

Herefordshire Primary Care Trust

Inspection report

Unique reference number: 52178

Name of lead inspector: Robert Hamp HMI

Last day of inspection: 28 January 2011

Type of provider: Independent learning provider

Address: Thorn Office Centre
Thorn Business Park
Rotherwas
Hereford
HR2 6JT

Telephone number: 01432 377770

Information about the provider

1. The primary care training centre is a trading arm of Herefordshire Primary Care Trust (HPCT). It is based in two locations in Herefordshire and was set up 21 years ago to attract school leavers into careers within the National Health Service (NHS). The training centre employs 57 staff, including seven team leaders reporting to the centre manager who is accountable through the managing director of patient services to the Primary Care Trust (PCT) board.
2. One hundred and thirty-one learners are on apprenticeship programmes funded by the Skills Funding Agency. Of these 53 are working towards apprenticeships in health and social care, 31 in children's and young person's workforce and 47 in business administration and customer service. Train to Gain programmes have 247 learners, of whom 180 are working towards qualifications in health and social care, 48 are in the children's and young person's workforce and 19 are in business administration and customer service. Thirty-three young people are enrolled on a Foundation Learning programme.
3. Pre-foundation and foundation programmes target young people who are not in education, employment or training (NEET) or those who are at risk of becoming NEET. Eighteen percent of foundation learners are looked after children and 33% have a social worker jointly supporting their learning. Thirty-eight percent live independently.
4. Participation in Herefordshire by learners aged 16 and 17 in education and work based learning is 88% compared with 86% for the West Midlands and 83% for England. In 2009/10, 5.9% of those aged 16-18 were NEET compared to 6.6% in the wider West Midlands.

Type of provision	Number of enrolled learners in 2009/10
Young learner provision:	
Entry to Employment	51 learners
Employer provision:	
Train to Gain	378 learners
Apprenticeships	259 apprentices

Summary report

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

Overall effectiveness of provision		Grade 1
Capacity to improve		Grade 2
		Grade
Outcomes for learners		1
Quality of provision		1
Leadership and management		1
Safeguarding		1
Equality and diversity		2
Subject Areas		Grade
Health, public services and care		1
Foundations for learning and life		2
Business, administration and law		1

Overall effectiveness

- HPCT is an outstanding provider. Learners make excellent progress on their courses, achieve well within agreed timescales and report that they really enjoy their learning. They gain relevant work-related skills and qualifications and value work experience highly. Many hold work roles that carry significant responsibility and many learners gain full-time employment at the end of their training programmes.
- All staff are well qualified and experienced; they have very good relationships with learners. Foundation learners report a new-found enthusiasm for learning and are proud of the personal and social skills they are developing. All learners are aware that they are significantly improving their social and economic potential. Learners feel that they have a very safe and friendly place to learn.
- Many learning sessions are lively and engaging. Learning resources are generally very good with some outstanding specialist resources available to learners, particularly in health and social care. Assessment practice is good but is sometimes uninspiring and some learner targets lack clarity. The identification of individual needs and the support provided to learners is

outstanding. Relationships with employers are very good and this helps learners achieve well. Learners and staff gain real benefits from particularly effective partnership arrangements with the local authority, schools, employers and other community groups to ensure programmes are relevant and sustainable.

8. Managers demonstrate a total commitment to raising expectations and providing a supportive and aspirational culture. Demanding targets are set and met throughout the organisation. Arrangements to promote the safeguarding of learners are outstanding. The promotion of equality and diversity is good. The self-assessment process is good but the self-assessment report is not sufficiently aligned to the common inspection framework.

Main findings

- Success rates for apprentices in health and social care and business administration and customer service are outstanding. Success rates for Train to Gain learners completing within agreed timescales are above the national average. Since the previous inspection learners on foundation programmes have made good progress. Current learners on the new Foundation Learning programme are making very good progress.
- Learners improve their social and economic well-being by moving quickly through their learning programmes and gaining valuable work-related skills. Significant numbers of learners progress to higher levels of learning and achieve additional qualifications. The standard of learners' work is very high on all programmes.
- Learners feel very safe. Secure training centres provide safe working environments. Health and safety is promoted exceptionally well at induction and reinforced effectively by assessors and throughout programmes. Risk assessment of vulnerable learners is particularly good and learners benefit from very good relationships with a wide variety of multi-support agencies who make frequent visits to training centres.
- Teaching, training and learning are outstanding. Assessment practice is good. Staff are well qualified and experienced. Assessments are planned well to meet learner needs. In health and social care assessments are negotiated effectively with learners and service users. Initial assessment is very good. However, assessment is sometimes routine and uninspiring and some targets lack clarity.
- Learners benefit extremely well from one of the largest NHS health and social care apprenticeship programmes in the West Midlands. Progression routes are planned clearly. Work placements are of a very high standard and provide learners with real job opportunities. Business administration learners have a good awareness of NHS information technology (IT) systems. Foundation learners benefit from an excellent range of enrichment activities.
- HPCT has highly effective partnerships with a wide range of multi-support agencies and with national priority groups such as Skills for Care. In health and social care, employers ensure that teaching and training reflects current professional practice. Foundation learning has strong links with a local learning

difficulties and disabilities school and a pupil referral unit. Parent and carer involvement is very strong.

- Learners speak positively about the literacy and numeracy summer school and the information, advice and guidance they receive before starting their programme. Support for the most vulnerable learners is excellent. Induction is thorough and attendance is good. Learners receive highly effective one-to-one support. NHS health and social care learners receive effective support from a development specialist nurse who is ward-based.
- Senior managers set a clear direction within a culture of continuous improvement. Business planning is informed effectively through working with local and regional strategic partners. Training programmes are developed through thoughtful and creative management of funding and a clear focus on national priorities. Staff are well qualified and experienced and have a real commitment to providing a high quality service.
- Arrangements to safeguard learners are outstanding and are at the centre of the provider's work. All staff complete level 1 safeguarding training and the nominated responsible person has very strong links with the local safeguarding board. All staff, apprentices and Train to Gain learners have enhanced Criminal Record Bureau checks and a comprehensive list is held centrally. The most vulnerable learners have appropriate risk assessments.
- Equality and diversity are good and are promoted well on all programmes. A strong ethos of respect and consideration exists between learners and staff. Very good initiatives are in place to widen participation particularly for learners who are NEET and for looked after children. The difference in performance of different groups of learners is negligible. The monitoring of participation, to ensure learners in more remote areas are participating in programmes, is good.
- A wide variety of methods are used to collect learners' views at regular stages throughout the programme. Feedback is used well by the individual training teams to improve practice. However, learners are not systematically involved in decision-making.
- The self-assessment process is good and is developed through thorough analysis of the organisation's strengths and areas for improvement. The self-assessment report is informed effectively by staff, employer and learner views which are analysed systematically by the senior management team. However, the self-assessment report is not sufficiently graded or aligned against the 2009 Common Inspection Framework.
- HPCT provide outstanding value for money. Learning resources are of a high standard and a very good range of vocational options are offered in foundation programmes. Success rates are very high.

What does HPCT need to do to improve further?

- Further develop the user involvement strategy to provide learners with greater involvement in decision-making.

- Align and grade the self-assessment report more closely against the Common Inspection Framework to help staff evaluate the provision more clearly.

Summary of the views of users as confirmed by inspectors

What learners like

- learning a lot and meeting some great people
- supportive work colleagues
- knowing that people really care about what they want to do
- being placed in a real job
- developing confidence, knowledge and interpersonal skills
- going to the training centre and meeting people.

What learners would like to see improved

- better organised training days
- better confidentiality.

Summary of the views of users as confirmed by inspectors

What employers like

- mentoring learners and helping them develop confidence
- good communications with staff
- good working relationship with assessors.

What employers would like to see improved

- more guidance on how to support learners
- more feedback on learner progress.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. HPCT's capacity to improve is good. Since the previous inspection the provider has improved its overall effectiveness from good to outstanding. The provider's success rates for the last four years are very high; it has maintained the good progress of the foundation learners. Programmes are managed well and the provider has continued to improve the quality of its training programmes and of the learning resources. The self-assessment report is an accurate account of the provision. Highly effective business planning and action planning have secured improvements to the provision. HPCT are very responsive to the views of learners and employers and feedback is quickly acted upon. However, the learner voice strategy is not clearly informing decision-making.

Outcomes for learners

Grade 1

10. Overall success rates and success rates for health and social care apprentices completing within agreed timescales have been above the national rate for the past four years. In 2009/10 the number of apprentices in business administration and law increased significantly and at the same time the success rate improved to 95%. Learners on Foundation Learning programmes are making very good progress. Success rates for Train to Gain learners completing within agreed timescales have been above the national rate for the past three years.
11. Learners develop good professional skills and are making substantial improvements in their economic and social well-being. They make excellent progress and the standard of work is very high. Learners demonstrate high levels of motivation and confidence and are keen to succeed. Progression to a higher level of study or on to other courses is particularly good.
12. Learners feel very safe. They have a very good awareness and understanding of health and safety. They are knowledgeable about their health and well-being and are encouraged to make informed choices through a comprehensive range of posters and courses. Learners have access to an extremely well-equipped specialist health and social care unit that is used to simulate a wide variety of health and medical conditions.

The quality of provision

Grade 1

13. Teaching, training and learning are outstanding. Many training sessions are highly innovative, stretching, lively and engaging. Learning resources are very good with some outstanding resources in health and social care. Learning is linked particularly well to the workplace. Staff are very well qualified,

experienced and have a broad range of vocational specialisms. Continuous professional development is highly effective. Assessment practice is good. Assessments in health and social care are planned well and negotiated effectively with service users. Initial assessment is very good. Verbal feedback is highly individualised and provides learners with a clear understanding of how to improve. In health and social care equality and diversity are embedded well in lesson plans. However, assessment is sometimes routine and uninspired and some target setting lacks clarity.

14. Progression routes from pre-entry to advanced level are planned clearly and understood well by learners. Work placements in business administration provide excellent opportunities for learners to specialise, take on responsibilities and gain employment. Within health and social care employers are involved effectively in ensuring that teaching and training reflects current professional practice. Training is organised really well to meet the needs of learners. Business administration learners work closely with NHS IT services to use local systems more effectively. Foundation learners participate in an excellent range of enrichment activities.
15. Learners benefit from one of the largest NHS health and social care apprenticeship programmes in the West Midlands. Senior staff have developed highly effective links with local NHS and HPCT boards and have constructive representation on the local widening participation group and the 14-19 partnership teams. Learners benefit from partnerships with a wide range of support agencies and with national priority groups such as Skills for Care. Relationships with Connexions are particularly effective. Foundation Learning has strong links with a local school for learners with learning difficulties and disabilities and a pupil referral unit. Parent and carer involvement is very strong.
16. The provision of information, advice and guidance, before starting the programme, and a literacy and numeracy summer school benefits learners highly effectively. Induction is thorough and is updated and informed by each new stage or level of learning. Learners' individual needs are identified well and are promoted effectively to support learning. Support for the most vulnerable learners is outstanding. Attendance is very good and retention is excellent. Learners receive highly effective one-to-one support. NHS health and social care learners receive effective support from a development specialist nurse who is ward-based.

Leadership and management

Grade 1

17. Senior managers set a clear direction and demonstrate a strong commitment to continuous improvement. Business planning is informed by effective consultation with local and regional strategic partners. The provision is reviewed effectively through an excellent appreciation of local and national skills needs. Training programmes are developed by thoughtful and creative

- management of funding and a clear focus on proposed national changes, particularly within the NHS. Demanding targets are set and met. Staff are well qualified and have relevant experience. They demonstrate a real commitment to providing a high quality service and a real understanding of learner needs.
18. All teaching, learning and assessments are risk assessed to ensure that learners are safe in all aspects of their programme and activities. All staff receive appropriate level 1 safeguarding training and some tutors have a level 2 award. All staff receive comprehensive protection of vulnerable adult training at induction which is further enhanced during the first year of employment. Staff, apprentices and Train to Gain learners complete a Criminal Record Bureau check and a suitable central list is held. The nominated safeguarding officer has very strong links with the local safeguarding board and provides training and advice on difficult safeguarding issues. Multi-agency working is very strong in order to protect the most vulnerable learners.
 19. Equality and diversity are outstanding in foundation programmes and good overall. The participation on programmes of young learners in care settings and those close to exclusion due to physical and mental health disabilities is high. A very productive and particularly effective partnership arrangement with a local college of further education provides a gateway programme for the most disadvantaged. The monitoring of participation to ensure learners in more remote areas are participating in programmes is good. The promotion of equality and diversity at induction, within lessons and at reviews is good. The monitoring of equality and diversity data is good and has identified that the difference in performance of different groups of learners is negligible. However, in 2009/10 approximately 10% of learners with learning difficulties and/or disabilities did not achieve as well as other groups of learners. HPCT has a suitable equality and diversity action plan.
 20. A wide variety of methods are used to collect learners' views at regular stages throughout their programmes. Learners report they are confident that their views are used to improve the provision. Feedback is used well by individual training teams to improve practice. However, learners are not systematically involved in decision-making.
 21. HPCT has highly effective processes for monitoring and evaluating performance. The self-assessment report is presented in the form of a business plan and demonstrates a detailed analysis of strengths and areas for improvement against all key aspects of the provision. Staff have a very good awareness of the quality action plan which is used effectively to improve the quality of training programmes. The self-assessment report is an accurate account of the provision. However it is not sufficiently graded or aligned to the 2009 Common Inspection Framework.
 22. HPCT provides learning resources of a very high standard across all aspects of the provision with a very good range of vocational options offered within foundation programmes. Success rates in apprenticeships and Train to Gain

programmes are outstanding and the current foundation learners are making very good progress. Good attention is given to protecting the environment and the re-cycling of materials in foundation programmes.

Subject areas

Health, public services and care

Grade 1

Context

23. HPCT offers training for apprenticeships in health and social care, childcare and dental nursing. Three hundred and twelve learners are following a programme at either NVQ level 2 or level 3 in health and social care or early years as apprentices or Train to Gain learners. Eighty-four are working towards apprenticeships in care childcare and oral care. The majority of learners are female and of White British origin.

Key findings

- Apprenticeship success rates are outstanding and significantly above national rates across all subject areas and levels. A significant majority of learners achieve their frameworks within agreed timescales. Success rates for Train to Gain learners are very good. In 2009/10, 74 % of level 2 learners and 72% of level 3 learners achieved their qualification within agreed timescales.
- Learners develop impressive levels of professional skill and a clear understanding of technical language and practice. The standard of work is very high. Learners work cooperatively to help develop valuable team working techniques and skills. Learners are encouraged to assess their own work and the work of their peers to teach the importance of becoming reflective practitioners.
- Learners report they feel very safe. The promotion of health and safety is very good. Learners understand very well the importance of safety. A strong emphasis is placed on assessing and confirming healthy and safe working practices. For example learners carry out comprehensive risk assessments of their working environment in addition to assessors' and workplace supervisors' joint risk assessment.
- Teaching, training and learning are outstanding and assessment is good. Some learning resources are outstanding and training sessions are of a very high standard. Tutors make excellent use of learners' practical experiences to put new topics into context. Learners really enjoy sharing examples of how they have applied their skills and knowledge in workplace settings. Assessment is clearly planned, timely and fair.
- Learners benefit from one of the largest NHS health and social care apprenticeship programmes in the West Midlands. The provision is planned effectively to provide learners with clear progression routes. Working relationships with employers are well-established and highly effective in ensuring learning reflects the needs of the workplace.
- HPCT has highly effective partnerships with a wide range of local employers, multi-support agencies and with national priority groups such as Skills for Care.

Employers are fully involved in the development of learning programmes to ensure that teaching and training reflect current professional practice and to maximise learners' employability prospects.

- Induction for learners is thorough and highly effective. Learners' individual needs are identified extremely well and are promoted effectively to support learning. Learners receive excellent one-to-one support throughout their programmes. For example, learners receive highly effective support from a development specialist nurse who is ward-based. Support for the most vulnerable learners is outstanding.
- Managers have successfully improved the quality of training programmes since the last inspection. They use data effectively to manage the provision and set clear targets for learner achievement. Very high standards are set to ensure that programmes offer a very positive learning experience. Quality monitoring is rigorous and quality improvement is highly effective.
- Outstanding arrangements for safeguarding are supported by many informative healthy living sessions conducted during the month long induction. HPCT's promotion of safe use of the internet has resulted in the adoption of digital-safety working practices by apprentices. Cadets and apprentices are protected well in the workplace with constant supervision that includes suitable protection on late shifts.
- Equality and diversity is well promoted. All staff and learners receive equality and diversity training that is well integrated into teaching and training plans. Learners understand appeals and complaints procedures well. However, male learners are under-represented on all programmes.

What does HPCT need to do to improve further?

- Further improve success rates by sharing and standardising good practice across all the Train to Gain provision.
- Ensure apprentices understand the relevance of progress reviews to their NVQ by clearly defining the difference between the appraisal system and the progress of the qualification.

Foundations for learning and life

Grade 2

Context

24. Nine members of staff, the majority of whom are part-time, deliver the newly introduced Foundation Learning programme. Two full-time managers oversee it. Thirty-three learners follow a full-time programme that includes accreditation in functional, employability and personal development skills and a vocational qualification. The majority of learners are aged 16 to 18; 55% are male. Most learning takes place at the town centre premises.

Key findings

- Learners enjoy their learning and achieve a wide range of skills. They make very good improvements in confidence and self-esteem through cooperative small group work and, where necessary, one-to-one support. They gain an increased understanding of future training options and career possibilities and have a greater belief in their ability to achieve their goals.
- Progress to a higher level of study or on to other courses is good. Current learners are making very good progress and have achieved at least one vocational unit of the award. Many learners achieve at least one additional qualification, for example in conflict management or first aid. It is too early in the programme to measure any gains in full certification.
- The delivery of employability skills is excellent. Learners develop an increased understanding of the world of work through highly innovative activities. However the amount of time allocated to this area of the programme and for literacy and numeracy is insufficient. Literacy and numeracy achievements in 2009/10 were satisfactory. The responsibility for resourcing work placements is not clear.
- Staff treat learners with a very good level of respect and sensitivity. Learners respond well to this approach. Attendance is good and improving. Retention is good. Since the programme began in autumn 2010 only four of the 37 who started have left; with three of these moving on to positive outcomes.
- Teaching and learning are good and in a few cases, outstanding. Staff have high expectations of the learners and challenge them well. The pace of learning and the variety of activities is good. Clear explanations, good feedback and relevant, topical course content all contribute to a good learning environment. Learning materials, developed in-house, are linked well to learners' needs and interests and to meet the requirements of the new programme.
- Learner progress is good. Staff have a very good understanding of concerns that affect progress and share these, where appropriate, with learners and other team members. Problems relating to health and well-being are usefully discussed. However, target setting within individual learning plans is frequently too generic to offer specific guidance and it is difficult to monitor and measure progress.

- Learners benefit from an excellent enrichment programme that takes place every fifth week for a full week. Themed activities provide learners with a very good understanding of key topics such as family planning and substance misuse. Learners particularly enjoy the health and well-being week with cooking, nutrition and reflexology sessions. Learners gain evidence for the completion of the accredited awards during these activities.
- Pastoral support for learners is outstanding. The centre works very closely with a wide range of support agencies, many of whom visit the centre regularly. Learners feel comfortable discussing their support needs and benefit from the very good links to specialist staff provided by the centre. They appreciate the fact that agencies come to the centre and meet them in a neutral environment.
- The number of vocational options on offer is good. A programme for more vulnerable learners operating at the same training centre offers an excellent alternative for those who are not yet ready for a full course of study. Many learners from this preparation programme progress on to foundation learning. All the vocational areas on offer have good progression opportunities at level 2.
- The provision works very well with partners to benefit learners. Connexions staff visit the centre regularly to conduct interviews and reviews. Parents and carers are involved in discussions and reviews where appropriate. Good links to a local pupil referral unit and a local school have led to more learners enrolling on the programme. Managers work well with other providers to share best practice and to source suitable accreditation.
- Safeguarding is outstanding. All staff, including those who work part-time, have completed safeguarding training at level 2. The manager has completed digital-safety training. The clinical team leader is on site to provide additional support if necessary. The centre has good arrangements to refer learners to the wider PCT team should the need arise. Staff ensure all learners are treated equally and meet individual needs very well.
- Leadership and management of the area are good. Considerable changes to the provision have taken place and staff are responding well and have identified further areas for improvement. Self-assessment is broadly accurate. Quality improvement planning, although noting key areas for improvement, is insufficiently detailed and lacks target completion dates and lines of responsibility.

What does HPCT need to do to improve further?

- Clarify target setting within reviews and individual learning plans by breaking down learning goals to provide more specific guidance to learners and to offer a better means of monitoring small steps of achievement.
- Provide more time for teaching the skills of employability, literacy and numeracy and for sourcing work experience so that learners can acquire and embed skills and knowledge within other areas of study.
- Ensure quality improvement planning is sufficiently detailed to provide lines of responsibility and target dates for completion.

Business, administration and law

Grade 1

Context

25. HPCT offers apprenticeships and Train to Gain programmes at intermediate and advanced levels in business administration and customer service for 67 learners. Apprentices are recruited and employed by the provider and provided with work placements in the NHS. Twenty learners are on apprenticeships and 27 learners are on advanced apprenticeships. Nineteen learners are on Train to Gain: eight at level 2 and 11 at level 3.

Key findings

- Overall success rates and success rates for learners completing within agreed timescales are outstanding. The success rate for business administration apprentices improved to 95% in 2009/10 with significantly increased numbers. Achievement between groups is consistent with no major difference between levels. Success rates for Train to Gain learners completing within agreed timescales have been well above national rates for the past two years.
- Learners make outstanding progress and enjoy their learning in work placements and when attending the training centre. In 2009/10, 78% of learners progressed from intermediate to advanced apprenticeship programmes. In the same year 87% of business administration learners progressed from work placements into full-time employment.
- Learners improve their economic well-being, move quickly through their programmes and gain increased confidence and self-esteem. The standard of learners' work is particularly good. They produce a diverse range of evidence which is written well, error free and shows in-depth research, analysis and understanding. Learners feel safe. Learners have a clear understanding of what to do if they need help or guidance.
- Teaching, training and learning are outstanding. The training programme is designed to work effectively within the NHS. Learners are provided with a work-based training programme that is matched carefully to their qualification. All learners receive a thorough induction. Attendance at off-the-job sessions is good and learners really enjoy the sessions. Assessment and verification are good overall. However, assessment using technology is underdeveloped.
- The needs and interests of learners and their employers are met outstandingly well. Learners particularly value the quality of the work placements and the level of individual responsibility expected of them. They carry out meaningful activities which stretch their understanding and provide them with a wide variety of practical and business skills. However some new employers do not understand fully how they can support learners through their qualifications.
- HPCT has a strong, long-established relationship with Connexions and has an established strong network of placement sponsors within the NHS and PCT. HPCT works closely with the PCT to identify and develop IT modules to enable

apprentices to work efficiently when using the wide range of IT systems used within the NHS.

- Information, advice, guidance and support are outstanding. Highly effective individual support is provided by a qualified information, advice and guidance advisor, assessors and tutors throughout the programme. Additional information, advice and guidance support is provided on a one-to-one basis at the end of the programme to all learners who have been unsuccessful in obtaining employment. Good support is offered to refine curriculum vitae and improve interview techniques.
- Management of the learning programmes is outstanding. Overall success rates have continued to improve over the past four years. Performance management of the assessment and teaching team, through monthly supervisions and observations, ensures a high quality service. Monitoring of learners' progress is highly effective. The use of management information to track learner progress is outstanding.
- Health and safety, safeguarding, equality and diversity and employment rights and responsibilities are particularly well covered at induction and reinforced effectively during off-the-job training and assessment visits. The format of the self-assessment report meets the needs of the provider and its partners and identifies many of the key findings confirmed by inspection.

What does HPCT need to do to improve further?

- Ensure that placement providers are really clear about the programme, their role and responsibilities before providing a placement by clarifying communications about HPTC's expectations for placement providers.
 - Investigate the use of technology throughout all assessment activity to minimise the heavy reliance on paper.
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Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's training centre manager 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 funding body and data on learners and their achievement.
27. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the apprenticeship and Train to Gain programmes in all of the subject areas the provider offers.

Record of Main Findings (RMF)**Herefordshire Primary Care 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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	164	33	131
Part-time learners	247	0	247
Overall effectiveness	1	1	1
Capacity to improve	2		
Outcomes for learners	1	2	1
How well do learners achieve and enjoy their learning?	1		
How well do learners attain their learning goals?	1		
How well do learners progress?	1		
How well do learners improve their economic and social well-being through learning and development?	1		
How safe do learners feel?	1		
<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>	1		
Quality of provision	1	1	1
How effectively do teaching, training and assessment support learning and development?	1		
How effectively does the provision meet the needs and interests of users?	1		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	1		
Leadership and management	1	2	1
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
How effectively does the provider promote the safeguarding of learners?	1		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	1		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1		
How efficiently and effectively does the provider use its available resources to secure value for money?	1		

*where applicable to the type of provision

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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