

YH Training Services Limited

Independent learning provider

Inspection dates

22–24 February 2017

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

Summary of key findings

This is a provider that requires improvement

- Leaders have not done enough to ensure that the quality of teaching, learning and assessment and the outcomes for learners are sufficiently good across all provision.
- Leaders and managers do not use management information well enough. As a result, they do not set challenging improvement actions to develop the quality of teaching, learning and assessment and improve outcomes for learners.
- Trainers do not use the assessment results of learners' starting points well enough to plan learning. Too many learners do not make the progress of which they are capable.
- Leaders and managers do not ensure that trainers plan sufficient on- and off-the-job learning activities for all apprentices to improve their skills development from their starting points.
- Leaders and managers do not ensure that learners on the 16 to 19 study programme have sufficient opportunities to experience the world of work. As a result, too many learners do not receive the opportunity to put the skills they have acquired on their course into practice.

The provider has the following strengths

- Leaders and managers have nurtured effective relationships with a range of employers and partners to develop a curriculum that meets the need of learners throughout the region.
- Learners are making good progress in the current year in English and mathematics, following significant operational changes made by leaders and managers.
- Trainers provide good in-class support, which helps learners to stay on their course and develop the confidence to succeed and achieve their qualifications.
- Learners and apprentices behave well and are respectful and tolerant of their peers and trainers.
- The vast majority of adult learners benefit from well-planned learning activities that develop the skills and knowledge they require for future employment and in their personal life.

Full report

Information about the provider

- YH Training Services Limited (YH) has its head office in Scarborough, North Yorkshire. It delivers training across the Yorkshire and Humber region. YH works with a small group of subcontractors.
- YH has contracts to deliver employability, 16 to 19 study programmes and traineeships, including a specific programme for young people interested in a career in the armed forces. It offers a wide range of apprenticeship programmes to learners based in companies across the region. Through its seven subcontractors, YH provides a diverse range of programmes including business management, health and social care, hospitality, performing manufacturing operations and sea-fishing apprenticeships.

What does the provider need to do to improve further?

- As a matter of urgency, leaders should implement rigorous systems to monitor the progress of all learners. They should set clear and specific targets for managers and trainers to improve the quality of teaching and learning and outcomes for learners, and monitor these targets meticulously to improve the proportion of learners who are making at least the progress that they should.
- Trainers should use the results of skills assessments completed at the start of learners' and apprentices' programmes to ensure that learning is planned to meet their specific requirements. They should ensure that all trainers challenge learners to improve their existing abilities, enhance their knowledge and use their new skills effectively in their current employment.
- Leaders should ensure that they have an appropriate oversight of apprenticeships to ensure that apprentices receive their entitlement of well-planned on- and off-the-job learning, to assist them in developing the skills they will need at work.
- Leaders should significantly improve learners' access to high-quality work placements, allowing them to gain experience and an insight into the world of work.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have a clear vision, shared with staff and contractors, of developing the curriculum to provide education and training which meet the diverse needs of learners across Yorkshire and the Humber. As a result, they have developed an extensive range of programmes and courses suited to the requirements of learners and apprentices. This provision benefits many learners from disadvantaged backgrounds who have not participated in education and training for a number of years.
- Leaders do not hold managers sufficiently to account for improving the quality of teaching and learning. They set annual targets for managers in relation to learners achieving their qualifications, but fail to ensure that they hold managers to account to improve the quality of teaching, learning and assessment, improve attendance or reduce the proportion of learners who leave their course early.
- Leaders and managers do not ensure that the self-assessment process and the subsequent report provide an accurate evaluation of the quality of teaching and learning. As a result, strengths highlighted in the report are over-optimistic and managers do not sufficiently recognise all the weaknesses identified throughout the inspection. While leaders' plans for improvement are detailed, they do not set clear and specific targets to allow them to monitor the progress of their actions and ensure that swift improvements occur.
- The arrangements to monitor the progress that learners and apprentices make towards achieving their qualifications are not rigorous enough. While individual trainers have a broad understanding of the approximate progress made, managers have an insufficient oversight across the organisation, and are not able to hold trainers sufficiently to account for the high number of learners and apprentices who are making slow progress.
- Leaders and managers ensure that staff receive good training and have access to good resources to promote equality and celebrate diversity with learners and apprentices. However, staff do not sufficiently reinforce equality and diversity throughout learners' and apprentices' programmes, nor do they raise awareness of British values. Managers have not taken sufficient steps to reduce the gaps in achievement between different groups of learners.
- Managers use observations of teaching, learning and assessment appropriately to identify individual trainers' strengths and areas for improvement. However, they do not always use the results of these observations systematically to target professional development opportunities for individual trainers to improve their practice. As a result, not all learners and apprentices receive good-quality education and training.
- Leaders and managers have established and nurtured a highly effective network of partners such as Jobcentre Plus, local enterprise partnerships and other agencies to create a range of programmes that meet learners' and employers' requirements well.
- Leaders manage the performance of a small group of subcontractors who provide specialised provision well, such as sea-fishing apprenticeships. These partnerships contribute to YH's strategy of meeting local needs particularly well. Leaders conduct monthly reviews of performance, aligned with regular quality monitoring visits, which

identify areas of concern and set clear actions for subcontractors to follow in order to improve. Learners and apprentices generally achieve well.

The governance of the provider

- The senior management team, comprising the managing director and two other senior managers, has full responsibility for the strategic direction, leadership and governance of YH.
- Leaders have not identified key weaknesses in the provision and, as a result, they provide insufficient challenge to managers about their decisions and actions to improve its quality and outcomes for learners.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers have implemented an extensive range of policies and procedures in relation to safeguarding learners and vulnerable adults, which staff understand and use appropriately. Learners state that they feel safe while at the provider and in their workplaces.
- A designated safeguarding officer holds the appropriate level of qualifications for their role. Staff at YH and their subcontractors complete annual mandatory safeguarding training to ensure that they comply with any new safeguarding requirements.
- Managers have implemented the 'Prevent' duty appropriately. All staff complete training on the 'Prevent' duty and know how to identify the risks associated with radicalisation and extremism. Learners and apprentices receive information during their induction on the risks associated with radicalisation and extremism, and how to be safe when using the internet or communicating using social media. However, trainers do not sufficiently reinforce these important messages to apprentices throughout their programme. A small minority of apprentices do not demonstrate a sufficient understanding of the 'Prevent' duty.
- Managers have effective links with external agencies in the locations where they provide education and training to protect learners and keep them safe. They work particularly closely with Local Safeguarding Children Boards to support and protect learners.

Quality of teaching, learning and assessment

Requires improvement

- Trainers do not routinely use the range of information captured through assessments of learners' skills at the beginning of their courses to plan learning effectively. As a result, trainers do not plan learning to meet the requirements of each individual. Too often, learners and apprentices are all following the same activities, despite differing levels of prior attainment, and so do not develop their skills and knowledge at the pace that they should.
- Too many apprentices and study programme learners make slow progress. Trainers do not set precise short-term targets in lessons to enable apprentices and learners to measure the attainment of new skills and the personal progress that they are making

throughout the duration of their programme. Too many actions set for apprentices through the electronic portfolio and in learning plans focus on the completion of units, rather than the development of new skills.

- Many learners have significant difficulties with learning and they value the support provided by staff, which helps them stay on their programme and motivates them to succeed. Trainers have increased the amount of support apprentices receive. As a result, apprentices, particularly at intermediate level, are making much better progress this year.
- The vast majority of adult learners benefit from well-planned learning activities that develop the skills and knowledge they require for future employment and in their personal life. For example, learners who had been developing their skills in mathematics felt confident in using percentages to deduct permitted discounts from the total bill for food ordered. However, a minority of trainers merely coach learners to pass the end test and do not develop learners' deeper understanding of the subject.
- Trainers provide a range of effective support to individuals in lessons. Consequently, most learners develop confidence in their abilities, which motivates them to make further progress. This is particularly evident for adult learners.
- Learners and apprentices benefit from a comprehensive induction to their programme and, as a result, they quickly settle into learning. They receive detailed information on equality and diversity and the dangers associated with radicalisation and extremism when they start the programme. Trainers promote these topics well in most centres. However, their ongoing promotion by trainers in lessons and at progress reviews for apprentices is insufficient.
- Trainers are appropriately qualified and experienced and use their knowledge well to help learners and apprentices relate theory to practice. The majority use a range of activities in lessons, which learners enjoy. They use a wide range of high-quality resources to support learning and assessment, including the use of information and communication technology. These resources reflect the world of work and help to raise learners' and apprentices' awareness of the need to stay safe, both at work and in their personal lives, and when using the internet or social media.

Personal development, behaviour and welfare

Requires improvement

- A large number of learners on study programmes do not develop the specialist work skills they need for their chosen employment. The majority do not benefit from purposeful work experience activities. As a result, they do not make effective progress in developing essential work skills. Less than one fifth of learners to date have completed the work experience component of their study programme.
- Learners on study programmes and adult apprentices do not improve the standard of their work quickly enough. Trainers do not sufficiently focus on developing the individual skills that each learner and apprentice requires. Therefore, they do not progress quickly enough towards achieving their qualifications.
- While trainers are flexible and responsive in meeting individual learners' needs, they place too little emphasis on good punctuality and regular attendance. As a result, learners are not developing these essential skills which will help them sustain employment. The attendance of adult learners in particular is poor. Managers collect data on attendance but

do not use this information to set and monitor improvement targets.

- Managers do not have a sufficient oversight of the key components of apprenticeship programmes. For example, managers do not monitor the regularity or duration of off-the-job learning to ensure that apprentices receive their entitlement, nor do they monitor the progress that apprentices make towards achieving their full apprenticeship qualification meticulously enough.
- The standard of adult learners' work is generally good and those that attend regularly make good progress from their starting points. Many learners have been unemployed for some time and they develop good skills as a result of the good support and guidance provided by trainers.
- Learners and apprentices receive good advice and guidance at the beginning of their programme that ensure that they are placed on the correct level of programme. For a small number of learners, ongoing advice and guidance during their programme are weak. For example, some learners wishing to join the army are unable to, owing to disclosed medical reasons. These learners do not receive further advice to help them make informed decisions about their available career options.
- Learners develop a good range of employability and social skills as a result of their training. They behave well and demonstrate an attitude of tolerance and respect towards their peers and staff. Learners returning to education develop good communication and problem-solving skills, interact well with their peers and participate in lively debates in class. Adult learners and learners on study programmes develop good English and mathematical skills.
- Learners understand how to keep themselves safe and healthy. Learners on the military preparation course demonstrate effective personal fitness practices in practical sessions. Learners on the Prince's Trust programme develop a good knowledge of healthy eating.
- Learners enjoy learning and value the support provided by both tutors and peers. They quickly improve their confidence and this motivates them to develop their skills further. Many adult learners who start courses with a very low skill base progress quickly through their qualifications and are motivated to progress to higher-level programmes. They recognise their skills, are proud of their achievements and are keen to obtain and sustain employment.
- Most learners understand their rights as learners and their responsibilities as citizens in the community. For example, learners who attend the Prince's Trust programmes have worked collectively to design, develop and maintain a community garden, which has broadened their understanding of the importance of contributing to the wider community.

Outcomes for learners

Requires improvement

- Achievement rates for apprentices, which account for the majority of the provider's provision, are in line with the achievement rates nationally for similar providers. The achievement rates of intermediate apprentices are low, specifically in hospitality, performing manufacturing operations and business administration. However, in-year data indicates that achievement rates in 2016/17 are improving.
- Achievement rates for adult learners were below those of similar providers nationally in 2015/16. Achievement rates on a minority of courses were low, such as those for entry-

level courses in information technology (IT), level 1 courses in the extended award in employability and level 2 courses in IT and accountancy. Current learners make good progress in English and mathematics and enjoy learning new skills that can support them in their personal lives, such as budgeting for household bills and writing a curriculum vitae to apply for jobs.

- Not all learners aged 16 to 18 are making the progress that they should towards achieving their qualifications. Around one third of all learners did not achieve their qualifications in 2015/16. Conversely, current learners are making good progress in English and mathematics and using these skills well in lessons, particularly in military preparation courses.
- Managers do not have sufficiently detailed plans to reduce the differences in achievement between groups of learners. For example, apprentices aged 25 years or older achieve significantly less well than younger apprentices, and apprentices from minority ethnic groups achieve significantly less well than White British learners.
- The majority of learners produce work that meets the requirements of the qualifications. Learners take a pride in their work and produce good-quality written work in their portfolios.
- Almost all apprentices progress to full-time employment following the completion of their apprenticeships, and around one third of adult learners progress to positive destinations from low starting points. However, more than half of learners on the 16 to 19 study programme do not progress to their intended destinations, which is not good enough.

Types of provision

16 to 19 study programmes

Requires improvement

- The 16 to 19 study programmes account for around a tenth of all learners at YH. Currently, 179 learners are enrolled on study programmes, with the large majority working towards completing qualifications at entry level and level 1.
- Managers' actions to improve quality since the previous inspection have not been successful in enhancing the learning experience consistently or in improving the achievement of learners. Managers have recently taken steps to improve learners' progress and performance in English and mathematics. Current learners are making good progress in these subjects.
- Too many learners enrolled on study programmes are making slow progress in achieving their learning goals. Learners studying military preparation programmes do not make good progress. A minority of trainers do not develop learners' deeper understanding of key topics, such as military insignia and key battle dates.
- Too many of the learners do not develop the specialist work skills they need for their chosen employment. Trainers do not use the review system consistently well enough to challenge all learners to broaden their skills and achieve their full potential. Only a minority of trainers provide helpful written comments to learners detailing how they can improve their work or develop their personal skills.
- Tutors do not consistently use the information from assessment activities when learners start programmes to plan their learning effectively. Improvement targets set for learners

are specific for English and mathematics and help them develop their skills well. However, tutors do not provide a strong focus on the development of wider skills, including readiness for work.

- Too few learners benefit from relevant and valuable work experience or employment activities which support their learning and personal aspirations. Only four out of ten learners on study programmes progress to employment, which is too low. Where learners do participate in external work experience, they develop their employability skills well, such as improving their military camp and operational exercises.
- Trainers plan the development of English and mathematics within other subjects well. The vast majority of learners improve their skills. Learners make good progress in developing their functional mathematical skills, such as calculating distances between military checkpoints and washing-machine load usage when completing laundry tasks within barracks.
- Trainers use a range of activities in practical lessons, which learners enjoy. Learners demonstrate confidence and apply theoretical science and military knowledge well when completing health and fitness tasks.

Adult learning programmes

Requires improvement

- Adult learning programmes account for just over one quarter of all learners at YH, with 369 learners enrolled on courses. The proportion of learners on entry-level, level 1 and level 2 courses is evenly dispersed and accounts for almost all of the adult learning provision; a very small proportion of learners are studying on level 3 and 4 courses. The majority of learners are completing functional skills qualifications in English and mathematics, vocational qualifications and non-accredited qualifications in preparation for work and public services.
- Managers do not ensure that appropriate systems exist to monitor the progress that learners make on their qualifications. Consequently, they do not have an appropriate oversight of learners' progress or a clear understanding of the aspects of the provision that need to be improved.
- Teachers do not sufficiently take into account learners' abilities or use the extensive information collected from assessments completed at the start of the learners' programme to plan effective learning. As a result, the most able learners are not challenged sufficiently to improve their skills further than the requirements of the qualification or to reach their full potential.
- The vast majority of adult learners benefit from well-planned learning activities to develop the skills and knowledge they require for future employment and in their personal life. However, a minority of trainers place a disproportionate emphasis on coaching learners to pass the end tests or assessments. They fail to deepen learners' understanding and ensure that they can implement their skills in employment or in their personal lives.
- Trainers provide good pastoral support to learners in lessons, which is effective in improving learners' confidence and develops their resilience to continue in their studies and achieve their qualifications. They behave well and treat their peers and staff with respect.
- The standard of learners' work is generally good and those that attend regularly make

good progress from their starting points. As learners' confidence in their abilities increases, so do their aspirations to progress to the next level of the course and ultimately into employment.

- Learners develop good employability and social skills as a result of their training. They communicate well, acquire good problem-solving skills, interact well with their peers and confidently participate in lively debates in class.
- Learners make good progress in developing new skills in English and mathematics, which they use confidently in their personal lives and at work. Learners take pride in their achievements and appreciate the support provided by trainers in helping them develop these important skills.

Apprenticeships

Requires improvement

- Apprenticeships account for the majority of all learners at YH. Currently, 748 apprentices, the majority of whom are adults, are enrolled on programmes. Around two thirds of all apprentices are working towards intermediate apprenticeships, with almost all of the remainder completing advanced apprenticeships. A very small proportion of apprentices are taking higher apprenticeships. Business administration and law account for around one quarter, and health and social care for around a fifth, of all apprenticeships. Other apprenticeships include retail, warehousing, hospitality, performing manufacturing operations and customer service.
- Trainers do not always use the results of assessments that apprentices complete at the beginning of the course sufficiently well to establish apprentices' starting points as a basis for planning effective learning programmes. Not all trainers challenge apprentices to develop new skills and gain new experiences.
- Too often, trainers focus on meeting the minimum standards of the awarding organisation's qualifications, as opposed to challenging learners to develop new skills that will improve their productivity in the workplace and make them more employable in the future.
- Trainers have increased the amount of support apprentices receive. As a result, apprentices, particularly at intermediate level, are making much better progress this year. Young apprentices receive appropriate on- and off-the-job learning and develop new skills through supportive employers. Trainers work closely with employers for this group of apprentices to devise training programmes to meet their specific requirements.
- Apprentices develop advanced skills on how to use spreadsheets effectively to manage stock in a warehouse. Conversely, a minority of adult apprentices who have been in the same job role for many years do not develop new skills and merely accredit existing abilities that they had prior to enrolling on the apprenticeship.
- Almost all apprentices who have completed their qualifications in recent years have progressed to full-time employment in the sector in which they completed their apprenticeship. The large majority of the remaining apprentices secured part-time employment or progressed to further study.

Provider details

Unique reference number	55466
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,216
Principal/CEO	Mr Frank McMahon
Telephone number	01484 515 156
Website	www.yh-group.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	125	176	49	182	5	2	NA	9
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	230	271	24	205	2	16		
Number of traineeships	16–19		19+		Total			
	41		4		45			
Number of learners aged 14 to 16	NA							
Number of learners for which the provider receives high-needs funding	2							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	The Academy Hair and Beauty Aircó Careskills Community Linx Harrogate Training Services Superskills Whitby Fishing School							

Information about this inspection

The inspection team was assisted by the lead quality manager, 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, telephone calls and online questionnaires 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.

Inspection team

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Malcolm Fraser	Her Majesty's Inspector
Tracey Mace-Akroyd	Her Majesty's Inspector
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