

# YH Training Services Limited

Report following a monitoring visit to a 'requires improvement' provider

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**Unique reference number:** 55466

**Name of lead inspector:** Rebecca Clare, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

YH Training Services Limited (YH) was inspected in January 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

YH is based in Scarborough, North Yorkshire. It delivers education and training at centres across the North East and Yorkshire and Humber regions and offers a wide range of apprenticeships to employers in these regions. Since the previous inspection, YH has significantly reduced subcontracted apprenticeship provision and now delivers most apprenticeships directly. Around half of the learners on education programmes for young people are on courses that prepare them for military careers. The remaining younger learners (including a small number who have high needs) and most adult learners are on employability programmes.

### Themes

**How successfully have leaders improved the access that learners have to high-quality, impartial advice and guidance that informs their next steps?**

**Reasonable progress**

Managers have designed an effective new careers advice and guidance programme for learners on education programmes for young people. Learners use careers guidance from specialist tutors and helpful appointments with external advisers to improve their knowledge and understanding of their future career options. For example, learners on military preparation courses (MPCs) receive expert advice from their tutors, who are military reservists, and from external military recruiters. They quickly increase their knowledge of the regiments that they aspire to join and the steps that they need to take to be successful in selection procedures. This helps to ensure that they progress to the branch of the military that interests them most.

The minority of MPC learners who do not progress to military careers receive helpful, impartial advice and guidance that enables them to make informed choices about alternative careers and courses. They visit colleges, find out about apprenticeship vacancies and have appointments with the National Careers Service. Most progress to employment or further study in, for example, sports and public services.

Most apprentices and adult learners receive helpful careers advice from their tutors. Tutors work closely with apprentices to discuss and plan their next steps. They encourage apprentices to consider further learning that will help them develop their careers. The vast majority of apprentices who complete their programmes remain in

work, often in promoted positions and with additional responsibilities. A small minority of adult learners receive less focused guidance and are not clear about how to progress to the courses and careers they want to follow. Managers have plans to ensure that learners on adult learning programmes and apprentices have access to an improved careers advice and guidance programme. It is too early to see the impact of these plans.

**How well do staff plan and implement a curriculum that supports learners and apprentices to develop the new knowledge and skills they need to achieve their learning goals?**

**Reasonable progress**

Managers work well with employers to ensure that the curriculum focuses on relevant knowledge and skills that prepare learners and apprentices to be successful in their careers. For example, they expertly map the MPCs to the first phase of post-selection military training. Learners develop a secure understanding of key concepts and skills, such as army core values and basic skill at arms, that they need in the military. They quickly increase their fitness to the demanding levels required by the military.

Managers sequence the curriculum effectively so that key theoretical concepts are taught early in the course. Learners and apprentices then have plenty of time to deepen their understanding of these concepts by applying them as skills on their courses or at work. For example, apprentices on performing manufacturing operations frameworks study combined manufacturing operations first so that they can then apply their knowledge effectively to a range of manufacturing skills, such as injection moulding and printing.

Most tutors are skilled at breaking down complex tasks into key components that they then teach effectively. For example, learners used glossaries and presentations to explore issues of democracy and Brexit, in preparation for a visit from a parliamentary candidate. Learners' prior knowledge of key political issues enabled them to gain further knowledge by asking informed questions during the visit. Nominated representatives asked knowledgeable questions prepared by some learners who have high needs, who did not want to speak during the hustling. Most learners and apprentices develop a secure understanding of politics and life in modern Britain that underpins a firm commitment to active citizenship.

In a few cases, tutors do not use assessment effectively to identify learners' and apprentices' levels of knowledge and understanding. This reduces these tutors' ability to develop learners' and apprentices' existing knowledge or address gaps in knowledge.

**How effectively do leaders and managers identify and address areas for improvement in the quality of provision? What impact have their actions had on increasing the proportion of learners on education programmes for young people who attend and remain on their courses, including in mathematics and English?**

**Reasonable progress**

Managers have realigned the curriculum to focus on YH's areas of greatest expertise. They stopped subcontracting with a number of apprenticeship providers who did not meet YH's quality standards. Most apprentices affected by these changes transferred successfully to alternative providers. A few remain on programmes that are coming to an end. Managers intensified their monitoring of the quality of these programmes and almost all remaining apprentices are making good progress.

Managers have taken effective actions that have brought about a significant improvement in learners' attendance. For example, they now identify and contact absentees much earlier.

Leaders and managers have improved the quality of mathematics and English on education programmes for young people. They developed new resources to prioritise fundamental principles that support learners to apply their mathematical knowledge in a wide range of contexts. They appointed specialist teachers with expertise in mathematics and English. Learners demonstrate their improved knowledge and understanding of these subjects in their writing and practical activities. For instance, they become accomplished map-readers and orienteers. Some learners do not complete their mathematics and English qualifications at YH because they pass military selection procedures early. The knowledge and skills they gain at YH prepare them well to complete these qualifications while in the military.

Most managers use effective procedures that focus on learners' and apprentices' development of knowledge, skills and behaviours to identify strengths and areas for improvement in the quality of provision. For example, they review learners' diaries to check what learners have learned and how well they are using their new knowledge. Managers usually act swiftly and effectively to address any areas for improvement. However, in a few cases, leaders and managers do not provide sufficient training to help improve tutors' vocational or teaching skills. In these cases, the quality of education is slower to improve.

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