

LEO Training

Independent Learning Provider

Inspection dates

20–22 June 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		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- Leaders and managers do not make effective use of data to monitor the progress of learners over time.
- Leaders and managers have not responded quickly enough to deal robustly with weaknesses found at the previous inspection.
- Delays in assessing learners' work, providing feedback and quality assuring learners' portfolios result in learners not achieving their qualifications quickly enough.
- Insufficient opportunities exist for a small minority of the most able learners to gain work experience with an employer.
- Learners' levels of attendance and punctuality improve as the year progresses, but are still low.

The provider has the following strengths

- Staff provide excellent support for learners, many of whom have chaotic lifestyles, as a result of the strong work with partners.
- Learners make significant improvements in their English and mathematical skills.
- Learners develop and improve their personal and social skills well, which enables most of them to move onto further training and employment.
- Learners' behaviour in lessons is excellent and they work very well with their teachers.

Full report

Information about the provider

- LEO Training was established in 2011 and became an independent learning provider with its own contract in 2013. Training takes place at two sites in Bournemouth and learners are recruited from across Dorset. It offers qualifications in skills for employment, training and personal development, and functional skills.
- LEO Training provides study programmes for learners aged 16 to 19 who have low prior educational attainment. Most learners have multiple and significant barriers to learning. 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?

- Leaders and managers should produce, monitor and verify accurate data on learners' achievement, attendance and progress and use this data to scrutinise learners' performance and improve courses.
- Teachers should ensure that learners' work is marked promptly and that feedback helps learners to improve the quality of their work.
- Managers should identify more clearly the aspects of provision that need to improve and take swift, effective action to raise standards.
- Managers should increase the opportunities for learners to attend a work experience placement.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not responded quickly enough to deal with weaknesses found at the previous inspection. Leaders have implemented a range of actions and improvements to deal with these weaknesses; for example, establishing a board of governors to provide oversight, and introducing new quality assurance arrangements. However, due to the lack of managers, these actions have only recently been introduced and have not had sufficient time to make a significant impact on improving the quality of education and training.
- Leaders and managers know the organisation well. However, they have only recently started planning effectively how to tackle weaknesses. Leaders and managers do not use data sufficiently well to monitor the quality of courses. The quality improvement action plan includes appropriate activities but managers have not identified how they will measure the effectiveness of these.
- Managers have not ensured that teachers mark and return learners' work quickly enough. Managers have also been slow to arrange the necessary quality assurance of learners' work. This results in delays in learners achieving their qualifications.
- Staff at LEO training have excellent working relationships with the local council, youth offending team, advisory agencies and employers. Learners who have low prior achievement and face challenging circumstances benefit considerably from these partnerships through the very high-quality, sensitive support they receive.
- Managers have successfully increased the range and suitability of qualifications since the previous inspection. They now meet the needs of the most able learners and enable them to progress onto further education, training or employment. However, managers have yet to provide sufficient work experience placements.
- Staff promote learners' understanding of fundamental British values effectively in their teaching; for example, through visiting different community groups and the use of speakers who challenge assumptions about life in modern Britain. Teachers, staff and learners share a culture of mutual respect and staff challenge unacceptable language or behaviour sensitively.

The governance of the provider

- The newly created board of governors is beginning to provide support for managers. For example, governors have assisted leaders to define teachers' responsibilities clearly. However, managers are yet to provide governors with sufficient data to scrutinise learners' performance over time and to challenge leaders and managers.

Safeguarding

- The arrangements for safeguarding are effective.
- Suitable safeguarding policies and procedures are in place. Leaders meet the requirements of the 'Prevent' duty through an appropriate policy, risk assessment and action plan. Staff are aware of their responsibilities under the 'Prevent' duty as a result of

the training leaders have provided. Managers respond appropriately to safeguarding incidents as and when they occur.

- 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.
- Learners feel safe, are safe, and are clear about what to do if they have any concerns. Learners receive appropriate training on keeping safe online and develop an awareness of the dangers of radicalisation and extremism.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not consistently plan and implement activities in lessons well enough to ensure that all learners make swift progress and understand the topics being taught. Lessons do not maintain all learners' interest and attention. For example, teachers do not challenge the most able learners sufficiently to complete more difficult work. As a result a small number finish early and become bored.
- Teachers assess learners' work well but do not return assessed work to learners quickly enough. In a small minority of cases this results in the learners not achieving their qualifications on time.
- Teachers use an assessment of learners' starting points well to gain a good understanding of learners' personal challenges. They successfully help them overcome barriers to learning and to make progress. This support includes referring learners to specialist agencies when required. For example, learners with anxiety issues benefit from effective one-to-one support when group teaching becomes difficult for them. Learners who find handwriting difficult are provided with a laptop to complete classwork.
- Teachers' written feedback to learners contains much praise, encouragement and guidance for learners on how to improve and develop. However, in too many instances, teachers do not ensure that learners revisit their marked work to make the identified improvements and corrections to consolidate and improve their skills.
- Staff track and monitor learners' progress well, and this has improved since the previous inspection. Teachers ensure that learners acquire new skills and knowledge in lessons. They check carefully that learners have understood what they have been taught through well-worded questioning.
- Teachers develop learners' skills in English and mathematics well but, when marking learners' written vocational work, they do not identify spelling, grammar and punctuation errors well enough. Learners who have previously struggled with English and mathematics enjoy their lessons in these subjects.
- Teachers are skilful in preparing learners well for progression into work and further education. Employability and social skills are reinforced well through discussions and in practical activities and group work. These skills are further strengthened through voluntary work and a variety of enrichment activities.
- Teachers develop learners' understanding of equality and diversity well in lessons through

the use of visiting speakers from different backgrounds and by quickly challenging stereotypical views.

Personal development, behaviour and welfare

Good

- Learners improve their confidence and self-esteem. Learners with low prior achievement are supported very well to overcome any barriers to learning they have. This results in them gaining the knowledge and strategies to overcome anxieties and improve their personal skills. For example, learners who previously found meeting people difficult and struggled to leave their homes now work well in small groups and communicate effectively.
- Learners' behaviour in class is excellent. They know and adhere to the code of conduct and the support from their teachers helps them to concentrate on the activities during lessons. They show high levels of respect for one another. Learners value the support and encouragement that staff provide within a learning environment where they feel secure.
- Learners develop good skills in English, mathematics and information and communication technology (ICT) and know how to use these skills in everyday situations. For example, one learner now feels more confident when shopping and another now writes letters which include the correct use of paragraphs.
- Staff provide good advice and guidance before learners start their course so that learners are clear about their course content. Staff work with a range of youth agencies, schools, colleges and apprenticeship providers to ensure that learners understand well the progression opportunities their course may lead to.
- Learners benefit from a wide range of visiting speakers, mentors from local industry and visits that enrich their courses and equip them to progress into further education or employment. Learners' visits to local community groups and different faith organisations help them to develop their social and interpersonal skills, gain a good understanding of their local community and value people from diverse backgrounds.
- Learners know how to protect themselves online and how to report concerns. They know how to use appropriate passwords and the checks they should make before communicating with others on social media. Learners know about the dangers of radicalisation and grooming and class discussions on current affairs help to maintain their awareness and vigilance.
- Learners benefit from volunteering and employability events to help prepare them for employment. However, a small number of the most-able learners do not have the opportunity to attend a work experience placement to develop the skills they will need when employed.
- Teachers monitor attendance carefully and as a result, learners' attendance has improved significantly since the previous year but still remains low for the small minority of learners with very challenging backgrounds. A minority of learners are frequently late for lessons and teachers do not consistently reinforce the impact of poor attendance and punctuality on individual progress and future employment expectations.

Outcomes for learners

Requires improvement

- Too few learners achieve their qualifications within the planned timescales. Delays in assessing learners' work, providing feedback and quality assuring learners' portfolios result in learners not achieving their qualifications in a timely manner.
- A higher proportion of learners in 2016/17 have achieved their qualifications than in previous years, although the proportion is still low. A high proportion of learners in 2016/17 have remained on their course.
- Learners enjoy their learning and make good progress from low starting points. The standards of learners' work meet the standards required for the qualifications that they are taking. Learners acquire a range of skills and knowledge on the study programme which enable them to progress into further education and employment.
- Learners make good progress developing their skills in mathematics, English and ICT and a large majority achieve their qualifications in these subjects.
- Learners with low prior educational attainment, including learners with multiple and significant barriers to learning, gain skills that enable them to cope with everyday life and improve their social skills. As a result, most learners progress into positive destinations in employment and further education.

Provider details

Unique reference number	59221
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	31
Principal/CEO	Julie Berti
Telephone number	01202 294732
Website	www.leo-training.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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	1	–	17	1	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the 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. The inspection took into account all relevant provision at the provider.

Inspection team

Roger Pilgrim, lead inspector

Ofsted Inspector

Lyn Bourne

Ofsted Inspector

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