to work productively in the workplace and progress into sustained employment. Learners on apprenticeship programmes receive an effective induction which enables them to understand what their course involves, what is expected of them and their rights and responsibilities as employees.
- Learners have a good understanding of equality and diversity. Trainers introduce these topics at induction and develop learners' knowledge both during lessons and when they are interacting with customers and colleagues in a variety of workplace settings. For example, health and social care learners demonstrate an understanding of the importance of respecting individual preferences and cultural differences in person-centred care. Learners treat one another with respect and support their peers well. Learners develop a good understanding of health and safety and relate this well to their workplace; they feel safe and work safely.

The effectiveness of leadership and management

Requires improvement

- The director and senior managers have a clear strategic vision to support disadvantaged learners and to make a measurable difference to their lives by providing access to learning and employment opportunities. BTY uses its good links with the local business community to support this vision well. Business plans contain clear objectives to support company growth and improve operational performance. However, actions to improve learners' outcomes, and teaching and learning, have not been as effective as managers anticipated which inhibits BTY's ability to achieve its ambition.
- Since the previous inspection, managers have linked the outcomes of the observation of teaching, learning and assessment with the management of staff performance and professional development. Staff underperformance is now being addressed by managers; each trainer has an appropriate teaching and learning performance target and managers expect them to participate in appropriate staff development. However it is too soon to fully assess the impact of these changes. Managers identify good practice by trainers through observations and reviews, although not enough emphasis is given to learning and to the rate of progress that learners achieve over time. As a result, the assessment of the quality of teaching, learning and assessment is not always accurate.
- Self-assessment is insufficiently evaluative. This was an area for improvement identified in the previous inspection. Managers recognise the weaknesses in provision but have not considered

sufficiently the impact of these upon on all learners; they overestimate the quality of teaching, learning and assessment, and leadership and management. Managers have not used the findings of self-assessment to make sufficiently robust and well-targeted plans for the rapid improvement of the quality of provision.

- Leaders and managers understand the local labour market very well. Managers and staff make good use of local and regional forums to identify gaps in provision and to develop appropriate programmes which meet local needs. Leaders work successfully with a wide range of partners including Jobcentre Plus, local authorities, community and voluntary organisations, and local housing associations to expand the range of work placements and apprenticeship opportunities for learners.
- The programmes offered by BTY meet the needs of local people successfully; they offer appropriate opportunities to those who have a high risk of social and economic exclusion due to multiple barriers to learning. BTY provides a welcoming and supportive environment for all learners. Staff promote a strong ethos of respect and inclusion; they are generous with their time and ensure that all learners feel equally valued and respected. Learners are positive about their experience at BTY, with most progressing to sustained employment.
- Leaders ensure that learners receive clear equality and diversity information at the start of their training and, as a consequence, they quickly develop a good understanding of the importance of respect and fair treatment and how these values relate to the classroom, the workplace and in their personal life.
- Since the previous inspection, managers now benefit from access to detailed management information. However, managers do not fully evaluate the available information to monitor the effectiveness of their efforts to improve the achievement of underperforming groups, for example learners of Caribbean and White British heritage.
- Arrangements for safeguarding are good. Trainers ensure that safeguarding is well integrated into all aspects of learning. Learners receive clear advice and guidance about what they should do if they feel unsafe or vulnerable and, as a result, learners report that they feel safe and are confident about reporting safeguarding issues. Learners receive good training and instruction to keep themselves safe when using electronic communication and social media. Criminal records and other checks are carried out on all staff. The designated safeguarding officer is appropriately qualified and experienced.
- Leaders have been particularly proactive in ensuring that staff receive enhanced safeguarding training so that they are alert to any changes in learners' behaviour that may indicate the learners are potentially at risk of being radicalised, or are engaging in anti-social gang-related activities. Links with the Local Safeguarding Children Board and social services are effective, so that referrals for expert help take place readily, ensuring that learners are well protected.

Record of Main Findings (RMF)

Be Totally You

<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	3	-	-	-	-	-	3	-	-
Outcomes for learners	3	-	-	-	-	-	3	-	-
The quality of teaching, learning and assessment	3	-	-	-	-	-	3	-	-
The effectiveness of leadership and management	3	-	-	-	-	-	3	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Administration	3
Customer service	3

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	319							
Principal/CEO	Mrs Beverley Ejomofo							
Date of previous inspection	October 2013							
Website address	www.betotallyyou.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+
	-	5	-	26	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	29	117	1	15	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	-							
Number of community learners	-							
Number of employability learners	-							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Contextual Information

Be Totally You (BTY) is a not-for-profit organisation. It is based in the London Borough of Lewisham, where the proportion of minority ethnic residents is higher than the London average and the proportion of people with no qualifications is higher than in London overall. The Indices of Multiple Deprivation in 2010 places Lewisham 16th out of 354 local authorities. BTY provides apprenticeship programmes in child care, youth work, supporting teaching and learning, business administration and customer service. The main training facilities are in Lewisham and BTY has recently opened premises in Bromley, Kent.

Information about this inspection

Lead inspector	Victor Reid HMI
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One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the chief executive 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 area 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

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