

**Inspection dates****10–13 November 2015****Overall effectiveness****Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16–19 study programmes	Good
Adult learning programmes	Good
Apprenticeships	Good
Traineeships	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a good provider

- Most apprentices make good progress and consequently, the vast majority achieve their apprenticeship.
- Teaching, learning and assessment across the whole provision are good.
- The inclusive and supportive ethos of North Lancs Training Group (NLTG) is outstanding and ensures all learners are welcomed and supported exceptionally well to complete their qualifications.
- Welfare for learners is outstanding and provides exceptional levels of support for those who might otherwise leave their programme.
- Excellent partnership working with employers and the community ensures that training programmes are designed to meet local and national needs.
- Leaders and managers are proactive in implementing the Prevent duty to safeguard learners and staff.

### This is not yet an outstanding provider because

- Too few learners on 16–19 study programmes achieve qualifications in English and mathematics.
- Information, advice and guidance do not always fully prepare all apprentices for their next steps in learning or employment.
- Analysis of data does not always result in effective action-planning to track and monitor learners who leave their programmes early, or to narrow the achievement gaps of different groups of learners.
- Not all board members are able to provide sufficient support and challenge for holding senior leaders and managers to account.

## Full report

### Information about the provider

- NLTG is a group training association with its headquarters in Accrington in Lancashire. NLTG was established in 1969 as part of the Furniture and Timber Industry Training Board and became a limited company in 1986. It is owned by approximately 50 member companies predominantly located in the North West of England and in Northern Ireland. All profits are reinvested in the company. NLTG offers training for 16–19 study programmes, apprenticeships, traineeships, workplace learning and Jobcentre Plus. Subcontracted provision for construction training is placed with four providers, all of which are colleges. There are currently 2,828 learners on programmes with NLTG and its subcontractors.
- NLTG has recently rationalised its provision, closing three training centres in Oldham, Blackpool and Preston and terminating subcontracted provision in Cumbria. The four training centres in Accrington and Fleetwood have been retained.

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

- Increase the proportion of 16–19 study programme learners who achieve their English and mathematics qualifications by taking account of learners' starting points and existing skills when planning for learning and ensure that all learners develop good skills in English and mathematics in order to successfully achieve their qualifications.
- Ensure impartial information, advice and guidance fully prepare apprentices for their next steps in learning and employment to maximise fully their potential.
- Ensure analysis of data leads to systematic and detailed action-planning in order to track and monitor learners who leave their programmes early, and to narrow achievement gaps between different groups of learners.
- Provide training to board members, particularly those new to the board, to increase their focus on the quality of provision in order to provide successful support and challenge for holding senior leaders and managers to account.

## Inspection judgements

### Effectiveness of leadership and management is good

- NLTG is managed skilfully by its directors and leaders. As a result, learners make good progress and overall success rates are good. The Board of Directors, managers and staff have developed an excellent, highly supportive culture where apprentices and learners are able to develop their personal and employability skills in a safe and purposeful learning environment. For example, learners on study programmes at centres identified for closure were able to complete their studies at considerable costs to NLTG. All staff have high expectations of apprentices and learners and, as a result, the standard of work is generally high. The quality assurance of NLTG's subcontracted provision meets contractual requirements.
- NLTG has a clear vision, targets and aims expressed comprehensively through its strategic development plan that includes building effective working relationships with local enterprise partnerships. This is fully understood by staff. It has very strong links with industry through its employer ownership group and the large number of businesses that employ apprentices and provide work placements for learners. This allows NLTG to provide training programmes that meet local needs and national priorities particularly successfully. NLTG has developed very good relationships with sports bodies, particularly in professional snooker, that it uses intensively to inspire learners and to develop innovative ways of developing learners' English and mathematical skills. Its relationship with the Outward Bound Trust gives apprentices and learners the opportunity to support children from a local specialist school to undertake outdoor activities.
- A new teaching, learning and assessment observation system allows managers and staff to identify more clearly incremental improvements in performance. As a result, underperformance is managed competently through the initial assignment of a coach to assist in development planning. Staff training and development are good. Considerable investment in new technology has provided staff, apprentices and learners with better access to resources and activities to support independent learning.
- Data are used to provide leaders and managers with a good understanding of performance against key indicators that they share at regular meetings and at management reviews. Quality assurance arrangements are robust. Although team leaders have a clear focus on the performance of individuals and groups, action-planning to close gaps in performance requires improvement. The self-assessment process is suitably inclusive and well established. The self-assessment report, although too long and insufficiently incisive, and the position statement, produced for the inspection, are broadly in line with inspection findings.
- The introduction of modern British values into the curriculum is well advanced and some learners demonstrate an early appreciation of the values of tolerance and the rule of law.
- Information, advice and guidance for study programme learners and trainees are good.
- **The governance of the provider**
  - Governance arrangements are good. Financial and contractual oversight is thorough. The non-executive directors bring a wealth of business experience and a wide range of relevant skills and expertise that they use effectively in their oversight of the business.
  - Training, particularly for new directors, to ensure that they can contribute effectively and provide sufficient support and challenge to hold leaders and managers to account requires improvement.
- **The arrangements for safeguarding**
  - Health and safety arrangements are comprehensive. All employers are risk assessed and risk rated, with high-risk employers receiving yearly visits. Teachers who have considerable industrial and business experience demand safe working practices of all apprentices and learners. Consequently, learners' and apprentices' awareness of health and safety is sound.
  - Learners and apprentices feel safe. The arrangements to ensure learners' and apprentices' safety from harm and radicalisation are particularly well developed. All staff and learners receive safeguarding and Prevent training and have a clear understanding of how to report concerns or incidents. NLTG carries out appropriate recruitment checks and keeps detailed records of staff.

## Quality of teaching, learning and assessment is good

- Teaching, learning and assessment are good across all provision types. Teachers, tutors and training officers have high expectations of learners and, as a result, most learners make good progress, are highly motivated and keen to complete their 16–19 study programme, traineeship or apprenticeship so they can progress, in many cases, to a higher level programme.
- Most learners receive very good support from their vocational teachers, both on- and off-the-job, to enable them to make progress and flourish within their chosen career. Vocational teachers are well qualified and have relevant industrial, commercial and professional experience which they use extremely effectively when coaching learners. A small minority of off-the-job learning sessions are insufficiently planned which reduces their impact and limits their effectiveness.
- Thorough systematic initial assessment, learners' starting points, strengths and areas for improvement in English and mathematics are accurately identified. Specialist functional-skills teachers provide highly individualised support to learners to help them improve their oral and written communication skills and their mathematical competencies. The majority of vocational teachers are also able to provide English and mathematical support for learners specifically related to their occupational specialisms, although opportunities for doing so are not always utilised.
- A high priority is placed on ensuring that apprentices' work experience provides them with good opportunities to develop and practise their occupational skills and to generate evidence through which their occupational competency is demonstrated and accredited. A strong emphasis is placed on the importance of work experience of varying lengths for trainees and learners on 16–19 study programmes to enable them to put theory into practice and to become familiar with workplace processes and procedures.
- Most learners have good access to a wide range of resources on employers' premises that are specifically related to their job role. NLTG has recently extended the range of technological resources for learners and staff, including tablets, smartphones, laptops and an electronic portfolio system, to facilitate active, learner-centred learning. Although an increasing range of resources for the use of learners and staff is being uploaded on the virtual learning environment (VLE), this is still under development.
- Training officers use a good range of relevant assessment techniques for assessing apprentices' performance and evaluating their progress. Progress reviews are frequent and informative but not always fully effective in identifying those learners who are in danger of not completing their programmes by the planned end date. A small minority of apprentices are not sufficiently stimulated and challenged to progress more speedily and to complete more quickly.
- The quality of assessment feedback is generally good. Most learners receive constructive and detailed oral and written feedback which gives them a clear idea of the standard of their work and what they need to do to improve it further. When learners make good use of the feedback given by training officers, their work continues to improve and this prepares them very successfully to meet the high standards required by employers.
- Many opportunities to promote equality and diversity to learners through teaching, learning and assessment arise. The extent to which active promotion occurs is variable and largely dependent on teachers' preparation, knowledge and confidence. This has a direct bearing on learners' knowledge of equality and awareness of diversity which in a minority of cases requires further development. Learners have a good understanding of health and safety, and a developing awareness of safeguarding. Very importantly, they know what actions to take if problems arise.

## Personal development, behaviour and welfare is good

- The vast majority of learners become increasingly more self-confident and self-assured as their personal, social and employability skills develop. They enjoy their on- and off-the-job learning and take great pride in the work they produce. As apprentices become more skilled, they often take on responsibility for specific projects at work or have expanded job roles. These learners quickly become invaluable assets to their employers and make highly valued contributions to the companies that employ them.
- Most learners have an extremely positive attitude towards their training and this makes a significant contribution to the progress they make. Learners quickly appreciate the value of their work placements and the excellent opportunities they give them for acquiring first-hand experience of the world of work. Learners show a high level of respect for the views, opinions and ideas expressed by other people and, in turn, expect their views to be similarly heard and respected. There is zero tolerance of all forms of bullying.

- Almost all learners attend their workplaces and training sessions regularly and punctually and their behaviour is exemplary. However, on the 16–19 study programmes, the attendance of a small minority of learners is low and this impedes their progress. Additionally, the behaviour of a few learners on 16–19 learners is not good enough and this interferes with their ability to learn. The infrequent use of derogatory or aggressive language is usually challenged and learners are appropriately reprimanded.
- Learners' strengths and weaknesses in English and mathematics are quickly identified through purposefully conducted initial assessments. Most learners take full advantage of the very good opportunities that are given to them for improving English and mathematics and by doing so they enhance their vocational competence and personal effectiveness.
- Considerable attention is given by NLTG to ensuring that all learners are made aware of the dangers associated with terrorism, violent extremism, radicalisation and other forms of abuse, including through the internet. They have been introduced to, and have had basic training in, the Prevent agenda and, as the company acknowledges, additional work, which is currently in the planning stages, is needed to extend and consolidate learners' knowledge and understanding further. All learners and staff have access to an excellent 24-hour helpline that NLTG has available every day of the year should they wish to speak to someone if their safety or security are jeopardised. They know their concerns will be taken seriously and followed up immediately.
- The attention given to learners' welfare and well-being is outstanding. An extensive range of personal and pastoral support is available including, for example, free meals, subsidised travel and a clothing allowance for attending interviews. When learners experience personal or domestic difficulties, such as homelessness or alcohol misuse, they know they can obtain advice and guidance about how best to proceed. When appropriate, they are referred to specific organisations that can offer specialist advice of various kinds, which in many cases enables them to stay on programme and succeed.

## Outcomes for learners

are good

- Learners on adult learning programmes make good progress and as a result develop a wide range of technical and employability skills that help them progress to or remain in employment. The vast majority of adult learners successfully achieve their qualifications. Success rates for English and mathematics, where this is the main aim of learning, are high. Although only a small minority of adult learners on Jobcentre Plus programmes gain sustained employment, most undertake voluntary work or progress to further education and training.
- The starting points of trainees on traineeships are low, and most trainees have significant barriers to learning. Trainees receive good support from their teachers which enables them to develop good English and mathematical skills, technical skills, and knowledge and understanding of the requirements of work placements. The majority of trainees progress to employment, further training or apprenticeship programmes.
- Success rates for apprentices in all areas are good and are significantly above the national average. However, success rates for apprentices have declined over a two-year period, exacerbated by too many apprentices leaving their programmes early or not completing within the planned timescale. Leaders and managers have taken swift, decisive and highly effective action to address these issues successfully and, consequently, NLTG internal data indicate that actions have had a positive impact on retaining apprentices. The progress of current apprentices is good and completion within the planned timescale, currently above the national average, is improving further. Apprentices develop very good technical skills in the workplace, including English and mathematical skills, and almost all apprentices gain sustained employment or promotion on completion of their apprenticeship.
- Although success rates for learners on 16–19 study programmes have been low for two consecutive years, leaders and managers have rationalised the provision, making the decision to close three training centres in July 2015 and reviewing the curriculum offer for 2015/16. As a result, the progress of current learners is now at least good. Achievement of qualifications in English and mathematics is, however, still too low. The majority of learners progress from 16–19 study programmes to a traineeship, apprenticeship, further education or employment.
- Although leaders and managers analyse a wide range of data, this does not always result in effective action-planning to track learners who leave their programmes early or help to narrow the achievement gaps between different groups of learners.

## Types of provision

### 16–19 study programmes

are good

- NLTG provides 16–19 study programmes in preparation for work and life for 90 learners. For the last two years, the proportion of learners completing 16–19 study programmes has been low. The determined focus of leaders and managers and swift actions to improve the quality of provision have resulted in improved retention and attendance. Teachers have high expectations of learners and, as a result, current learners are making good progress. However, achievement of English and mathematics qualifications is too low.
- Managers have successfully implemented the 16–19 study programme requirements and have rationalised the curriculum to provide individualised programmes that meet the needs of the large majority of learners. Integral to the 16–19 study programme is good-quality and highly effective work experience which successfully supports learners in progressing to apprenticeships or traineeships. Excellent links with employers such as the local authority enable learners to secure purposeful work experience in a wide range of settings such as care homes, council offices, highways and schools.
- Learners develop good English and mathematical skills and apply them skilfully in their vocational learning. For example, they develop their English skills very effectively, using formal language and appropriate sentence structure to complete application forms and curriculum vitae. Creative teaching of mathematics through functional snooker helps learners develop wider skills such as mental mathematics and team working as required by employers. In a small minority of English and mathematics lessons, teachers pay insufficient attention to learners' existing skills and as a result, a few learners do not make rapid enough progress.
- Teachers use their subject knowledge and experience competently to make learning relevant and interesting. For example, they engage learners in emotive debates about the dangers of binge drinking, and life in a multicultural society. Good use is made of technology to promote learning; voting systems are used very effectively to determine learners' confidence levels and starting points, and interactive quizzes extend and consolidate learning. However, in a small minority of lessons, work is not sufficiently demanding for all learners and as a consequence, a minority of learners lose interest and become distracted and bored.
- The quality of assessment and teachers' feedback is good. Teachers, in the majority of lessons, successfully clarify, identify and close gaps in learners' knowledge and understanding. Teachers' good use of questioning checks individual learners' knowledge and understanding and promotes learning, thus enabling learners to make good progress. Teachers' feedback to learners is detailed and helps them to improve their work and develop their skills and knowledge further.
- Careers guidance is good. Teachers work closely with the careers guidance and work placement team to ensure that most learners are fully prepared for their next steps. The majority of learners have clear and realistic plans for their future careers and the majority progress to higher levels of study, apprenticeships, traineeships or employment.

### Adult learning programmes

are good

- Adult learning programmes offered by NLTG include workplace learning and Jobcentre Plus provision. Jobcentre Plus referred 442 learners for short employability courses in 2014/15. There are currently 32 Jobcentre Plus learners attending employability courses in information technology, work skills and furniture manufacture. There are 33 learners on workplace learning programmes in construction and engineering, business, and English and mathematics.
- Learners make good progress and develop good personal, social and employability skills which provide them with the technical skills and confidence to progress to further study, employment or voluntary work. For example, on completion of Jobcentre Plus programmes, a minority of learners have progressed to internships and subsequently apprenticeships or employment. The vast majority of learners develop their English and mathematical skills and successfully achieve their functional skills qualifications.
- Excellent partnerships with Jobcentre Plus are highly successfully in planning a curriculum that meets local needs and fills skill gaps. For example, a 10-day course leading to an award in hospitality and catering at Level 1 provides learners with the knowledge and skills they need to apply for employment in the local hospitality and catering industry.

- Teaching and learning are good. Teachers successfully plan highly individualised sessions for learners to help them achieve their qualifications and acquire the skills needed for employment. Teachers work closely with learners, many of whom have significant barriers to learning, and plan interesting lessons that extend learning and develop English and mathematics and technical skills. For example, learners in furniture manufacture plan and build highly detailed footstools, developing good English and mathematical skills as they discuss the impact of industrial injury on physical health and calculate the impact this has on financial circumstances.
- Learners produce high-quality work that meets and often exceeds the requirements of their qualification. The quality of teachers' feedback to learners is good. Both written and oral feedback is constructive and precise and enables learners to improve their work. As a result, learners make good progress and most successfully achieve their qualifications.

## **Apprenticeships**

## **are good**

- NLTG provides apprenticeships in engineering and manufacturing techniques, construction, planning and the built environment, information and communication technology, retail and commercial enterprises, and business administration and law. Currently 2,537 apprentices are working towards an apprenticeship.
- Although significantly above the national average, apprenticeship success rates have declined for two consecutive years. The swift and decisive action of leaders and managers is reversing this trend and current internal data show an improvement in both retention of apprentices and achievement of apprenticeships in the planned timescale. The high expectations of training officers has resulted in the majority of current apprentices making at least the progress expected of them, with many apprentices making better than expected progress.
- Highly effective partnerships with employers enable training officers to identify suitable skills development opportunities for apprentices to develop technical and employability skills to support and enable them to progress to their intended and aspirational career goals. For example, many learners progress from intermediate- to advanced-level apprenticeships and often secure promotion in the workplace.
- Employers are valued partners in developing apprenticeships. Involvement in the planning of apprenticeships, such as the selection of optional units for apprentices, ensures that apprentices progress rapidly through their qualifications, which employers value and benefit from. For example, a small minority of employers make very good use of apprenticeships as part of succession planning.
- Good vocational competence and wide experience of industry enable training officers to develop and extend apprentices' knowledge and skills within the workplace in order to support learning and accelerate progress. Off-the-job training sessions are focused on the development of skills and as a result, apprentices, training officers and employers form strong working relationships. Additional visits to the workplace support apprentices who may be struggling or falling behind in their learning. Training officers provide a good balance of support and challenge to enable apprentices to catch up and achieve their apprenticeship in the planned timescale.
- The development of learners' English and mathematical skills is good. For example, training officers use a range of techniques to assess learners' understanding of probability in mathematics, how it could be used in the workplace and the links to percentages, fractions and decimal equivalents.
- Technology is used very effectively to support learning. For example, tablets are used to capture photographic evidence of practical work for assessment. Resources on the VLE are increasing, are well used by apprentices, and are carefully linked to course content. For example, English, mathematics and safeguarding activities are available for apprentices to complete prior to formal assessment.
- Impartial information, advice and guidance prepare apprentices appropriately for their programmes, and apprentices and employers have a clear understanding of apprenticeship requirements. However, information, advice and guidance for progression are inconsistent and not all apprentices are fully prepared for their next steps in employment or learning.
- Apprentices feel safe in their working and training environments. Health and safety are effectively reinforced in the workplace. Safeguarding and cultural diversity are promoted extremely effectively in sessions. For example, Remembrance Day and Diwali are seamlessly and successfully linked to British values.

- NLTG has 84 trainees who are working in a variety of occupations such as business administration, customer service, hospitality and catering, hair and beauty, engineering, and retail.
- Staff accurately assess learners when they arrive to determine their training needs and help clarify their ideas about what they want to do and where they would like to work. They plan individual programmes carefully to enable learners to build on what they can already do and to emphasise the importance of work experience. The encouragement to start on a work placement as soon as possible is very strong and includes a weekly payment to trainees once they are at work.
- Trainees benefit from detailed advice and guidance that prepare them successfully for applying for jobs, including help to produce their curriculum vitae and mock interviews to become familiar with the type of questions they will face. Pastoral support is good and ensures that barriers to attending work are minimised. Staff work quickly to match trainees with supportive employers who share the NLTG commitment to supporting young workers. Once at work, training officers visit trainees regularly to ensure they have settled and are making good progress.
- Training officers rigorously monitor the progress of trainees at work, following the same approach as they do for apprentices. They skilfully involve employers in review meetings that link together the skills trainees gain at work with those they gain in learning sessions. Support from employers is excellent. Trainees enjoy their placements, attend regularly and are enthusiastic to progress to an apprenticeship or employment. They develop the skills and attitudes that employers value and are fully prepared for their next steps.
- Trainees make good progress in developing their English and mathematical skills through weekly learning sessions that are further reinforced during individual training sessions with their training officer. Training officers are highly effective at linking English and mathematics to the nature of the work that trainees complete in their placement.
- Staff are meticulous in ensuring that the advice and guidance they provide are impartial. The majority of trainees progress to further education or training, full-time employment or an apprenticeship, sometimes within a few weeks of starting their work placement.
- Safeguarding arrangements help to ensure that trainees are safe at work, know how to protect themselves and know who to call if they are worried about anything.



## Provider details

<b>Type of provider</b>	Independent learning provider
<b>Age range of learners</b>	16–18/19+
<b>Approximate number of all learners over the previous full contract year</b>	3,207
<b>Principal/CEO</b>	Jim Harkness MBE
<b>Website address</b>	www.nltg.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	68	34	20	33	0	0	0	0
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	735	1,081	87	634	0	0		
Number of traineeships	16–19		19+		Total			
	81		3		84			
Number of learners aged 14–16								
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"> <li>■ Accrington and Rossendale College</li> <li>■ Preston’s College</li> <li>■ The Oldham College</li> <li>■ Wigan and Leigh College</li> </ul>							

## Information about this inspection

### Inspection team

Anita Pyrkotsch-Jones, lead inspector	Her Majesty's Inspector
Robert Hamp	Her Majesty's Inspector
Nick Gadfield	Her Majesty's Inspector
Ken Fisher	Ofsted Inspector
Karen Tucker	Ofsted Inspector
Mohammed Feeaz	Ofsted Inspector

The above team was assisted by the quality manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected in the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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