

Barnardo's Employment, Training and Skills

Not-for-profit organisation

Inspection dates 17–20 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 to 19 study programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- The high ambition of senior managers and staff for learners to achieve well and be successful has led to much-improved performance.
- All learners make good progress in their learning despite the fact that the majority of them begin their studies from a low starting point and with significant and sometimes multiple barriers to learning.
- Good teaching, learning and practical training lead to the majority of learners progressing to a positive destination, with a high proportion progressing to further education and employment.
- Apprentices now succeed well on nearly all programmes.
- Learners on study programmes gain good employability skills through their experience in the workplace.
- Learners benefit from high-quality workplace support that improves their confidence, self-esteem and resilience to complete their qualification.
- Senior managers have developed and implemented a very effective system to monitor and improve the quality of teaching, learning and assessment.
- Barnardo's ETS successfully promotes the achievement of higher-level qualifications in English and mathematics for appropriate learners.

It is not yet an outstanding provider

- Although overall success rates and apprentices' successful completion within the planned time have improved, they are not yet outstanding.
- Attendance rates at too many training sessions are too low.
- Trustees do not sufficiently challenge senior managers about the quality of teaching and learning.
- The achievement of vocational, English and mathematics qualifications needs further improvement.
- Target setting is not yet consistently good enough to ensure all apprentices know what they need to do to measure, plan and take ownership of their learning.

Full report

Information about the provider

- Barnardo's Employment, Training and Skills (ETS) is part of the largest children's charity in the United Kingdom. A significant number of learners supported by ETS have a wide range of barriers to learning, including those who are not in education, employment or training, and many more have multiple and severe barriers to learning. Palmersville Training Centre in Newcastle acts as the main training site with another in Bradford. At the time of the inspection, 63 learners were on apprenticeship programmes and 93 were on a study programme. ETS has reduced the number of subcontractors it works with to three.
- Unemployment rates in the North-East are higher than that for England as a whole. However, the number of learners achieving five or more GCSE grades A* to C is higher than the national rate but lower when success in English and mathematics is included. The unemployment rates in Bradford are broadly in line with the rest of England. The number achieving five or more GCSEs at grades A* to C is also in line with the national rate but, again, is lower when English and mathematics are included.

What does the provider need to do to improve further?

- Deliver staff training to enable vocational tutors to take all opportunities to successfully integrate English and mathematics into their training and to improve the quality of their written feedback to learners.
- Focus more on the achievement of the vocational, English and mathematics qualifications that form part of the study programme, even though progression might be the primary aim.
- Improve the quality of target setting for apprentices so that they know how much they have achieved and what they still need to do to complete their programme.
- Ensure that strategies to improve attendance rates are reviewed and monitored to increase the number of learners attending all training sessions.
- Ensure the board of trustees has a detailed knowledge of the provision and holds senior managers to account more effectively with regard to key performance indicators such as the quality of teaching and learning, qualification and apprenticeship success rates and progressions to a positive destination.

Inspection judgements

Effectiveness of leadership and management is good

- Since the last inspection, senior managers have successfully established a culture of high ambition for learners to achieve their planned outcomes. They have communicated well to staff the need for change and improved performance. Consequently, staff at all levels have adopted new practices, such as using learner data well to increase the proportion of apprentices who complete within their planned time. Staff at all levels are aware that they need to sustain this good pace of improvement.
- In response to learners' needs, managers and staff have improved all aspects of study programmes so that learners can gain qualifications and work experience that suits them best. As a result, the vast majority enhance their work readiness and progress to further education, training or employment.
- Managers have developed productive partnerships with a wide range of organisations. These include Jobcentre Plus, employers and homeless support agencies; they benefit learners and increase significantly their likelihood of completing their courses successfully. For example, employers provide work experience for learners, many of whom require extra support to develop attitudes and behaviour for successful progression. Staff use the expertise within Barnardo's well to remove learners' barriers to progress, such as self-harm, offending behaviour and alcohol and substance misuse.
- Managers at all levels discuss and monitor the performance of their staff against a clear set of targets, such as learners' progress, well. They revise targets and agree action plans if underperformance is noted. Very effective staff development activities, such as training on good teaching techniques, have improved trainers' teaching practices.
- Management, monitoring and support for subcontractors are very effective. Subcontractors have been carefully selected to provide a wider range of provision than ETS can provide for learners; for example, in motor vehicle, construction, information and communication technology, and public services. Managers take swift action when they have concerns about the quality of a subcontractor's provision. However, they have not ensured that all subcontractors implement fully the Prevent duty.
- Following the last inspection, managers fully revised the quality improvement arrangements and implemented a new, well-conceived and very effective system. The quality assurance of subcontracted provision is thorough. The monitoring of teaching and learning is rigorous and robust. Self-assessment is well informed and mostly accurate.
- Managers have set up good systems to evaluate the quality of provision in the training centres. They visit the centres at short notice to gain an accurate view of the provision. The visits result in detailed reports, clearly identifying strengths and weaknesses in practice and a good action plan for improvement. The plan includes clear actions for the staff in the centres, and the support which ETS's quality improvement team should provide. As a result, most weaknesses identified at the last inspection have improved.
- All staff have suitable qualifications to help learners to develop their functional English and mathematics skills. One of the centres has specialist English and mathematics trainers; they support staff well in the training centres which do not have these specialists.
- Senior managers, managers and trainers have a strong ethos of promoting the fair treatment of individuals and respecting the rights, beliefs and lifestyles of other people. Managers analyse well performance gaps between different groups of learners and take good actions to narrow the gaps. For example, they offer extra intensive support and coaching to remove White male learners' barriers to progress. However, managers have not yet provided effective training for all trainers about British values so that they promote them well to learners.
- **The governance of the provider**
 - The link trustee has supported the Head of ETS well to implement significant changes such as the reorganisation and consolidation of the provision offer and staff restructuring to increase the pace of improvement.
 - Although the trustee has a broad understanding of the quality of the provision which ETS offers, he has not had sufficient focus on, or challenged senior managers sufficiently about, the quality of teaching and learning, learner outcomes and the overall quality of provision.
- **The arrangements for safeguarding are effective**
 - ETS meets its statutory requirements for safeguarding. It has comprehensive policies and procedures associated to safeguarding and robust procedures for checking staff in relation to safeguarding concerns before recruiting. It maintains an up-to-date record of all staff safeguarding checks.
 - ETS maintains a comprehensive record of safeguarding issues and the corresponding responses made. The Head of ETS reviews these records often and regularly.

- Senior managers have not ensured that all staff and subcontractors have received detailed training to improve their knowledge and skills in identifying, training and protecting learners in relation to radicalisation and extremism early enough.

Quality of teaching, learning and assessment is good

- Barnardo's training staff have realistic but high expectations for each learner, the majority of whom have low starting points and significant, multiple barriers to learning.
- Staff have a good understanding of the learners they work with and they demonstrate good levels of technical knowledge and recent industrial experience.
- Detailed assessment confirms each learner's starting point and takes good account of their prior attainment in establishing the correct programme for each of them.
- Support for learners with identified needs is good. For example, ETS provide coloured overlays for learners with forms of dyslexia so that they can read more easily.
- Learning plans are detailed and clearly identify learning goals and career aspirations. Regular reviews track and monitor progress and, in most cases, make good use of short-term targets. Trainers monitor and record the development of personal skills using a system of learner self-evaluation and tutor assessment against set criteria. This works well and allows learners to recognise and value the acquisition of these skills and the progress they are making as an aid to improving their employability and life chances.
- However, in a small minority of sessions observed during the inspection, a few learners lost attention and interest because they spent too long on the same extended activity. On a few occasions, trainers did not challenge more-able learners sufficiently.
- Trainers promote English and mathematics well in most discrete learning sessions and in many other vocational classes. However, in a small number of sessions trainers do not take all, or maximise, the opportunities that arise to develop skills in English and mathematics.

Personal development, behaviour and welfare is good

- ETS aims to recruit learners with a 'less than positive' experience of education and provide them with good development of, and a strong focus on, their individual and vocational skills development to meet their career aspirations.
- Learners' behaviour is good in the majority of learning sessions and around the training centres. In a very small minority of sessions at one centre, learning was disrupted by poor behaviour.
- Staff provide good support to learners in sessions to help them to stay focused on their activity as well as get assistance with their identified and specific support needs.
- All of the training sessions, as well as the dedicated enrichment programme, maintain a good emphasis on developing employability skills for learners; this approach is successful as demonstrated by the high positive progression rates.
- Enrichment and employability sessions also provide good coverage of citizenship, including British values, the Prevent duty and extremism, personal safety and e-safety, health and exercise and sexual health.
- Staff at training centres promote safety and anti-extremism issues well via wall displays with details regarding further support, external agencies, contact numbers and action guides against specific dangers.
- Managers recognise that attendance rates are poor and they are implementing a range of strategies to improve this; attendance at nearly all of the observed sessions was low.

Outcomes for learners are good

- Learners develop good skills in sessions, especially practical skills. For example, level 1 learners skilfully hung lining wallpaper in a painting and decorating session; they pasted correctly and well, the resulting wall had no gaps and the paper was cut accurately at the top and bottom of each strip.
- Most reviews capture and record progress against short-term targets in good detail; the majority of current learners are on track to succeed.
- ETS has significantly improved the positive progression rates for learners last year and in-year and these are now good. The majority of the positive progression is to full-time further education or full-time employment; this is a good achievement of the primary learning goal. A very small number of learners

leave their learning and ETS does not know their destinations.

- ETS has achieved good improvements in overall success rates and completion rates within the planned time for apprentices last year and these are now good; the majority are now in line with, or exceed, the national rates.
- Current learners are making good progress and have successfully achieved a relevant amount of their learning programme.
- Although positive progression is seen as the primary goal for learners, the achievement rates for vocational and English and mathematics qualifications are low. For learners who leave before completing their programme and progress into further education, arrangements with local partner colleges to ensure learners continue their English and mathematics studies are good.

Types of provision

16 to 19 study programmes

are good

- ETS has 94 learners on study programmes. Around half of these are on motor vehicle programmes with the largest of ETS's three subcontractors. ETS directly delivers beauty therapy, painting and decorating, and retail programmes at its centre in Newcastle. Its smaller centre in Bradford offers warehousing, customer services, business administration and sports programmes. The majority of learners have significant barriers to learning and personal difficulties and receive considerable support.
- The management team provides good oversight of the study programmes and monitors the work of subcontractors closely to ensure that the quality of provision is consistently good for all learners. As a result, a high proportion of learners progress from study programmes into further education or employment.
- Learners benefit from well-designed individual programmes that meet their needs and career aspirations well. They receive ongoing information, advice and guidance on their options and are supported well to make appropriate choices. As a result, learners are on challenging programmes in vocational areas to which they are well suited and in which they intend to have a long-term career.
- The quality of teaching and learning, particularly in practical sessions, is very good. For example, in motor vehicle, beauty therapy and painting and decorating, trainers use their good subject knowledge to captivate and engage learners very effectively. Learners enjoy and benefit from good practical demonstrations and enthusiastically put into practice what they have learned. Resources reflect good industry practice and trainers use them well to prepare learners for the workplace.
- Learners benefit from good individual support and coaching. Group sizes are generally small, enabling tutors to give each learner the attention they need. Tutors know their learners well and use this knowledge to plan learning effectively, for example those learners who work best when given a series of short, bite-sized tasks, rather than extended activities.
- Tutors rigorously check learners' work and assess their progress during sessions. They use direct questions effectively to involve all learners and monitor their learning.
- Learners develop their employability skills well through work experience that is tailored to their individual needs. For example, motor vehicle learners gain practical experience of repairing cars in a commercial environment at the subcontractor's training workshop. ETS's beauty therapy learners provide treatments for paying clients at the salon. Learners are often placed with local businesses and gain valuable work experience. Learning sessions have a clear and practical work focus and learning is contextualised to the chosen vocational option.
- Learners develop their English and mathematics skills well and in some instances they are challenged to work towards qualifications at a higher level than required. Learners are positive about their studies and understand the importance of these subjects. However, trainers do not always develop English and mathematics skills in vocational sessions, or correct errors and provide suggestions of how to improve these skills when assessing learners' work.
- Learners develop their personal skills and confidence well. They develop teamwork skills and often support their peers. The attitudes and behaviour of the vast majority of learners are mature, professional and positive. However, a minority of learners at one centre demonstrate disruptive and disrespectful behaviour, including poor punctuality, and this results in learners making slow progress.
- Managers are aware of the poor-quality accommodation at one centre and plans are well advanced to move to new centrally located premises. In the meantime, staff and learners are faced with the poor layout, lack of soundproofing and inappropriate-sized classrooms, which have a negative impact on learning.

Apprenticeships

are good

- ETS provides a range of apprenticeship qualifications mainly in motor vehicle, business administration, retail and warehousing mostly in the North-East and Yorkshire regions. There are 63 apprentices: 21 advanced apprentices and 42 intermediate apprentices currently in training. All of the apprentices are employed.
- Leaders' and managers' successful drive to improve the quality of teaching, learning and assessment has been effective in accelerating apprentices' progress. As a result, outcomes have risen sharply with nearly all success rates above the national averages this year. The majority of apprentices currently in training are making good progress and are on target to complete their qualifications on time. Apprentices develop good work-related and personal and social skills.
- Trainers use an effective range of learning and assessment activities, including discussions, videos and presentations, to capture apprentices' interests and generate motivation. For example, assessors make good use of recorded professional discussions to collect evidence of competence in skills such as supporting the coordination of an event, or leading and managing meetings effectively.
- Most training is well planned and meets the needs of apprentices and engages them well in learning. Trainers provide good oral feedback, giving clear guidance on how apprentices can improve their performance. Trainers' skilful questioning techniques help them to gain a clear idea of the level of apprentices' understanding and enable them to extend apprentices' problem-solving skills.
- Apprentices have a high level of health and safety awareness. Vehicle maintenance apprentices wear appropriate personal, protective equipment when in the workshop, such as safety glasses when cutting an exhaust pipe and gloves to protect hands against solvents and oils. Business administration apprentices are able to risk assess the hazards of working in an office environment, for example the correct seating posture when using computers at work.
- Trainers understand the barriers to learning that the majority of apprentices face. They motivate, and in some cases inspire, apprentices to achieve and respond well to challenges. Apprentices develop good independent learning skills when they are challenged to research tasks to collect evidence for their qualifications.
- Apprentices are skilled in mathematics and have a good knowledge of number facts. This means they are able to apply their mathematics skills well in the workplace, such as calculating Value Added Tax sales invoices accurately. The standard of apprentices' writing is good. Vehicle maintenance apprentices are competent in using and spelling technical words correctly when recording workshop job cards.
- Apprentices develop a range of operational workplace skills that are valued by employers, for example working effectively in a wide range of warehouse operations because of the training they have received. As a consequence, most apprentices that complete their training remain in employment and benefit from good information about future career opportunities.
- Apprentices benefit from very good support from trainers at frequent and comprehensive visits, as well as the useful contact provided between these visits, to gain feedback on their work. Trainers work well with employers to provide highly effective support to apprentices with extra support needs to ensure they stay in training and successfully complete their qualifications.
- Not all short- and medium-term targets support apprentices well enough to know what they need to do to improve. A minority of targets are too general, not sufficiently clear and lack completion dates to enable apprentices to plan their learning and to gather evidence in a timely manner.
- Long-term targets in apprentices' individual learning plans are not effective as the different parts of the qualification all have the same end dates. For example, the completion date of the main qualification units is the same as that for functional skills. As a consequence, apprentices have no milestones to monitor and measure their own progress and take control of their training.

Provider details

Type of provider	Not-for-profit organisation
Age range of learners	16–18
Approximate number of all learners over the previous full contract year	462
Principal/CEO	Mr Steve Woolcock
Website address	www.barnardos.org.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)	38		47		8			
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	21	24	8	13				
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14–16	0							
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"> ■ Northumbria Youth Action ■ North Tyneside Council ■ Resources 							

Information about this inspection

Inspection team

Tim Gardner, lead inspector	Her Majesty's Inspector
Shahram Safavi	Her Majesty's Inspector
Pat Hornsby	Ofsted Inspector
Stephen Nelson	Ofsted Inspector

The above team was assisted by the Head of Quality and Compliance, 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 and telephone calls to gather the views of learners and employers; these views are reflected within 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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