

# Leeds Training Trust

## Inspection report

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**Unique reference number:** 52991

**Name of lead inspector:** June Cramman HMI

**Last day of inspection:** 13 August 2010

**Type of provider:** Independent learning provider

**Address:** Mitchell House  
139 Richard Shaw Lane  
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## Information about the provider

1. Leeds Training Trust (LTT) is a group training association based in Pudsey, West Yorkshire. It was established in 1966 to support apprentice training for medium-sized engineering and manufacturing companies. It currently provides advanced apprenticeships and apprenticeships in engineering and manufacturing specialisms. At the last inspection LTT was also involved in Train to Gain provision, as well as having programmes in information and communications technologies (ICT). Following a major restructure to ensure financial viability, LTT withdrew from both ICT and Train to Gain programmes with a significant reduction in staffing and accommodation.
2. LTT's board comprises of the chairman and five other directors drawn from the member companies. There are five staff: the chief executive, three training and development advisors and an administrative officer.
3. At the time of the inspection 107 learners were working towards an advanced apprenticeship in electrical/electronics engineering, mechanical engineering or technical support. A further 12 were apprentices. Most learners are aged 16 to 18. Four apprentices are women and three are from minority ethnic communities. All learners are employed and all attend one of the three subcontractor colleges for off-the-job training.
4. Work-based learning is funded by West Yorkshire Skills Funding Agency and around 80% of LTT's business is government funded. Unemployment in Yorkshire between April 2008 and March 2009 was 7.1% compared with 6.2% nationally. According to the 2001 census, the proportion of people from Black minority ethnic communities in Leeds is 11%.
5. The following organisations provide training on behalf of the provider:
  - Leeds City College
  - Wakefield College
  - Bradford College

Type of provision	Number of enrolled learners in 2008/09
<b>Employer provision:</b>  Apprenticeships	135 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject areas</b>	<b>Grade</b>
Engineering and manufacturing technologies	3

## Overall effectiveness

6. The overall effectiveness of LTT’s provision is satisfactory. Outcomes for learners, the quality of provision, and leadership and management are all satisfactory. Apprentices gain good levels of employability and workplace skills and success rates are satisfactory at just over the national average. Programmes meet employers’ and learners’ needs well with some good customising of modules to meet specific needs. Care, guidance and support are also good, especially in helping learners to retain jobs after accidents or change them following redundancy. Arrangements for promoting equality and diversity, and safeguarding learners are satisfactory, though their development across the company has been slow. The team works well together and is respected by employers and partners, however, the team has insufficiently strong direction and some systems are insufficiently used for improvement.

## Main findings

- Success rates are satisfactory overall. They have improved steadily to around the national average in 2008/09 for advanced apprentices and well above for the small number of apprentices. However, too few learners achieve within their planned end date, though current learners are now making improved progress.

- Learners make good progress in developing communication and employability skills; they also develop a good level of engineering skills. Written work in portfolios is satisfactory. Many advanced apprentices progress to higher-level qualifications, improving their employability. Learners adopt safe working practices.
- Training and learning are satisfactory. Highly skilled and competent workplace mentors effectively help learners to develop good vocational skills often in high quality workplaces. LTT subcontracts with three further education colleges to give theory training to support the practical activities in the workplace. The provider generally coordinates provision between the colleges and workplace satisfactorily.
- The assessment of learner needs is satisfactory. LTT give all learners appropriate individual Skills for Life and learning style assessments. The recruitment process requires learners to have a satisfactory standard of literacy and numeracy on entry. Once on the programme, very few learners need additional support to meet their literacy, numeracy or language needs.
- National Vocational Qualification (NVQ) assessment and internal verification arrangements are satisfactory overall. Assessments are frequent and regular, though LTT staff make insufficient use of workplace observations to assess apprentices' skills. Internal verification effectively confirms assessment decisions but does not always comply with LTT's internal verification policy and does not improve the quality of assessment or sufficiently monitor progress.
- Target setting does not sufficiently add any pace or challenge to assessment practices. During assessments and progress reviews, the agreed targets fail to make the most of the regular assessments. The range of targets set is insufficient to stretch learners to achieve their full potential.
- Programmes meet the needs of individual learners and their employers well. LTT works very flexibly with employers to identify the mix of units to match specific workplace requirements. Staff are highly flexible to meet the needs of individual learners and employers, fitting in with irregular shift patterns and weekend work. Learners make good progress into sustainable employment.
- Guidance and support for learners are good, particularly in relation to job seeking and retention. LTT provides highly effective support to apprentices when companies make them redundant, working intensively with them and their employer network to find alternate jobs. In other cases, where learners suffered serious accidents, LTT works well to enable learners to continue in learning and employment.
- The provider has a small but active team of staff who are highly committed to the needs of both learners and employers. Their occupational skills and competence are highly valued by learners. However, LTT uses action-planning and target-setting insufficiently to direct the team. The board monitors provision

overall. However, it plays an insufficiently active part in setting strategic direction and targets.

- Arrangements for both safeguarding and equality and diversity are satisfactory. However, their development across the provision has been slow and there is no strong lead from the board or action-planning for improvement.
- Information gathered from regular staff meetings with learners, employers and subcontractors, contributes to improvements in the provision informally but effectively. LTT does not have learner forums or any learner champions in larger employers, though they plan to extend their gathering of learner feedback.
- LTT does not fully use systems and processes to improve provision. Staff record information on the management information system, however, they do not then collate or use it sufficiently for management purposes. Assessment visits are manually checked but this is not always effective. The more formal monitoring of subcontractors is sometimes insufficiently regular or challenging.

### **What does LTT need to do to improve further?**

- Review and strengthen the process for monitoring and tracking learners' progress and achievement towards their vocational qualifications to support the continuing improvement in success rates.
- Improve the setting of targets for learners during reviews and assessments so that they are more detailed and specific in order to add greater pace and challenge to the assessment process.
- Review the arrangements for the development of safeguarding and equality and diversity across the company and actively plan training and development to ensure its more rapid progress.
- Evaluate the use of monitoring systems across all parts of the quality improvement cycle, including internal verification, and take action to ensure they comply with internal procedures and more importantly, give management the real tools to measure improvement.
- Increase the amount of assessment by direct observation to enable learners to demonstrate their competences by a range of diverse means and reduce the reliance on written evidence.
- Take action to evaluate the role of the board and assess how it can take a more proactive part in planning the direction/leadership of the provision.
- Review the targets set for staff so that they are realistic and achievable, and can be measured to ensure continual improvement.
- Improve systems and processes to more effectively collect and use stakeholder feedback for improvement purposes.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the helpful, knowledgeable and supportive staff
- the availability of training and development advisors and having their mobile numbers
- the good opportunities for progression
- being paid to get qualifications
- the help in getting a job and being able to continue with the programmes, despite redundancy
- working with high quality employers.

### **What learners would like to see improved:**

- better coordination between NVQ units and the employer training plan
- improved and more relevant teaching at college.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the very good communication
- the regular meetings to review apprentices' progress
- the knowledge and skills of the training and development advisors
- help with recruiting and selecting apprentices
- the detailed discussions about the content and match of NVQ units to meet company needs.

### **What employers would like to see improved:**

- initial information about the structure and content of the programme, to include the role of the employer/supervisor in training and assessment before the training starts.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

7. Capacity to improve is satisfactory. Overall success rates have improved steadily since the last inspection, remaining satisfactory at just above the national average. Completion within planned end dates has improved in the last two years, rising from poor to satisfactory levels. Current learners progress at a satisfactory rate. LTT uses self-assessment appropriately to identify issues, and staff are involved effectively in the process. The provider gains learner, employer and subcontractor views for self-assessment, though information is not always sufficiently useful.
8. Learners and employers value the support they receive and have a high degree of confidence in the skills and occupational competence of the team. Team-working is good with rapid response to, and resolution of, any queries or issues. Management set targets, however, these are not always sufficiently reviewed to be fully effective. The board oversees the provision and receives appropriate reports on learners' success but do not always give sufficient direction. Staff and other resources are sufficient to secure satisfactory value for money, with some good work to build the company's financial security. LTT makes good use of informal processes to improve provision, however, formal arrangements are insufficiently developed. Monitoring processes do not always sufficiently identify performance issues in a timely way.

### Outcomes for learners

**Grade 3**

9. Success rates are satisfactory, with a consistent rise since the last inspection. The success rates for advanced apprentices in 2008/09 is satisfactory at 77%, a few percentage points above the national average. For the small number of apprentices, the success rate in 2008/09 is good at 89%, significantly above the national average. However, too few apprentices achieve within their planned timescales. The rate of progress for current learners is improving.
10. The standard of learners' work in portfolios is satisfactory with some examples of very detailed work records. However, some portfolios fail to reflect the high standards of work produced in the workplace. Learners make good progress in developing employability skills and many demonstrate high levels of technical skill. A significant number progress to higher education, greatly enhancing their career prospects in the sector.
11. Learners feel safe. LTT has an appropriate focus on health and safety. Learners understand their rights and responsibilities at work and enjoy their training. Employers have an effective culture of health and safety awareness and the development of safe working practices.
12. LTT's recruitment process requires learners to have a satisfactory standard of literacy and numeracy on entry. Very few learners need additional support to

meet their literacy, numeracy or language needs. LTT has identified that there is no significant difference in the achievement of different groups of learners.

## **The quality of provision**

## **Grade 3**

13. Practical training in the workplace effectively helps learners to develop good work-related skills that meet industry standards. In many instances, vocationally competent skilled operatives effectively mentor apprentices through their training. The observation profiles supplied by the subcontracting colleges indicate mainly good teaching and learning. LTT staff coordinate training between the theory and practical elements satisfactorily.
14. Assessment of apprentices' portfolio evidence is frequent, effective, and meets awarding body standards. It is thorough and well recorded. However, staff make insufficient use of workplace observations. Monitoring of learners' progress and achievement towards their vocational qualification is not always effective. Internal verification processes do not effectively improve the quality of assessment.
15. Targets set during progress reviews do not challenge learners to complete by a set date. Training and development advisors indicate the percentage of their programme learners have completed. However, this does not allow learners or employers to consider how much should be completed at stages of the qualification. A system designed to identify learners at risk of falling behind confuses most learners and employers. Overall monitoring of learners' progress to allow learners, employers and assessors to judge progress against targets is insufficient.
16. Resources are satisfactory. Staff are vocationally well qualified with many years of industrial experience and have recently gained, or are working towards, an appropriate teaching qualification. Resources in the workplace are mainly good. Workshops and offices are appropriately equipped and some learners have access to advanced technology. Workplace trainers are highly skilled and enthusiastic.
17. The programmes are highly flexible and responsive in meeting both learners' and employers' needs. Staff are particularly responsive in arranging units of study that closely match apprentices' training and skills developed in the workplace. Many apprentices achieve additional qualifications or NVQ units and make good progress into sustainable employment. Staff are highly flexible to meet the needs of individual learners and employers, fitting in with irregular shift patterns and weekend work.
18. Partnership arrangements are satisfactory. LTT works in partnership with three local colleges to deliver the apprenticeships. Many employers take an active interest in LTT's activities and all of the company's trustees are existing or former employers.



19. LTT provides highly effective support to apprentices made redundant, working intensively with them and their employer network to find alternate jobs. In cases where learners suffer serious accidents, LTT works well to enable learners to continue in learning and employment. Learners are very clear about the requirements of their training and the progression opportunities available to them. Training and development advisors and workplace mentors give good individual support, though do not sufficiently record this support.

## **Leadership and management**

## **Grade 3**

20. LTT has a small but active team of staff, who are highly committed to the needs of both learners and employers. Staff have good experience of the sector and their occupational skills and competence are highly valued by learners. LTT is highly responsive to any issues or concerns. However, the provider uses action-planning and target-setting insufficiently to give a strong lead. The only action plan is the quality improvement plan and this does not sufficiently cover all aspects of the business. Staff have targets for timely and overall success rates, however, these are insufficiently monitored.
21. The board monitors provision and provides support. It ensures provision is meeting contractual targets. However, the board plays an insufficiently active part in setting direction or targets or in supporting the chief executive.
22. LTT complies with all government legislation on safeguarding, and overall arrangements are satisfactory. All staff have completed training that meets the local children safeguarding board's requirements; an appointed lead in the organisation is developing this area and a new policy is in place. However, the development of safeguarding across provision has been slow and there is no strong lead from the board or action-planning for improvement.
23. The provider places a high priority on health and safety. Staff make appropriate checks on employer premises and update them annually. The health and safety officer holds a central record of all accidents and near misses and monitors these closely, reporting any issues to the board.
24. The arrangements for equality and diversity are satisfactory. LTT places a high emphasis on inclusion and is highly learner-centred. Learners are very happy and feel well supported by tutors and assessors. The chief executive takes the lead in the development of equality and diversity and has a relevant qualification. She is a member of several employer organisations, receiving regular updates on equality and diversity which are distributed to the team. LTT has an up-to-date equality and diversity policy which satisfactorily covers legislative issues. However, there are no actions in the quality improvement plan or in any other plan outlining how LTT is to develop equality and diversity, including staff and board training and development across the company.
25. Learners receive equality and diversity information both at LTT and at subcontractor inductions. Staff reinforce equality and diversity in learner reviews by using a bank of pre-prepared questions, however, not all learners have a

sufficient understanding of issues. LTT's analysis of women's and minority ethnic groups' success rates shows they succeed at a higher rate than other groups, however, the numbers are so small as to be statistically irrelevant.

26. Staff meet regularly with learners, employers and subcontractors and this information feeds into improvements in the provision informally but effectively. Partners comment favourably on LTT and on its flexibility in changing working practices to meet their needs. LTT uses questionnaires to elicit information from both learners and employers. The rate of return is high. Generally, both learner and employer feedback is positive, however, questionnaires do not always ask sufficiently probing questions to improve provision. LTT does not have a learner forum or learner champions, though they plan to extend their gathering of learner feedback.
27. Arrangements to improve the quality of provision are satisfactory. Informally the team work well together to gather information and use this for improving the provision. Success rates and completion within planned end dates have risen steadily since the last inspection. The self-assessment process is satisfactory. The team feed in issues to both the self-assessment and the quality improvement plan throughout the year and use learner and employer views satisfactorily. Judgements in the self-assessment report are broadly accurate.
28. Some formal monitoring processes are insufficiently regular or effective. The provider has a commercial management information package that has many useful functions, including monitoring of learner progress and monitoring of assessment dates. While staff collect and input this information, they do not sufficiently collate or use it for management purposes.
29. LTT provides satisfactory value for money. It has sound financial management that has brought the company from a very precarious position to financial security. The current manager led the company during this period well, returning the provision to a sound basis. Outcomes are satisfactory. LTT has an environmental policy, recycles paper and print cartridges, and sources materials from local companies.

## Information about the inspection

30. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's chief executive, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed assessments and progress reviews. Inspectors collected evidence from engineering and manufacturing technologies as the sole area the provider offers.

**Record of Main Findings (RMF)**  
**Leeds Training Trust**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>Employer responsive</b>
<b>Approximate number of enrolled learners</b>		
Full-time learners	119	119
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>3</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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