

LEO Training

Independent Learning Provider

**Inspection dates****9–11 February 2016****Overall effectiveness****Requires improvement**

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Good

Outcomes for learners

Requires improvement

16 to 19 study programmes

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Summary of key findings

This is an a provider that requires improvement

- As a result of poor attendance and punctuality, many learners complete their qualifications beyond the agreed timescales.
- Governance arrangements are not sufficient to provide external scrutiny to enhance the quality of the provision.
- Managers do not record the monitoring and evaluation of actions sufficiently to track improvement progress.
- Insufficient opportunities exist for a small minority of the more-able learners to gain real work experience.

The provider has the following strengths

- The large majority of learners achieve their qualifications.
- All staff use effective strategies to enable learners who have multiple barriers to learning to manage their own very challenging behaviours.
- Learners develop and improve their personal and social skills to enable them to move on to further training.
- Leaders manage changes to learners' courses very effectively.
- Staff provide excellent and timely support for the many learners in crisis and with chaotic lifestyles as a result of the strong work with partners.

Full report

Information about the provider

- LEO Training was established in 2011 and became an independent learning provider with its own contract in 2013. The provider is situated on the outskirts of Bournemouth town centre and recruits learners from across Dorset. It offers qualifications in skills for employment, training and personal development, and in functional skills.
- This was the first inspection of LEO Training. This inspection was of study programmes for learners aged 16 to 19 who have low prior educational attainment. Most learners have multiple and significant barriers to learning and demonstrate very challenging behaviours. The majority of the learners have a poor record of attendance at school. Many learners are referred directly from the local council, youth offending team, and local schools and colleges.

What does the provider need to do to improve further?

- Implement procedures to raise learners' attendance and punctuality rates so that learners successfully complete their qualifications within the allocated timescales.
- Increase the range and suitability of qualifications to meet the needs of more-able learners to enable them to progress into further education, training or employment.
- Set up an advisory board to carry out a governance function and provide independent support and challenge for the management team.
- Put in place procedures to analyse and raise the quality of the training and learners' experience.
- Develop the processes associated with the observation of teaching and learning so that tutors receive more helpful feedback on their performance, and managers identify and provide training on priorities for continuing professional development for staff.
- Provide more work experience placements, and in particular placements which meet the needs of the more-able learners.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- The management team and tutors do not use the information on learners' progress to make sure that they complete their qualifications within the planned timescales. Managers have not yet established coherent and robust arrangements to ensure that learners with challenging behaviours and chaotic lifestyles attend regularly.
- Managers do not monitor quality improvement arrangements sufficiently well. They do not have any formal system in place to evaluate strengths and areas for improvement and, as a result, they have not been able to make appropriate improvements.
- The arrangements to assess the quality of teaching have not led to improvements in teaching, learning and assessment. Informal feedback to tutors does not lead to appropriate and timely professional development. However, a new manager has now put in place robust and well-planned procedures to overcome this weakness in current practice.
- The new manager and tutors have been effective in enabling all learners to improve their English and mathematics skills from low starting points. They equip learners with the skills they will need to gain employment, although there is insufficient focus on the development of learners' information technology (IT) skills.
- LEO Training has excellent working relationships with the local council, colleges, youth offending team and employers. Learners with significant personal issues benefit from these partnerships through the very high-quality support they receive.
- Tutors provide good advice and guidance and careers information which are supplemented well by visits to employers. Speakers from employers also visit and provide up-to-date and relevant details about their businesses that interest and motivate learners.
- The development of work experience as part of study programmes has been slow. The small minority of learners who are ready for work experience have not yet been able to participate in full work experience and do not have enough chances to develop good work-related skills. However, managers are now rectifying the lack of work experience opportunities by enabling all learners to experience work as volunteers and by extended visits to employers.
- Managers keep up-to-date records of what learners do after they have completed their courses but do not use this information in planning or making improvements.
- Tutors effectively promote learners' understanding of fundamental British values in their teaching, and also through the use of speakers who challenge assumptions about life in modern Britain. Tutors, staff and learners share a culture of mutual respect and staff challenge unacceptable language or behaviour sensitively.
- **The governance of the provider**
 - Governance requires improvement. Currently, the chief executive officer has oversight of the provision and provides support and challenge to the manager.
 - There is currently no external body such as an advisory board to provide independent scrutiny of the management of the provision.
- **The arrangements for safeguarding**
 - Arrangements for safeguarding are effective. All necessary checks have been completed on staff and the administration officer maintains a central register of these checks. All volunteer and work placements have been risk assessed to ensure suitability and learners' safety.
 - All learners are assessed thoroughly so that those learners who are a risk to themselves or to others can receive the support they need to ensure the safety of all learners and staff.
 - Managers have dealt sensitively and appropriately with a significant number of potential safeguarding referrals. They have suitable processes and procedures in place to deal with these issues when they arise.
 - All staff have been trained in the 'Prevent' duty. Staff and learners are aware of issues relating to extremism and radicalisation.

Quality of teaching, learning and assessment

requires improvement

- Tutors do not use the results of assessments of learners' starting points or information from other organisations in planning learning activities for learners, and in setting specific learning goals when they start their study programme. Consequently, learners do not have a clear set of objectives to help shape their studies from the outset.
- Tutors do not use the learning targets agreed during reviews of learners' progress effectively to tailor learners' activities in lessons. As a result, tutors do not plan learning sufficiently well to build on learners' prior knowledge, and lessons do not cater adequately for the specific learning needs of individual learners. However, reviews of learners' progress are comprehensive and clear to learners and they develop their personal and social skills well, encouraging them to work hard to gain their qualifications.
- The assessment of learners' starting points in English and mathematics is effective but tutors do not focus sufficiently well on identifying and teaching the elements of English and mathematics that learners have difficulty with. They do not set specific and measurable targets for learners in these subjects; learners do not actively improve their skills and often repeat topics they have already mastered.
- Tutors manage learners with difficult behaviour very well in lessons. Teachers are appropriately qualified, motivated and enthusiastic; consequently, learners participate well in lessons and make good progress in the development of personal and social skills. Learners work well together during discussions and they develop their speaking and listening skills effectively.
- Support for learners is excellent. Managers and tutors guide and support learners with disrupted lives and difficult behaviour very well. All staff demonstrate a good understanding of learners' diverse social and welfare needs, including housing difficulties, and the impact these circumstances have on them. This awareness leads to sensitive and positive guidance, ensuring that learners remain on their programmes even if they do not complete within the allocated timescales.
- Learners benefit from good individual support which helps increase their chances of gaining their qualifications. For example, in mathematics, tutors teach examination techniques well and ensure that learners understand what they need to achieve through the good use of examples and questions to consolidate their learning. Teachers help promote the development English in lessons. As a result of good teaching of editing skills, learners review and correct their own work, such as their job applications.
- Tutors' assessment of learners' work is detailed and thorough. Insightful comments on marked work enable learners to improve. Tutors mark written work carefully with good attention to learners' accuracy in spelling and grammar.
- Learners gain a better understanding of diversity and equality because tutors cover these topics well in lessons. Learners have the opportunity to extend their understanding and knowledge of other faiths and beliefs through visits to local churches and mosques, for example.

Personal development, behaviour and welfare

are good

- Learners manage their behaviour well as a result of good support and help from all tutors and staff. Learners know and adhere to the codes of conduct. Staff are consistently helpful, supportive and positive in their approach to learners. Consequently, learners' behaviour in the centre is good. Staff know about learners' immediate social and personal concerns and take swift action to provide prompt help to learners when required.
- Learners develop and improve their personal and social skills very well. Managers and tutors are successful in maintaining a positive learning environment, enabling learners to feel particularly safe and comfortable in the centre. All tutors and staff have a very good knowledge of individual learners, many of whom are in care or housed in temporary accommodation. Staff understand the personal and domestic challenges that many of the learners face on a daily basis. They provide good support and encouragement to learners, enabling them to develop their skills in a less stressful environment as a result.
- Learners make good progress in improving their skills in speaking and listening. They develop their self-worth and personal confidence well. For example, learners who previously lacked confidence improved their communication skills to enable them to start an apprenticeship working

with people. All learners enjoy their learning and are positive about the help they receive. Learners' work is at the standard expected for their level of qualification.

- The advice and guidance learners receive before starting their programme is good. Tutors work closely with a range of agencies in youth and social work, and in schools and colleges, to ensure that the programme is right for each learner.
- Learners benefit from a range of useful talks from employers about different career and job opportunities, including working in the cruise industry, hotel work, army careers, public services and apprenticeships in a range of vocational areas including hairdressing, health and social care and hospitality. As a result, learners are better informed regarding the career options open to them in the future.
- Learners participate well in enrichment activities, which help to broaden their outlook. These activities include conservation work, cake-making for a local church event and painting and organising a children's play area.
- Learners benefit from good access to a counsellor and a well-being support worker. They make good use of links with external agencies that offer additional specialist support when required. Learners with particular individual needs or disabilities receive good help that is identified and provided with care and discretion.
- Tutors and staff help learners develop healthy lifestyles, and many learners make good use of the on-site gym. Learners know how to keep themselves safe.
- Learners' attendance is often disrupted as a result of periods of personal difficulty. Although tutors monitor attendance carefully, the strategies and actions to improve attendance have not been successful to cope with the significant problems experienced by learners.
- All learners have a good understanding of, and willingly comply with, LEO Training's 'zero-tolerance' approach to bullying and harassment. Learners gain a good understanding of different faiths and people of different heritage, often taking part in visits to gain a better insight into cultural differences.

Outcomes for learners

require improvement

- While the majority of learners successfully achieve their qualifications, not enough achieve within planned timescales.
- Nearly all learners start at LEO Training with very low starting points as a result of earlier disruption in their education. A large majority of learners find the learning goals particularly challenging. A minority make good progress in meeting their learning goals, although many make slow progress as a consequence of their personal circumstances. Learners acquire a range of skills and knowledge on the study programme, which enables them to move forward and progress towards further education and employment.
- The number of learners who progress into further education or employment has increased from a low baseline over the last year. A minority of learners have been successful in starting apprenticeships with employers or gaining places at local colleges. A few learners move on to other training providers and work towards extra qualifications to enhance their employability or further education prospects, as currently they are unable to do so at LEO too.
- The standard of learners' work meets the needs of the qualification that they are taking and in a few cases exceeds the required standard. They enjoy their learning and speak very positively about their learning experiences.
- Some learners who have severe and complex emotional and behavioural needs gain skills which enable them to cope with everyday life and improve their social skills. They often gain these skills through participation in additional activities, such as trips and visits and meeting people that help them improve their social and interpersonal skills. Subsequently, they gain suitable employment or progress to further education.

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	41fr
Principal/CEO	Ms Julie Berti
Website address	www.hopehts.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	18	0	0	0	0	0	0	0
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
	16-19		19+		Total			
	N/A		N/A		N/A			
	Number of learners aged 14–16		0					
Funding received from		Education Funding Agency (EFA)						
At the time of inspection the provider contracts with the following main subcontractors:		N/A						

Information about this inspection

Inspection team

Dr Charles Clark, lead inspector
Helen Scott

Her Majesty's Inspector
Ofsted Inspector

The above team was assisted by the manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the business development plan and other documentation. 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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