

# REINSPECTION REPORT

## **Oakmere House Reinspection**

**24 June 2004**



ADULT LEARNING  
INSPECTORATE

## OAKMERE HOUSE REINSPECTION

### Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

# REINSPECTION REPORT

## Oakmere House Reinspection

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Oakmere House is a private company and registered charity based in Walton, Liverpool. It was set up in 1981 to provide a wide range of training in the Merseyside area. It has a training centre and conference suite at a single site in Walton.
2. Since the previous inspection, the company has changed its management structure and programmes. It has replaced its former programmes in horticulture, construction, business administration, information and communications technology (ICT), retailing and customer service, catering and hospitality, and health and social care with Entry to Employment (E2E) programmes. The E2E programmes better suit the needs of the company's learners. Since August 2003, Oakmere House has been the lead provider in a partnership with three other providers to provide E2E.
3. Oakmere House's provision is funded by Greater Merseyside Learning and Skills Council. The company's senior management team consists of the chief executive, the programme manager, who is responsible for co-ordinating training, the finance, administration and personnel manager, and an executive officer, who is also the company secretary. The chief executive reports to a board of directors. Oakmere House employs 40 staff, of whom four are part time.

### SCOPE OF PROVISION

#### Foundation programmes

4. E2E is provided by a partnership comprising Oakmere House and three other providers. Oakmere house is the lead provider and provides vocational training in joinery, painting and decorating, furniture craft, horticulture, business administration, information technology (IT), retailing and catering. One of the partners provides training in elderly and childcare and IT. Another provides training in dance and the third provides training for dental surgery assistants. Eighty-three learners are on E2E programmes. Twenty-three of these are men and 60 are women. There are seven learners in joinery, five in painting and decorating, four in catering, 13 in IT, 20 in childcare and 17 in dance. Twelve learners are training as dental surgery assistants and two are developing a mixture of skills. A further three learners are not in a vocational area. Most learners are referred to Oakmere House by Connexions. After an induction and initial assessment at Oakmere House, learners follow a programme that is tailored to their individual needs. Oakmere House provides support with literacy, numeracy, key skills, and personal and social development for its own learners and learners at two of its three partners. The third partner provides this support for its own learners directly. Learners develop their literacy and numeracy during their vocational training. Oakmere House also provides the New Deal environment task force option as a subcontractor, but this provision was outside the scope of the reinspection.

## ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	21
Number of learner interviews	56
Number of staff interviews	28
Number of employer interviews	1
Number of subcontractor interviews	10
Number of locations/sites/learning centres visited	4
Number of visits	5

## OVERALL JUDGEMENT

5. At the previous inspection, leadership and management were unsatisfactory. Equality of opportunity was satisfactory but quality assurance was unsatisfactory. Provision was satisfactory in business administration, management and professional and hospitality, sport, leisure and travel, but unsatisfactory in construction, ICT, and retailing, customer service and transportation, and very weak in health, social care and public services. At the end of the reinspection process, E2E foundation programmes, leadership and management, and equality of opportunity were good and quality assurance was satisfactory.

## GRADES

Grades awarded at previous inspection

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

<b>Construction</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	4

<b>Business administration, management &amp; professional</b>	<b>3</b>
Contributory grades:	
Work-based learning for young people	3

<b>Information &amp; communications technology</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	4

<b>Retailing, customer service &amp; transportation</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	4

<b>Hospitality, sport, leisure &amp; travel</b>	<b>3</b>
Contributory grades:	
Work-based learning for young people	3

<b>Health, social care &amp; public services</b>	<b>5</b>
Contributory grades:	
Work-based learning for young people	5

Grades awarded at reinspection

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

<b>Leadership and management</b>	<b>2</b>
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

<b>Foundation programmes</b>	<b>2</b>
Contributory grades:	
Entry to Employment	2

## KEY FINDINGS

### Achievement and standards

**6. Oakmere House makes good use of previous achievement to motivate learners during their inductions.** It recognises learners' achievements through weekly and monthly awards, ceremonies to celebrate achievement and a widely distributed newsletter. Learners are enthusiastic about their learning.

**7. Retention and achievement rates have been satisfactory since E2E programmes started in August 2003.** Of the 243 learners who started between August 2003 and June 2004, 84 were retained and 83 are still in learning. Of the 84 learners who were retained, 53 moved on to a job or foundation modern apprenticeship or further education and training.

## Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Foundation programmes	0	2	2	1	2	0	0	7
<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>7</b>

**8. A good personal and social development programme using specialist agencies includes a wide range of activities to improve learners' understanding of various issues.**

This strength was identified in the self-assessment report. Learners are prepared for employment well. Oakmere House uses a local drama group to assist group discussions of needs for personal and social development.

9. **Learning resources are very good.** They include a fully equipped kitchen, a large, well-equipped workshop for carpentry and joinery, and modern IT resources with networked computers. Learners can use a fully equipped dental surgery. Some resources for learners in dance are inadequate. For example, one studio has no mirrors.

10. **Learners receive good individual support.** This was recognised as a strength in the self-assessment report. Staff have a good awareness of individual learners' needs and circumstances. This enables them to refer learners at the right time to suitable agencies for support. Oakmere House has an effective system for identifying learners with needs for specific support and arranging suitable personal and social development sessions.

11. **Learners have an effective induction at Oakmere House.** Staff clearly explain the E2E programme and the various routes to work or further education or training. Emphasis is placed on the various individualised personal and social development sessions available. Each learner receives a well-structured induction pack. Learners show a good understanding of their programmes and can talk through their E2E passports, explaining their past, present and future learning goals. Induction to work placements is satisfactory.

12. Teaching and learning are satisfactory. Detailed schemes of work and lesson plans are produced and in most sessions tutors and learners interact well.

13. **Literacy and numeracy support is inadequate.** This weakness was not identified in the self-assessment report. Oakmere House carries out a structured assessment of new learners to identify their needs. This includes an opportunity for learners to describe their levels of literacy and numeracy. However, tutors have insufficient understanding of how to tailor numeracy teaching to the needs of individual learners. Inspectors observed one learning session that relied too much on workbooks. Some staff have not been trained to use the available literacy and numeracy resources.

## Leadership and management

14. **Oakmere House has a clear strategic direction, which is communicated effectively to staff.** This was a key strength at the previous inspection and is recognised in the self-assessment report.

15. **Since the previous inspection, Oakmere House has developed good communication systems.** All staff meet frequently to monitor progress towards targets for retention and achievement, to share good practice and to consider feedback from learners and staff. All staff are encouraged to speak at these meetings. Oakmere House meets frequently with its partners to monitor performance. Detailed notes are taken of all meetings. These include a record of any actions to be taken.

16. At the previous inspection, the management of training was poor. This weakness no longer applies. Oakmere House has restructured the management of its vocational training to meet the needs of the E2E programme.

17. Staff appraisal and training are satisfactory. Yearly appraisals are used to identify personal targets and training needs and set targets for retention, achievement and progression of learners. Staff are encouraged and assisted to take training. In construction, however, assessors and internal verifiers have not yet attended training to update them on new standards for assessment and internal verification.

18. **Too few supportive work placements are available for learners.** This weakness was identified at the previous inspection. Although the company recognises the weakness in its self-assessment report, it has no written strategy for putting it right.

19. **The company's equality and diversity strategy emphasises social inclusion and the business plan contains clear targets relating to equality of opportunity.** Progress towards these targets is monitored frequently. Staff have a good awareness of equality of opportunity and receive regular training. This strength was recognised in the self-assessment report.

20. **The E2E programme is effective in widening participation.** Between them, the four partners provide opportunities to experience work in a wide range of occupations. Oakmere House designs its promotional materials to attract learners into non-traditional roles.

21. **Learners receive an effective introduction to equality of opportunity at induction.** This was identified as a strength at the previous inspection. Equality of opportunity is discussed fully at learners' inductions and reinforced throughout their training.

22. **Oakmere House routinely collects and analyses data on the recruitment and progress of learners from under-represented groups.** It held a well-planned open day to encourage participation in non-traditional roles. This was well attended by learners, potential learners, training providers, referral agencies and employers.

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23. **Since the previous inspection, Oakmere House has tailored its quality assurance systems and procedures to its new situation.** It now employs a quality auditor. This member of staff audits all the main procedures and produces action plans if problems are identified. However, other middle managers do not have a clear role in assuring quality. Observation of training is now part of the quality assurance procedures. All staff are observed at least twice each year. Results of the observations are clearly recorded and discussed with the member of staff.

24. **The progress of learners is systematically monitored by the team leaders and discussed with staff at weekly meetings.** Revised targets and actions are agreed and recorded for each learner and reviewed at the following meeting.

25. **The views of learners and staff are frequently collected and thoroughly analysed.** The findings are reported to meetings of all staff. Oakmere House has used feedback to improve its provision for learners.

26. Self-assessment is satisfactory. Oakmere House uses the views of partners, staff, learners and employers to guide the process.

27. **Although the quality assurance arrangements focus on the quality of the provision for learners, the procedures are inadequate.** Many of the procedures lack timescales and other details. This weakness was partly recognised in the self-assessment report.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Leadership and management

#### Strengths

- clear strategic direction, well understood by staff
- effective communications
- strong promotion of equality and diversity
- effective partnership arrangements to widen participation in E2E
- good use of learners' feedback to improve provision

#### Weaknesses

- insufficient supportive work placements
- inadequate quality assurance procedures

### Foundation programmes

#### Strengths

- particularly good celebration of learners' achievements
- very good personal and social development programme

- good learning resources in training centre
- good support for learners
- very effective induction

**Weaknesses**

- under developed literacy and numeracy support

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- clear strategic direction, well understood by staff
- effective communications
- strong promotion of equality and diversity
- effective partnership arrangements to widen participation in E2E
- good use of learners' feedback to improve provision

#### Weaknesses

- insufficient supportive work placements
- inadequate quality assurance procedures

28. Since the previous inspection, Oakmere House has changed its strategic direction. In 1993, it decided to replace its modern apprenticeships with E2E programmes. Many learners arrive with low educational achievement and have additional learning or social needs. Oakmere House identified E2E as an effective way of fulfilling its mission statement of serving the community, especially its more disadvantaged members, by enabling people to achieve their potential, mainly through training for work. Linked to the company's strategic plan is a detailed business plan that identifies priorities together with actions, dates and measures of success. Oakmere House communicates its strategic plan and business plan effectively to staff, who have a good understanding of the company's strategic direction. The company's clear strategic direction and staff members' good understanding of it were a key strength at the previous inspection and were recognised in the self-assessment report.

29. At the previous inspection, communication systems were weak. Communications are now effective. Oakmere House holds frequent meetings for all staff and representatives of partners. These meetings are arranged at times when they can be attended by as many full-time and part-time staff as possible. Good use is made of the meetings to share good practice and to consider issues raised by feedback from learners and staff. The meetings are also used effectively to monitor achievement and retention rates and progress against targets. Staff are encouraged to speak at the meetings. Some of the meetings take the form of workshops on topics suggested by staff. The partners meet frequently to monitor performance. Some of their meetings are attended by representatives from Connexions and the local LSC. Detailed notes are taken of all meetings. These include a record of any actions to be taken. There is good, day-to-day communication within staff teams. Oakmere House produces a frequent newsletter for

learners and staff. This includes articles about new developments within the company and stories of learners' success.

30. At the previous inspection, the management of training was poor. This weakness no longer applies. Oakmere House has restructured the management of its vocational training to meet the needs of the E2E programme.

31. Staff appraisal and training are satisfactory. All staff are appraised each year. Appraisals are used to identify personal targets and training needs. Personal targets are matched to the strategic goals of the organisation. Each member of staff is set targets relating to learners' retention, achievement and progression to work or further education and training. Staff are encouraged and assisted to follow training. Members of staff have recently attended workshops provided by the awarding body and have received training in E2E passports, equality of opportunity, and health and safety. In construction, however, assessors and internal verifiers have not yet attended training to update them on new standards for assessment and internal verification. Staff hold suitable qualifications.

32. At the previous inspection, too few supportive work placements were available in construction and IT. This problem remains and is identified as a weakness in the self-assessment report. Oakmere House has worked with other organisations to arrange various construction projects. For example, learners in painting and decorating have recently carried out work at a local rugby club. A satisfactory proportion of IT learners are moving on to jobs. However, the company has no written strategy for providing sufficient work placements in the longer term.

### **Equality of opportunity**

### **Contributory grade 2**

33. At the previous inspection, equality of opportunity was satisfactory. Oakmere House has since thoroughly revised its equal opportunities strategy and policies. It has an equal opportunities policy, an anti-harassment policy and a disability statement. A disability audit has been completed and an action plan produced. The company's equality and diversity strategy emphasises social inclusion and the business plan contains clear targets relating to equality of opportunity. An equal opportunities team meets regularly to review progress towards the targets and to identify new issues and set new targets. Learners' understanding of equality and diversity is satisfactory or better. Equality of opportunity is a standing agenda item at meetings of all staff. Staff are aware of equality of opportunity and receive regular training. This was recognised in the self-assessment report.

34. The E2E programme is effective in widening participation in training. Between them, the four partners provide opportunities to experience work in a wide range of occupations, including joinery, painting and decorating, furniture restoration, catering, horticulture, retailing, business administration, IT, elderly and early years care, dance and dental reception. Oakmere House designs its promotional materials to attract learners into non-traditional roles.

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35. Learners receive an effective introduction to equality of opportunity at induction. This was identified as a strength at the previous inspection. New learners are given a handbook containing a summary of the equal opportunities policy, a statement on inclusiveness and the disciplinary and grievance procedures. Equality of opportunity is discussed at induction and reinforced throughout learners' programmes during equal opportunities sessions and progress reviews.

36. Oakmere House routinely collects and analyses data on the recruitment and progress of learners from under-represented groups. A review of data by the equal opportunities team found that little progress had been made in recruiting learners into non-traditional roles. A well-planned open day was held to encourage participation in non-traditional roles. This included performances by learners in dance which questioned various stereotypes, the use of learners as role models and a competition for learners to produce posters promoting non-traditional roles. The day was well attended by learners, potential learners, training providers, referral agencies and employers. The number of learners taking tasters in non-traditional vocations has increased.

### **Quality assurance**

### **Contributory grade 3**

37. At the previous inspection, Oakmere House had the weakness of failing to comply with its quality assurance procedures and policies. At the time, the procedures and policies were just being introduced. Since the previous inspection, Oakmere House has developed its quality assurance systems and procedures to adapt to its new situation. It has produced a quality assurance schedule covering its own activities and those of its partners. The company now employs a quality auditor. This member of staff audits all the main procedures and produces action plans if problems are identified. However, other middle managers do not have a clear role in assuring quality. All staff are now observed at least twice each year as part of the quality assurance procedures. The results are clearly recorded and discussed with the member of staff. Further training is arranged if necessary.

38. The monitoring of learners was a weakness at the previous inspection. This has now improved. Learners' progress is thoroughly monitored by the team leaders and discussed with staff at weekly meetings. Targets are set and recorded for each learner and reviewed at the next team meeting. Information on learners' retention and achievement is considered at full staff meetings.

39. Insufficient use of feedback was a weakness at the previous inspection. Oakmere House now makes good use of feedback from learners to improve its provision. It uses frequent questionnaires to collect the views of learners and staff. The results are thoroughly analysed and compared with previous results and reported at meetings of all staff. When the feedback reveals issues affecting learners, these are investigated by focus groups. Oakmere House has used feedback to improve its provision for learners. For example, learners commented that the induction did not include enough activity away from the training centre. The induction has been redesigned to include an outdoor adventure course for team-building activities.

40. Self-assessment is satisfactory. A self-assessment report was produced in June 2003 and a new self-assessment report will be submitted to the local LSC in July 2004. Oakmere House uses the views of partners, staff, learners and employers to guide its self-assessment. The self-assessment report produced in June 2003 was written to suit the company's structure at the time. Although the strengths and weaknesses identified for leadership and management broadly matched those identified by inspectors, the section on E2E did not identify the weakness of inadequate support in literacy and numeracy.

41. Although the quality assurance arrangements focus on the quality of the provision for learners, the quality assurance procedures are inadequate. The procedures serve mainly as statements about how to judge the quality of the provision. Many of the procedures lack timescales and other details. Many do not refer to the appropriate paperwork. Although staff have a common understanding of the procedure for observing training and progress reviews, no written version of the procedure exists. There are some gaps in the procedures. For example, there is no procedure for carrying out internal audits. Various activities are carried out to monitor employers but these are not set out in a single procedure. This weakness was partly recognised in the self-assessment report.

## AREAS OF LEARNING

### Foundation programmes

Grade 2

Programmes inspected	Number of learners	Contributory grade
Entry to Employment	83	2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- particularly good celebration of learners' achievements
- very good personal and social development programme
- good learning resources in training centre
- good support for learners
- very effective induction

#### Weaknesses

- under developed literacy and numeracy support

#### Achievement and standards

42. Strong importance is given to providing accredited and non-accredited learning opportunities. The company's in-house modules are certificated in construction, childcare and dental nursing. Good use is made of previous achievements during induction to motivate learners. Oakmere House recognises learners' achievements through weekly and monthly awards. Ceremonies are frequently organised to celebrate learners' achievements with parents, guardians and partner organisations invited to attend. All learners' achievements are celebrated in a newsletter which is distributed to staff, learners, partners, guardians and employers. Learners are enthusiastic about learning and their written feedback shows strong development of their motivation and teamwork skills.

43. Retention and achievement rates are satisfactory. Of the 243 learners who started between August 2003 and June 2004, 84 were retained and 83 are still in learning. Of the 84 learners who were retained, 53 moved on to a job or foundation modern apprenticeship or further education and training. Of the 70 learners who transferred on to E2E in August 2003, 69 per cent were retained, 61 per cent achieved all their targets and 33 per cent moved on to a job or a foundation modern apprenticeship or further education and training.

### Quality of education and training

44. As recognised in the self-assessment report, Oakmere House provides a very good personal and social development programme. Activities include theatre visits, visits to magistrates and crown courts, talks by prison officers about life in prison, and outdoor adventure courses. Some learners have recently taken part in a tall ships trip as part of a national pilot Duke of Edinburgh Award scheme for E2E learners. Oakmere House makes very good use of specialist agencies to increase learners' understanding of a range of social issues, including drug misuse, money management, homelessness and sexual health. Learners receive a good preparation for employment. This includes the use of an online learning package. The company uses a local drama group to assist group discussions of needs for personal and social development.

45. Oakmere House has well-equipped modern IT resources with networked computers. A fully equipped kitchen provides a realistic working environment for catering learners, who provide food for in-house catering and outside functions. There is a large well-equipped workshop for carpentry and joinery. However, the classrooms used by construction learners do not have any natural daylight. Learners can use a modern, purpose-built conference facility with the most up-to-date audiovisual equipment. Learners in dental nursing have a well-equipped teaching room and can use a fully equipped dental surgery on one half day each week. Some resources for learners in dance are inadequate. For example, one studio has no mirrors.

46. Learners receive good individual support. Oakmere House has sufficient staff to provide effective individual coaching when needed. Staff have a good awareness of individual learners' needs and circumstances. This enables them to refer learners to suitable support agencies at the right time. Confidential drop-in sessions are held twice each week. Learners' eight-week inductions are effectively tailored to their individual circumstances. Drama is used to highlight issues relating to drugs, sex, teamwork, trust and personal development. Oakmere House has a very effective system to identify specific needs for support and provide suitable personal and social development sessions.

47. At learners' inductions, staff clearly explain the E2E programme and the various routes to work or further education or training. Emphasis is placed on the various individualised personal and social development sessions available. Each learner receives a learning agreement and an informative, well-structured induction pack. Learners' achievement is emphasised from an early stage of the induction. A strong emphasis is placed on timekeeping and attendance and their relevance to future employment. The company offers incentives during the first week of the induction to encourage learners to arrive on time. Learners are introduced to a wide range of vocational opportunities and linked opportunities to develop their literacy and numeracy. Learners show a clear understanding of their programmes and can talk through their E2E passports, explaining their past, present and future learning goals. Induction to work placements is satisfactory.

48. Teaching and learning are satisfactory. Detailed schemes of work and lesson plans are produced and in most sessions tutors and learners interact well. A very good dance

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class was observed with evidence of good attainment. However, one construction session failed to maintain learners' interest.

49. Assessment is satisfactory and learners' progress is adequately monitored. The company uses a thorough system to monitor learners' progress, achievement and progression and to ensure that progress reviews are held. It has recently introduced a new system to review each learner's progress every day but this does not yet cover all learners.

50. Support for learners' literacy and numeracy skills is inadequate. Oakmere House carries out a structured assessment of new learners to identify their needs and new learners have an opportunity to describe their levels of literacy and numeracy. Learners' inductions emphasise opportunities to develop literacy and numeracy skills alongside vocational skills. Several vocational staff are taking a certificate in helping adults with literacy and numeracy which is part of a new framework for literacy and numeracy teaching. However, inspectors observed one learning session that relied too much on workbooks. Some learners experience delays before receiving support. Oakmere House has only recently started to link literacy and numeracy teaching to the rest of learners' programmes. For some learners, links between literacy and numeracy teaching and the rest of their programmes remain weak. Some staff have not been trained to use the available literacy and numeracy resources. Tutors have insufficient understanding of how to tailor numeracy teaching to the needs of individual learners. The self-assessment report failed to identify inadequate support with literacy and numeracy as a weakness.

### **Leadership and management**

51. Managers at all levels strongly support staff development. They allow time and allocate funding for training. Recently, staff have undergone training towards the Duke of Edinburgh team leader's award. Staff in the personal and social development team receive good support from management and are clear about the priority the company places on early achievement by all learners. Senior managers are not sufficiently involved in assuring quality. The different vocational areas are inconsistent in the way they carry out some processes such as progress reviews and internal verification. Each vocational area is set targets for retention, progression and achievement. Oakmere House produces and monitors monthly data and all staff have a good understanding of the company's performance.