

Inspection dates

30 August–2 September 2016

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
Traineeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings**This is a good provider**

- Senior leaders have successfully taken action to reverse the decline in the achievement rates of adult learners.
- A high proportion of adult learners achieve their English and mathematics functional skills qualifications.
- Senior leaders are effectively providing good education and training for vulnerable and disadvantaged learners.
- A high proportion of learners progress to further education, training, apprenticeships or paid employment.
- Senior leaders have established very strong links with local employers, which leads to high-quality work placements, enhancing learners' ability to gain employment.
- Staff provide very effective care and support for learners. This widens their career aims and life ambitions.
- Teachers make learning interesting and enjoyable. Consequently, learners make good progress.
- Skilled staff work very effectively with learners to help them swiftly improve their behaviour and social skills.
- Staff collaborate well with a wide range of agencies to provide effective learner support. This significantly contributes to learners gaining qualifications and employment and developing their personal and social skills.

It is not yet an outstanding provider

- Senior leaders do not effectively evaluate the quality of provision to ensure focused actions for improvement.
- Staff do not set sufficiently challenging work for the most able learners to enable them to reach their full potential.
- Staff do not consistently develop and extend apprentices' mathematical skills for more complex demands of the workplace or higher level studies.

Full report

Information about the provider

- Prospect Training Services (PTS) was established in 1997 to offer training programmes to disadvantaged young people in Gloucestershire. The company is led and managed by a board of directors. The provision consists of study programmes for learners aged 16 to 19 in health and social care, sport and active leisure and motor vehicle. Apprenticeships are offered in business administration, customer service, leadership, and management. PTS also offers traineeships for unemployed learners. PTS delivers learning programmes through its three centres in Gloucester.

What does the provider need to do to improve further?

- Make sure that senior leaders fully evaluate the quality of provision and put in place appropriate actions to bring about further improvement quickly.
- Provide effective training for teachers to develop their skills in setting the most able learners sufficiently challenging work and monitor the impact this has on learners' progress.
- Ensure that assessors develop the mathematical skills of apprentices beyond that needed by apprentices for their qualification in order to improve their future career prospects.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders have an ambitious vision to provide high-quality training for those who have not succeeded in education, or who are disadvantaged by their personal circumstances. Their determination to see this through results in good curriculum developments, staff training and support for learners. As a result, a high proportion of learners acquire the skills, knowledge and behaviours necessary to live independently and gain employment.
- Senior leaders and staff effectively support learners and improve their life chances. Staff have been trained well to provide good support that strikes an appropriate balance between care, nurture and challenge. They work closely and effectively with other agencies committed to supporting local vulnerable people and provide learners with the appropriate help at the right time.
- Senior leaders have maintained the strengths identified at the previous inspection and, with great care and perseverance, tackled the weaknesses. Managers have continued to improve the quality of teaching, learning and assessment through a comprehensive and effective training programme for all teachers and assessors.
- Senior leaders and managers have built productive relationships with employers that provide high-quality work placements and opportunities for learners to gain employment. Employers provide carefully managed opportunities for disadvantaged learners and learners making their first steps into employment to gain valuable experience that improves their chances of long-term employment.
- Senior leaders are creative and innovative in achieving their vision. They use their commercial activities well to improve the study programmes for learners. They use information effectively about training needs and forthcoming employment opportunities in the local area to plan careful changes to the curriculum.
- Senior leaders and managers set and demonstrate high expectations of learners and of all staff, who behave with great tolerance and respect. They have been particularly effective in ensuring that teachers and assessors are highly skilled at helping learners to behave well towards each other, staff and employers.
- Managers evaluate the quality of teaching, learning and assessment well. They ensure that any areas for improvement are fully reflected in teachers' and assessors' appraisals and professional development, and are carried out. Well-trained and experienced observers provide accurate feedback on the quality of learning sessions to teachers and managers that enables teachers to improve. However, their feedback has not identified that, in a small number of instances, teachers do not plan work that is challenging enough for the most able learners in their classes.
- Leaders and managers have implemented a clear and effective strategy for improving learners' English and mathematical skills and the proportion of 16- to 18-year-old learners who pass their qualifications in these subjects has increased.
- Managers rigorously monitor the performance of learners and celebrate learners' successes well. However, managers do not monitor and evaluate with sufficient regularity the small number of areas for improvement. Consequently, they do not identify all appropriate actions for improvement.
- **The governance of the provider**
 - The directors of the company provide an effective oversight of its strategy and performance, ensuring good and improving outcomes for learners.
- **The arrangements for safeguarding are effective**
 - Learners are effectively protected from bullying, harassment, discrimination and harm. Teachers and assessors support individual learners with identified safeguarding issues carefully and expertly.
 - Managers complete rigorous and frequent risk assessments at each work placement learners attend. They use their visits to employers to promote equality and understanding of diversity and ensure that employers understand the high expectations that PTS has for treating learners and staff respectfully.
 - Senior leaders have thoroughly assessed the risks their learners face from radicalisation and extremism and are now implementing effectively their duties to protect learners from these risks. 'Prevent' duty training for staff has been thorough. Learners develop an understanding of the risks of radicalisation and extremism and they demonstrate a sound understanding of fundamental British values.
 - However, staff do not consistently reinforce with all apprentices and traineeship learners the awareness of fundamental British values during their programmes.

Quality of teaching, learning and assessment is good

- Teachers and assessors set high expectations for their learners. This is reflected in the good progress that current learners make and the high proportion of learners who progress to higher level courses or employment with training. All staff contribute effectively to the strong PTS culture of supporting learners to fulfil their potential.
- Learners benefit from well-planned learning sessions and make good progress from their starting points.
- All teachers and assessors use their extensive vocational experience and expertise well to help learners develop good vocational skills and produce work of high quality.
- Teachers and assessors identify accurately each learner's support or additional learning needs, and plan effectively to reduce barriers to their learning. They review weekly feedback from each learner on a useful personal and social development questionnaire that enables them to identify and resolve any emerging personal or learning concerns quickly.
- Managers work closely with the local authority to carefully assess and support a small number of learners with high needs to join relevant courses. Teachers and support staff provide excellent help for these learners.
- Teachers develop learners' English, mathematics, and information and communications technology (ICT) skills well. As a result, most learners make good progress because they appreciate the importance of developing these skills for their work, possible careers and everyday lives.
- Learners who have previously not succeeded in English GCSE benefit from well-taught lessons which prepare them well to resit the examinations. They improve their written and oral communication skills.
- Learners on study programmes and traineeships develop their mathematical skills appropriately during well-planned lessons. They benefit from the use of high-quality learning resources, which have relevant examples for each vocational area.
- Learners develop a good understanding of diversity. Teachers achieve this through well-delivered and thought-provoking personal and social development sessions which form part of the traineeships and study programmes. Assessors achieve similar results by setting high expectations for apprentices during visits and reviews.
- Teachers use technology very effectively when assessing learners and providing them with feedback. For example, in team sports lessons, teachers demonstrate clearly to the learners through filming their performance how their work meets the assessment requirements and how they can improve.
- Teachers provide learners with frequent, detailed, and constructive feedback enabling them to improve. Apprentices receive good oral and written feedback on marked work, so that they know what they have to do to improve. Employers contribute well to reviewing apprentices' progress and work closely with assessors to make sure that apprentices develop the right skills and understand how their training away from their workplace complements what they do at work.

Personal development, behaviour and welfare is good

- All learners benefit from relevant work experience placements matched closely to their career aims. Apprentices develop very good workplace skills, and grow in confidence. Traineeship learners often show their commitment and enthusiasm for learning by working additional hours at their work placements.
- All learners benefit from a common programme of interesting and relevant topics and develop good personal and social skills. Through this programme and teachers' encouragement, learners improve their attendance and behaviour; they develop good relationships and social skills well, and enhance their skills for employment.
- Learners' work is of a high standard. Apprentices develop skills that improve their performance at work and contribute to the prosperity of their businesses. Learners on traineeships improve their mathematical skills and apply them effectively in their workplaces.
- A large majority of learners on study programmes and traineeships obtain useful additional work-skills qualifications that prepare them well for the world of work. For example, construction learners obtain construction skills certification scheme (CSCS) certificates, so that they can work on building sites.

- Learners benefit from frequent, high quality, impartial careers advice from highly skilled staff. Highly effective links with employers ensure that learners obtain a work placement that suits their career aims and travel arrangements. Learners have a clear understanding of how successfully completing their qualifications will improve their career opportunities and life ambitions. As a result, learners make knowledgeable decisions about their next steps.
- Learners' behaviour and conduct are good. Learners are respectful of each other and they feel safe in a friendly atmosphere conducive to learning and work.
- The attendance of learners and apprentices is good. Teachers, assessors and employers act quickly and decisively to reduce learners' absences and encourage them to attend. However, managers do not monitor learners' punctuality sufficiently.

Outcomes for learners

are good

- A large majority of learners achieve their qualifications. The proportion of apprentices achieving their qualification has improved over the last two years and is now high compared to the national rate. Most learners on traineeships, aged 16 to 18, achieve their qualifications and progress to employment. Over the last three years, the proportion of learners on study programmes aged 16 to 18 achieving their qualifications has risen and is now good.
- The large majority of learners achieve their English and mathematics qualifications; a high proportion of them are adults without formal qualifications in English and mathematics.
- Current learners are making good progress towards achieving their qualifications as a result of frequent and helpful reviews of their skills and knowledge with teachers and assessors.
- Learners are well prepared for the next steps in education, training, or employment. A large majority of apprentices and learners aged 16 to 19 on study programmes progress to further education, training, employment or apprenticeships. A high proportion of learners on traineeships gain employment after completing their course.
- A high proportion of learners who have not been in education, employment or training complete their programmes, although a small minority leave, without obtaining their qualifications.
- The proportion of male learners achieving their qualifications is higher than that of female learners. There are no significant differences in the performance of other groups of learners.

Types of provision

16 to 19 study programmes

are good

- PTS currently has 56 learners on 16 to 19 study programmes in health and social care, sports and active leisure, construction, and motor vehicle. All learners complete highly relevant work experience placements, enabling them to develop good work-related skills.
- Each learner's study programme takes good account of their starting point, extra help they may need, and their short-term and long-term targets. Consequently, the large majority of current learners are making good progress.
- Skilled teachers make good use of their vocational expertise to make learning interesting, useful and relevant to learners. Learners benefit from good resources and well-planned activities. For example, learners quickly apply the theoretical knowledge gained from classroom work to relevant practical activities and reinforce their learning and practical skills.
- Teachers set clear boundaries and ground rules for learners and reinforce these in lessons; as a result, learners develop good attitudes to learning, their behaviour is good and they make good progress.
- The vast majority of learners enjoy their learning, including those who have previously been unsuccessful in education. Learners benefit from the small class sizes and support which enable them to receive good individual coaching and help. Learners thrive and develop a good range of vocational, personal, and social skills.
- Learners develop good English speaking and listening skills. Teachers provide helpful opportunities for learners to practise these skills to enable them to grow in confidence to express their views. Learners learn how to work well collaboratively and to listen to, and respect, each other's views and opinions.
- Teachers give extremely good, extensive pastoral support to learners. They support learners very well in overcoming personal challenges and barriers to their learning; for example, through good use of links with external partners, such as the local authority, local welfare and support agencies.

- Learners receive good impartial information, advice, and guidance which contribute to a high proportion of learners progressing into employment or further training from their study programmes.
- Teachers do not consistently set work at a sufficiently high enough level to enable the most able learners to meet their full potential. Too often, all learners work at the same pace and level, using the same materials that are not well matched to each learner's ability. In a small number of instances, teachers do not check learning sufficiently well to assure themselves of the progress all learners are making.

Apprenticeships

are good

- PTS provides apprenticeships in business administration and customer service. Currently, 27 apprentices are in training with most undertaking apprenticeships in business administration. Thirteen learners are at intermediate level and 12 are advanced apprentices. Two apprentices are working at higher apprenticeship level. The provision is well planned and meets the principles and requirements of an apprenticeship effectively.
- Assessors set apprentices challenging monthly targets and they effectively monitor and give extra support to apprentices who fall behind. As a result, a very large majority make good progress and achieve their qualifications. A large majority of apprentices progress to positions of responsibility in the workplace and to higher levels of study.
- Apprentices develop their vocational and academic skills well as a result of excellent individual help from assessors and pastoral support for those who have personal barriers to learning.
- Apprentices quickly develop a good understanding of their employers' expectations and adopt the use of proper technical language and industry standards very quickly. They contribute well to the effectiveness of the businesses of their employers.
- The large majority of apprentices produce a high standard of work. Apprentices are very well motivated and enjoy their work and training. Assessors and apprentices enjoy effective working relationships.
- Apprentices feel safe, work safely and understand their role and responsibilities regarding safeguarding. They know what procedures to follow if they have, or know of, a concern.
- Assessors give apprentices clear and helpful verbal and written feedback after assessments, enabling apprentices to improve their skills and knowledge quickly.
- Apprentices receive good information, advice and guidance. They study at the right level and take the most suitable qualifications to match their aspirations and work ambitions. Assessors and employers work effectively with apprentices to plan apprentices' next steps and consequently they have a very clear idea of what they can do on completion of their apprenticeship.
- Apprentices develop their English skills well. However, they do not develop their mathematical skills beyond that needed for their current job or qualification. As a result, they are not as well prepared as they could be when their role requires higher level mathematics skills if they move on in the workplace, or continue to higher level studies.

Traineeships

are good

- PTS currently has 23 learners on its traineeship programme. Most are aged 16 to 18 and the rest are adults. Learners study qualifications in employability skills, English and mathematics. A very large majority of learners have challenging personal circumstances, or have not been in education or training for a long period of time.
- All learners take part in relevant, well-planned work experience. Managers make good use of a wide range of committed employers to ensure that each work placement is well matched to each learner's ability and ambitions. Learners gain valuable employability skills. For example, they learn how to help customers in a retail business, answer telephone enquiries, service and maintain heavy construction equipment and use a range of industrial equipment.
- Teachers accurately identify what learners need to do to improve their English, mathematics, ICT and personal skills when they start their course. They plan good individual learning programmes for learners using this information.
- Learners make a positive contribution to their employers' businesses, which frequently leads to a job at the end of their course. A large majority of learners move into long-term employment, employment with training, apprenticeships or further education.
- The few learners with high needs receive good support from teachers who work in close partnership with local authorities and employers to provide relevant opportunities for learners to make good progress. Learners get good additional support through effective mentoring.

- Learners improve their mathematical skills quickly and apply them appropriately in the workplace; for example, in calculating quantities of floor tiles and comparing relative prices based on a range of variable factors.
- Teachers skilfully use activities that reflect the workplace to deepen learners' understanding of work skills very well. However, teachers do not routinely check whether all learners have understood the information.

Provider details

Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	525
CEO	Louise Pinnell
Website address	www.prospect-training.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	39	1	16	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	8	5	5	7	0	2		
Number of traineeships	16-19		19+		Total			
	21		2		23			
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:								

Information about this inspection

Inspection team

Laurie Brown, lead inspector	Ofsted Inspector
Steven Tucker	Her Majesty's Inspector
Mark Shackleton	Her Majesty's Inspector
Kathleen Tyler	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Alun Maddocks	Ofsted Inspector

The above team was assisted by the chief executive officer, as nominee. 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 students 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk