

HYA Training Limited

Independent learning provider

Inspection dates		19–22 May 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-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:

- learners develop good personal, social and employability skills through well-planned coaching sessions, carefully chosen work placements and very varied activities at the subcontractor
- a high proportion of learners progress to further training or employment upon leaving the programme
- staff provide very good pastoral support that enables learners with significant personal difficulties to attend learning
- tutors provide very effective coaching and encouragement to ensure that all learners in small groups and one-to-one sessions make good progress
- learning, including English and mathematics, is contextualised very effectively to everyday and working lives
- learners have a clear understanding of equality and diversity and display respectful behaviour towards one another and staff
- a good range of networking and partnership activity enhances the curriculum offered and is particularly helpful in meeting the needs of learners and local employers
- very effective safeguarding arrangements are in place which are thoroughly monitored, regularly reinforced and highly valued by staff and learners.

This is not yet an outstanding provider because:

- the proportion of learners who pass functional skills qualifications is too low
- the quality of some mathematics lessons requires improvement so that the more able learners are challenged fully
- tutors do not consistently correct spelling and grammatical errors in learners' work
- the business planning process lacks detailed annual business targets and objectives
- the quality improvement plan (QIP) does not clearly identify the impact of actions or record the progress made towards completion.

Full report

What does the provider need to do to improve further?

- Improve the preparation for learners sitting external examinations in English and mathematics so that the number of successful learners is increased. Provide more focused one-to-one coaching to prepare learners for their assessments and use practice on-line tests.
- Prioritise the implementation of the English and mathematics strategy so that staff undertake developmental activities in order to become more skilful in teaching mixed-ability groups, especially in mathematics.
- Ensure that staff mark learners' work carefully, in accordance with the marking procedures, and that they identify and correct English errors. Ensure that tutors' writing on flipcharts and handouts are free from errors in order to promote good practice.
- Convert key performance indicators from the three-year strategic plan so that they become clear annual measurable objectives. Ensure staff share responsibility for meeting objectives and use a performance rating system in order to monitor progress.
- Update the QIP more regularly in order to identify the rate of progress towards completion of improvement areas. Share the progress to date with staff through team meetings so that collective responsibility and any slippage can be identified.

Inspection judgements

Outcomes for learners	Good
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- The vast majority of study programme learners at HYA Training Limited (HYA) take a main vocational course in health and social care, business administration or retailing, plus an employability qualification. Around one third of the learners who are with the subcontractor are on a uniformed-services programme. In addition, all learners who do not already hold GCSEs in English and mathematics at grades A* to C work towards functional skills qualifications.
- Learners achieve their goals successfully. Since the last inspection, managers have improved how they track and monitor learners' progress towards achieving their qualifications. Data for the current year indicate that learners' success rates have improved on the previous year, which were above the rate for similar providers. However, success rates for functional skills were low in 2013/14 and still require improvement.
- In 2013/14, HYA identified achievement gaps between male and female learners and between learners who have declared a learning difficulty and/or disability and those who have not. Staff concluded that the lower achievement of female learners was due to several leaving the programme early because of pregnancy. HYA continues to provide strong support for pregnant learners and for the mothers of young babies who return to learning. To address the relatively lower achievement of those who have not declared learning difficulty and/or disability staff have introduced the use of coloured paper and overlays to support learners who may have dyslexia that has not been formally diagnosed.
- At HYA learners significantly improve their confidence, attitudes to learning and communication skills. Many start the programme with considerable difficulties in trusting and relating to others. Staff work relentlessly to support each individual, make them feel valued, and help them progress to their next steps. Learners taking the uniformed-services training particularly enjoy the focus on maintaining a healthy lifestyle, keeping fit and life skills, which include kit preparation and self-sufficiency.
- Learners benefit from well-chosen and supportive work placements that provide them with valuable experience and an opportunity to sample their chosen vocational area. Since the last inspection, HYA has increased the availability of work placements for learners. It has employed

a dedicated member of staff with responsibility for finding and managing suitable and supportive work placements. Learners are advised that they will undertake a work placement at the beginning of their programme and staff embed a positive attitude towards placements and the benefits they can provide.

- Learners' progression into employment or further training upon completing the study programme is high. HYA uses its very good links with other training providers and employers to help leavers gain apprenticeships and progress into jobs. The introduction of the uniformed-services curriculum since the last inspection has opened a very good pathway for young people directly in to the armed forces.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good as reflected in the good outcomes for learners. HYA provides very good personal support for learners, the vast majority of whom have significant barriers to learning and personal difficulties in their lives. HYA employs a learning support officer whose role is to provide pastoral support for learners, enabling tutors to concentrate mainly on their teaching roles. However, all staff have a supportive and caring approach and go out of their way to help learners overcome their personal difficulties.
- HYA has extensive links with external specialist support agencies to which staff refer learners when necessary. Agencies provide good help in a range of topics including financial support, sexual health, housing, domestic violence and drugs misuse. HYA provides vouchers for the local food bank. It also provides toast and cereal for learners in the mornings and fresh fruit throughout the day. Dietary advice and fitness training at the subcontractor have resulted in learners reaching the weight and fitness levels that enable them to meet mainstream armed-forces entry criteria.
- Group sizes are small and staff provide good individual coaching for learners. Classes often have additional support staff so that each learner receives a high level of individual attention. Tutors monitor learners' participation and progress in sessions very closely and provide individual guidance readily. Learners work hard and make good progress in their lessons.
- HYA tutors use a good range of resources, including information and learning technology, to promote learning. Training rooms are well appointed and welcoming, and learners' work is attractively displayed. Tutors use good-quality worksheets and assignment books and incorporate practical activities into their lessons where possible to add variety and keep learners motivated. For example, in a very successful mathematics lesson on mean and range a learner visited a popular shopping website to get information on customer reviews of mobile telephones. This information was then used successfully to show the learner's understanding of mean and range. However, HYA has insufficient resources for tutors to use when teaching basic reading and writing. The subcontractor has very good military-standard facilities for the uniformed-services course.
- Initial assessment of learners' starting points, including their prior experience, is thorough and learners are placed on appropriate study programmes. Tutors set learners challenging and specific targets and review them at monthly progress-review meetings. Tutors effectively help learners to see the relevance of what they are learning and how they will use their newly acquired knowledge and skills in their everyday and working lives. Learners find it easier to understand new concepts when placed in a familiar or relevant context. For example, learners consolidated their understanding of how to calculate area successfully through a practical task of measuring the canteen walls for painting.
- The quality of tutors' written feedback on learners' work requires improvement. In response to feedback at the last inspection, HYA introduced a marking policy for staff to follow to improve the quality and consistency of marking. However, tutors still do not routinely correct learners' spelling, punctuation and grammatical errors. In some instances, tutors' own writing on learners' work does not promote good practice. However, during lessons tutors give learners very clear oral feedback which is constructive and helps them to improve.

- Learners successfully develop their English and mathematical skills through separate functional skills lessons and the inclusion of English and mathematics in vocational lessons. In recognition of the need to improve functional skills success rates, HYA produced an English and mathematics strategy to place a high priority on the actions required. The strategy is being implemented and has already had a positive impact on some aspects of the provision. Further actions have yet to be completed, such as additional staff training to ensure that staff are skilful in challenging the more able learners in groups.
- Staff provide very clear and accurate information and guidance to learners upon joining the programme. The induction is thorough and, as a result, learners have a very good understanding of their programme and its various components, including their attendance at a work placement at an appropriate stage. HYA uses its strong links with other learning providers and local employers very effectively. The subcontractor provides good information on progression as armed-forces recruitment staff are based on-site.
- Staff promote equality and diversity very effectively throughout the programme. Learners cover equality and diversity at induction, progress reviews and during the employability course. Tutors include reference to equality and diversity in other lessons when appropriate opportunities arise. Learners have a good understanding of equality and diversity. They behave respectfully to one another and staff and demonstrate a high level of consideration for others.

The effectiveness of leadership and management

Good

- HYA management and the board of trustees have very positive and passionate views about supporting learners, the local economy and their partners. Trustees closely monitor the performance of the organisation and very actively promote HYA to the local economy. Clear strategies ensure young people can be supported to progress, utilising a range of partner organisations which include the local authority, careers guidance, the local business community and other training providers.
- The curriculum is particularly well managed and reflects closely the needs and requirements of the learner group and local business needs. Since the previous inspection a strategic decision has been taken to enhance the curriculum through engagement with a local subcontractor to deliver uniformed-services training. This has proved successful in meeting the needs of both the national armed-forces recruitment agenda and the needs and ambitions of the learners.
- Since the previous inspection, the organisation has implemented a carefully considered management succession plan. The board of trustees has very effectively overseen and monitored this transition. Key internal and external appointments have resulted in a range of successful new management initiatives to enhance the study programmes.
- Regular one-to-one meetings effectively review staff performance. Highly effective monitoring of teaching staff is carried out and the findings are moderated regularly by an external specialist. Joint observation activity with another training provider takes place regularly. Results of teaching observations link closely to individual performance management criteria. Staff access a particularly wide range of development activities. They are encouraged to communicate their suggestions and ideas for business improvement through off-site development days. Although a three-year strategic plan is in place with clear goals, this is not broken down into an annual business plan with clearly defined annual targets.
- HYA uses data very effectively to manage the performance of both staff and subcontractors. A wide variety of reports are analysed on a weekly, monthly and quarterly basis. Reports highlight areas of improved performance and show appropriate actions taken. Improvements in data systems and their use have taken place since the previous inspection. Key data, particularly functional skills data, produced on a weekly basis help managers to monitor and drive forward performance. A recently introduced functional skills strategy has given a clear focus to functional skills teaching and recent data show improvements in learners' success rates. Management of the subcontractor is excellent, with a range of measures in place to ensure that learners receive

a good experience during their training programmes. Very extensive checks prior to subcontractor engagement are carried out and a range of performance measures, which include scheduled observations of learning, simulated inspection activity and robust data recovery, are in place.

- HYA manages quality systems and processes successfully. Self-assessment is fully inclusive and recognises the views of learners and partner organisations. Good use is made of data to support findings in self-assessment. The quality improvement plan is particularly comprehensive and fully understood by all. Managers use the plan very effectively to drive improvement in the organisation and in ensuring that all staff are aware of their areas of responsibility. Although action points and progress towards these is recorded, actual progress towards completion of each activity is not clear. Good practice and standardisation outcomes are shared through a range of team meetings which include external partners.
- Equality and diversity are particular key focus points and priorities for HYA. Data are managed and interrogated fully in respect of a range of equality and diversity attributes and now no significant gaps exist between the different learner groups. Recruitment of the subcontractor has allowed wider opportunities for learners to sample the potential of a career in the armed forces and both male and female learners highly value the opportunities this new initiative brings. HYA continues to remove barriers to learning for individuals with difficult personal circumstances to overcome. Staff benefit from up-to-date external training on equality and diversity and are particularly knowledgeable in this area.
- HYA's safeguarding of all learners is good. Staff are well qualified and records are accurately maintained. Recent external training to make all staff aware of the government's 'Prevent agenda' was highly valued and useful. Very good links are in place with the Local Safeguarding Children Board which helps with staff development and training at HYA. Staff and learner reinforcement of safeguarding is skilfully managed and the subcontractor has particularly good arrangements to ensure the safety of learners. Well-qualified staff carry out all initial health and safety visits to work placements. There is good promotion of e-safety and learners have a high level of awareness of the pitfalls of internet and mobile telephone usage.

Record of Main Findings (RMF)

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Employability training	2

Provider details

Type of provider	Independent learning provider								
Age range of learners	16–18								
Approximate number of all learners over the previous full contract year	130								
Principal/CEO	Sally Waugh								
Date of previous inspection	January 2014								
Website address	www.hyatraining.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+	
	54	N/A	N/A	N/A	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+			
	N/A	N/A	N/A	N/A	N/A	N/A			
Number of traineeships	16-19		19+		Total				
	N/A		N/A		N/A				
Number of learners aged 14-16									
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	N/A								
Funding received from	Education Funding Agency (EFA)								
At the time of inspection the provider contracts with the following main subcontractors:	▪ QPD Limited								

Contextual information

Based in Kingston upon Hull, HYA Training Limited has a contract with the Education Funding Agency to deliver study programmes to learners aged 16 to 19. The company subcontracts with a local specialist organisation for the provision of uniformed-services training. Additionally, HYA also delivers apprenticeships through a subcontracting arrangement with another learning provider. The percentage of school leavers in Hull gaining five or more GCSEs at A* to C, including English and mathematics, is around 10 percentage points below the national average. Unemployment in Hull is almost twice the national average and the proportion of adults with no qualifications is around six percentage points higher than the national average.

Information about this inspection

Lead inspector	Tim Hanson
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Two 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 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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