

# INSPECTION REPORT

## **Sutton & District Training Limited**

29 January 2004



ADULT LEARNING  
INSPECTORATE

## 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 and Jobcentre Plus programmes. 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
- **learndirect** provision
- Adult and Community Learning
- training 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.

## Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

# INSPECTION REPORT

## Sutton & District Training Limited

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Sutton and District Training Limited (SDT) started providing foundation training for young people in June 1999 and had included adults by November 1999. Most learners come from the London boroughs of Merton and Sutton. SDT is currently contracted to deliver training on behalf of London South Learning and Skills Council and Jobcentre Plus. The company delivers training from three centres in Rose Hill, Sutton. It aims to provide individualised and innovative training to learners who include the long-term unemployed, lone parents, ex-offenders, those who are disaffected and those who have a range of learning difficulties and disabilities. The company's key objectives are to increase engagement of employers in workforce development, and raise the quality of education and training, and user satisfaction. SDT currently provides training for 31 learners on the Entry to Employment (E2E) programme and for 37 adult clients on New Deal 25+.
2. SDT has three directors who take equal responsibility for the management of the company. It employs a centre manager for the E2E programme, five training advisers, one co-ordinator for literacy and numeracy training, an information technology (IT) tutor, an IT support worker and an administrator. Seven of these are full time and three are part time.
3. SDT is situated between two boroughs, both of which contain highly affluent areas contrasted by areas of deprivation. Some of the local estates compare with 20 per cent of the most deprived wards nationally.
4. SDT offers community-based training as part of a project entitled 'Adding Value Through Partnership' that aims to recruit learners specifically from the St Helier district of Sutton into training opportunities. This aspect of training is not included in the report.

### SCOPE OF PROVISION

#### Foundation programmes

5. SDT offers New Deal 25+ and E2E as foundation programmes. The primary purpose of these programmes is for clients and learners to achieve sustainable employment or progress into further training. At the time of this inspection there were 37 clients on the New Deal 25+ programme and 31 learners on the E2E programme. The New Deal 25+ programme is for 26 weeks and clients work towards improving their employability and their literacy, numeracy and language skills. Clients who speak English as an additional language are supported elsewhere. The programme is designed to develop clients' skills such as self-esteem, punctuality and personal presentation. Jobsearch is an integral part of the New Deal 25+ programme, and includes preparing curriculum vitae, writing speculative letters and improving their computer skills. E2E is based on the needs of the individual learner and is not time-bound. The training develops motivation, key skills

## SUTTON & DISTRICT TRAINING LIMITED

literacy and numeracy and personal effectiveness. Learners also develop vocational knowledge, skills and understanding through sampling a range of work and learning. Currently none of the learners are on a work placement.

### ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	22
Number of staff interviews	17
Number of locations/sites/learning centres visited	3
Number of partner/external agency interviews	1

### OVERALL JUDGEMENT

6. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the E2E programme is outstanding and the New Deal 25+ programme is good. Leadership and management, including quality assurance are also good. The provider's approach to equality of opportunity is satisfactory.

### GRADES

*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	3
Quality assurance	2

<b>Foundation programmes</b>	<b>2</b>
Contributory grades:	
New Deal 25+	2
Entry to Employment	1

### KEY FINDINGS

#### Achievement and standards

7. **The progression rate is good** for learners at SDT. Over the past three years, the progression into jobs for the New Deal 25+ programme has ranged from 28 per cent to 33 per cent. For learners on the E2E programme, 48 per cent and 51 per cent, respectively, have progressed into further education or employment over the past two years.

8. **Retention rates are very good.** For New Deal 25+ clients, retention has ranged between 72 per cent and 78 per cent over the past three years. For learners on the E2E programme the retention rates have been 78 and 70 per cent, respectively, over the past two years.

9. **Learners achieve good skills at SDT.** They are encouraged to improve their personal and presentation skills in order to seek employment. Attention is paid to time management and attendance. There is a range of good, regular and annual team-building events that are effective in improving learners' self-esteem.

### 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	3	0	5	3	0	0	0	11
<b>Total</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

10. **The training at SDT is very good.** All sessions observed were satisfactory or better. On the E2E programme, 88 per cent were good or better and 38 per cent were outstanding.

11. **There is very effective use of individual learning plans to promote learning in E2E.** Learners' initial assessment is well recorded and includes the identification of personal and social needs. Clear targets are set and are regularly reviewed. Learners are very active in the review process and some have their own challenging targets.

12. **There is very good welfare support for learners.** Trainers are accessible and flexible to meet the needs of all learners. Trainers at SDT offer advice and guidance on a range of personal and social matters and have good links with support agencies. Some learners have been given financial assistance. Many of the learners who have completed their programme, return to SDT to seek further support and guidance.

13. **Learners' induction at SDT is inadequate.** It lasts approximately 90 minutes and covers a wide range of subjects including form filling, procedures, rights and responsibilities, health and safety and equal opportunities. However, the process is not interactive and there is no handbook for learners to refer to.

14. **On the New Deal 25+ programme there is insufficient learning support.** Some of the clients' records do not include known conditions that may have an impact on learning. Learning support sessions do not always have the most appropriate materials for individual needs.

15. **There is insufficient involvement by employers for New Deal 25+ clients.** Employment is one of the key programme targets, but currently none of the clients attend a placement and employers do not come into the centre to give talks and advice.

## Leadership and management

16. **Strategic leadership is good.** SDT's mission and ethos are fully understood by all staff and are promoted throughout the company. Evaluations from external agencies, learner feedback and staff views are an integral part of the strategic planning.
17. **Staff are involved in setting targets which relate to the strategic plan.** These include demanding targets for the number of starts on the programmes, retention and progression. Directors use management information effectively to review and report on progress made.
18. **The management of resources is particularly effective.** Learners have good opportunities to gain additional qualifications, lead a healthy lifestyle and use a professional music studio. Staff are good role models for learners.
19. **SDT understands the diversity of the local population and is good at promoting its training to disadvantaged groups.** Staff go to a range of places where potential learners might be found, to give advice and guidance on training. SDT introduces courses that it knows will appeal to potential learners. The music studio is actively engaging young men who may not have previously considered training.
20. **There is non-discriminatory recruitment of learners.** Before enrolment learners can assess whether SDT is suitable for their needs. There are clear approaches towards meeting the diverse needs of its adults and young learners.
21. **Clear and concise quality assurance procedures cover every stage of the learners' experience.** Staff have a clear view of the expectations of the company and the standard required to meet them. Key aspects of the programmes are carefully monitored and actions are produced for improvement.
22. **SDT has a well-established system to gain feedback from learners and external agencies.** These views are valued and contribute to the self-assessment process. Learners' questionnaires are carefully analysed and result in change. Very effective use is made of learners' evaluation sessions to improve or modify their experience.
23. **All learners are respected at SDT.** However, there is insufficient internal promotion of equality and diversity. There is a limited amount of promotional materials in the training centres. Training is not used to actively promote equality and diversity, and the results of questionnaires are not used to develop the programme.
24. Data are collected on the minority ethnic mix of learners. However, this information is not used sufficiently to analyse achievement, retention and job outcomes. Targets are not set to improve progression from under-represented groups.
25. **The observation of induction, training and reviews is inadequate.** Insufficient



feedback is given to improve the teaching. Other key elements of the learners' programme are not included in the observation cycle.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- good strategic leadership
- particularly effective management of resources
- good use of target-setting
- clear and concise quality assurance procedures
- good use of feedback to improve the provision
- non-discriminatory recruitment of learners
- good promotion of training to disadvantaged groups

### **Weaknesses**

- inadequate observation of induction, training and reviews
- insufficient internal promotion of equality and diversity
- insufficient use of equal opportunities data

## **Foundation programmes**

### **Strengths**

- good progression rates
- very good retention rates
- very good training
- very effective use of individual learning plans to promote learning in E2E
- very good welfare support for learners
- good development of personal and social skills

### **Weaknesses**

- inadequate induction
- insufficient learning support for New Deal 25+
- insufficient employer involvement for New Deal 25+

## **WHAT LEARNERS LIKE ABOUT SUTTON & DISTRICT TRAINING LIMITED:**

- the support for jobsearch
- the music course - 'it's brilliant'
- the excellent atmosphere
- the friendly staff
- the happy staff - 'they don't bring their problems to work'
- being treated with respect
- the team-building exercises
- building their confidence and motivation
- the access to computers

## **WHAT LEARNERS THINK SUTTON & DISTRICT TRAINING LIMITED COULD IMPROVE:**

- reviews should be every two to three weeks
- need work placements for experience
- get rid of some people who don't want to be there because they spoil it for the rest
- they should provide cheap food and breakfast
- makes lessons not so boring
- Jobcentre Plus website is too slow
- more IT facilities
- colour printer

## **KEY CHALLENGES FOR SUTTON & DISTRICT TRAINING LIMITED:**

- improve the induction
- increase employer involvement
- develop teaching observations across the programmes
- improve the internal promotion of equality and diversity
- improve the use of equality of opportunity data

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- good strategic leadership
- particularly effective management of resources
- good use of target-setting
- clear and concise quality assurance procedures
- good use of feedback to improve the provision
- non-discriminatory recruitment of learners
- good promotion of training to disadvantaged groups

#### Weaknesses

- inadequate observation of induction, training and reviews
- insufficient internal promotion of equality and diversity
- insufficient use of equal opportunities data

26. Strategic leadership is good. SDT's mission and ethos are fully understood by all staff and are promoted throughout the company. All staff are committed to supporting the progress of each learner. Evaluations from external agencies, learners' feedback and the views of staff are valued and contribute to the strategic planning. Clear strategic planning reflects the future vision of the organisation. Value statements, such as openly shared knowledge and experience are effectively formulated into key goals. Business planning sets out realistic objectives with targets for their implementation. Strategic and business planning are very effectively communicated. All staff understand their role in the company and how their targets fit into the strategic plan. Progress towards achieving the strategic plan is monitored well.

27. The management of resources is particularly effective. Learners are able to gain additional qualifications. Extra curricular activities provide good opportunities to develop the social and life skills of learners. A healthy lifestyle for adults is promoted through attendance at the local gym. Refurbished premises are well maintained and offer appropriate environments for learning. The music studio is equipped to professional standards. Staff are good role models for learners. Very effective technician support ensures learners are not disadvantaged by faulty IT equipment.

28. Directors make good use of target-setting. Staff are involved in setting appropriate targets with realistic timescales which relate to the strategic plan. These contain demanding targets for learners starting on the programmes, and for retention and progression. Directors use management information effectively to review and report on

progress made towards objectives and targets. Staff are fully aware of their targets and how they link into the vision for the company. Sound procedures are in place to monitor attendance and punctuality.

29. Communication is satisfactory. Bimonthly meetings allow staff to formally review the learners' experience and discuss areas for development. Minutes of the meetings are kept, but action points and responsibilities are not clearly identified or monitored. An informal meeting every day ensures that all staff, including part-time staff, are updated about learners' programmes and emerging concerns. All staff understand the learners and effectively share their ideas with regard to social and emotional problems. Good procedures are in place to ensure that part-time staff communicate the learners' progress. Regular contact is maintained with external partners by telephone each week and there are also written reports to communicate developments which affect the learner. Learners have regular meetings to discuss the organisation of their training.

30. Management of additional literacy, numeracy and language support is satisfactory. Additional staff have been recruited and effective organisation ensures that all learners have suitable assessments. Staff are gaining specific qualifications in literacy and numeracy support. The implementation of additional literacy and numeracy support and reporting of progress is fully incorporated in the company's strategic planning and quality assurance procedures.

### **Equality of opportunity**

### **Contributory grade 3**

31. Equality of opportunity at SDT is satisfactory. As well as offering E2E and New Deal 25+ training, SDT is working on a community project to give residents of St Helier district greater opportunities to be involved with free vocational training. SDT understands the diversity of the local population and is good at promoting its training to disadvantaged groups. Staff visit local council estates, hold open days, offer advice and guidance at Jobcentre Plus offices and set up a stand in the local shopping centre to promote their training. The music studio is actively engaging young men who may not have previously considered training. The number of black learners has recently increased and this represents a greater proportion than local data identify. There is non-discriminatory recruitment of learners. All learners are accepted providing they are not a physical threat to themselves or others. Prospective learners assess whether the training environment and staff approach at SDT is suitable to meet their needs, as most interviews are held at the SDT training centres. All training rooms are located on the ground floor and have good access for learners with restricted mobility. However, as yet there are no toilet facilities for those with a disability. SDT has an ethos of equality and respect within the organisation.

32. SDT has a clear approach towards meeting the diverse needs of its adult clients and young learners. There are clear definitions of bullying, harassment and discriminatory practice. Policies, procedures and guidelines are regularly reviewed and updated. Learners and staff are made aware of these at induction, and there has been some further in-house training. Learners receive good individual welfare support from SDT, which uses a range of support services to keep learners in training. However, there is

insufficient internal promotion of equality and diversity. There is little equality and disability literature and promotional materials available in the training centres. Training is not used to actively promote equality and diversity. Learners' views are sought through group meetings and there is a range of questionnaires to obtain their feedback. However, questionnaires are not used to develop learners' understanding of equality of opportunity and the responses do not identify the learners' views or needs.

33. Data are collected on recruitment patterns and staffing profiles. Equality of opportunity data are collected on the application forms and during induction. The provider is aware of the ethnic mix of learners and how this compares with local ethnicity data. However, there is insufficient use of data in equal opportunities. Data are not used for equal opportunities analysis of achievement, retention and job outcomes. Targets are not set to improve progression by under-represented groups.

### **Quality assurance**

### **Contributory grade 2**

34. Quality assurance procedures are clear and concise. A self-critical culture supports the development of the learners' experience. Good guidelines are provided for staff to cover each stage of the learners' experience from their initial application to their exit interview. The purpose of the activity is explained and written information about the correct procedures is provided. The quality standard for record-keeping and appropriate interactions with the learner are given. All staff have a clear view of the expectations of the company and the standard required to meet them. Observance of procedures for key aspects of the learners' programme, such as individual learning plans and reviews, is carefully monitored and action plans are produced for improvement.

35. SDT has a well-established system to gain feedback from learners and external agencies. The questionnaire for external partners provides useful information, such as how well the provision is regarded in comparison with other providers in the area. Feedback on the company's key strengths and areas for improvement is sought. Views are valued and contribute effectively to the self-assessment process. Learners' questionnaires are analysed and any necessary changes are made or additional resources are supplied. Very effective use is made of learners' session evaluations to improve or modify their experience. Learners are given informal opportunities to contribute suggestions and ideas on a regular basis.

36. The observation of key aspects of the learners' programme is inadequate. Feedback on session observations focuses on behaviour management, some of which is not relevant to learners' age group. Not all observation feedback contains the views of the trainer. Insufficient guidance is given to further improve the teaching. Other key processes such as induction and reviews are not included in the observation cycle. Staff have not been trained to observe sessions.

37. The self-assessment process is satisfactory. Staff have an input into the self-assessment report, and feedback from learners and external agencies is taken into account when producing the report. Some of the key strengths and weaknesses identified during inspection were not identified in the self-assessment report.

## AREAS OF LEARNING

### Foundation programmes

### Grade 2

Programmes inspected	Number of learners	Contributory grade
New Deal 25+	37	2
Entry to Employment	31	1

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- good progression rates
- very good retention rates
- very good training
- very effective use of individual learning plans to promote learning in E2E
- very good welfare support for learners
- good development of personal and social skills

#### Weaknesses

- inadequate induction
- insufficient learning support for New Deal 25+
- insufficient employer involvement for New Deal 25+

#### Achievement and standards

38. The retention rates for New Deal 25+ programme are very good. In 2002-03, 76 per cent of clients were retained, and in 2001-02 the retention rate was 78 per cent. Retention rates for the E2E programme are also very good. In 2002-03, 70 per cent of learners were retained, and in 2001-02, the retention rate was 78 per cent. The proportion of clients on the New Deal 25+ programme who gain a job is good. In 2002-03, 28 per cent of clients gained a job and in 2001-02, 33 per cent gained a job. The proportion of learners on the E2E programme who progress into employment or further education is very good at 51 per cent for 2002-03 and 48 per cent for 2000-01. Thirty-one per cent of New Deal 25+ clients achieved additional qualifications. Twelve per cent achieved a basic IT qualification and 19 per cent gained a health and safety certificate.

39. Clients and learners develop practical knowledge and transferable learning skills such as how to produce a curriculum vitae and write speculative letters to employers. Clients and learners are given many opportunities to develop good independent skills, such as planning group social activities and calling potential employers. Development of skills such as punctuality and appropriate dress and social behaviour, is good and improves the learners' self-esteem and employability.

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The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Entry to Employment	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	40		93		134											
Progression <sup>1</sup>	2		47	51	64	48											
Achieved objectives <sup>2</sup>	0		65	70	104	78											
Still in learning	31		0	0	0	0											

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

Jobcentre Plus funded programmes																	
New Deal 25+	2003-04		2002-03		2001-02		2000-01										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	87		117		91		102									
Retained*	35		89	76	71	78	73	72									
Planned learning completed	12		73	62	64	70	64	63									
Gained job	14		33	28	30	33	30	29									
Still in training	37		0	0	0	0	0	0									

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

### Quality of education and training

40. There is very good training to meet learners' needs. All observed training sessions were satisfactory or better. Of the E2E sessions observed, 88 per cent were good or better and 38 per cent were outstanding.

41. Teaching and practical sessions are well planned and the content is negotiated with learners to maintain their interest and retention. Timetabled training sessions which cover all three core strands of the E2E programme are highly relevant to the learner group. These sessions cover topics such as how to dress, going to court, application forms, and barriers to employment. There is a particular vocational focus on music and nail technology which includes practical activities and business advice to give learners an insight to the world of work. Tutors clearly explain session objectives and summarise the learning points at the end to reinforce learning. Learners complete an evaluation form at the end of each session. This confirms that learning has taken place, highlights any difficulties with the session and informs tutors if there is a need to make future changes



to the session. Tutors use humour and personal anecdotes, and a wide range of learning strategies to promote learning such as questioning, peer learning, board games and practical problem solving. Learners are motivated by tutors who are very committed and have an excellent rapport with the learners. All learners can check their progress on a large chart which is prominently displayed. Tutors are skilled at managing potentially disruptive learners and work hard at re-engaging them.

42. A variety of outings and activities is regularly timetabled for team-building and to improve self-esteem and personal fitness. For example, New Deal 25+ clients are encouraged to attend weekly fitness sessions at a local gym and to go tenpin bowling. Staff also organise outings to Brighton, and parties and barbecues. E2E learners have the opportunity to go bowling, sailing, windsurfing, and to attend an assault course, a camping trip and baseball matches. Learners' achievements are regularly celebrated. In-house certificates are awarded for IT skills development and cash bonuses are also awarded. Learners are encouraged to take external courses to increase their skills base and improve their employability and confidence.

43. On the E2E programme, there is very effective use of individual learning plans to promote learning. Initial assessment is comprehensive and the results are recorded on the individual learning plan. The plan includes key skills, literacy and numeracy training, vocational development and personal and social development. Additional learning support needs are recorded during the initial assessment and are incorporated into the learning plans to ensure that learners follow the most appropriate programme. There is regular appropriate reference to the learning plan as part of the extended E2E initial assessment process. All learners have extremely detailed and relevant notes on personal and social factors that impact on their learning and chances of employment. Targets set for learners are specific, measurable, achievable, realistic and time-bound, challenging and appropriate. Learners understand their targets and how far they have progressed. Some learners are keen to devise even more challenging targets to improve their rate of progression. Targets are regularly reviewed to ensure the programme is sufficiently flexible to take account of support needs and to maximise the learners' progression. Individual learning plans for New Deal 25+ clients are satisfactory and most include information from the initial assessment. However, there are several instances where initial assessment and registration information has not been incorporated into the plan, and some of the learning programmes are not appropriate to the clients' needs. For example, information about clients' health has sometimes not been considered when planning outings.

44. There is very good welfare support for learners. There is mutual respect between learners and staff. Trainers are very helpful and are easily accessible and offer advice and guidance on a range of matters, such as housing and social security benefits, debt management, domestic violence, and also refer learners to external agencies. SDT supports learners financially to gain employment, such as paying for a new shirt and haircut to attend a job interview or the cost of gaining an HGV licence. Many of the past learners visit the training offices for purely social reasons, for additional support, or to use the facilities. They are welcomed by the staff who are interested in their progress.

45. Resources are satisfactory. The training sessions are accommodated in three shop-front offices. They are in close proximity to each other, in a central location, close to public transport, food outlets and other shops, which encourages learners to attend regularly. Each office is well maintained with attractive, modern décor and kitchen facilities. Two of the training offices have computer suites with internet connection, although there are currently insufficient computers to support learners in their jobsearch activities at busy times. The music studio is equipped to industry standards. There is a good supply of newspapers, stamps and stationery and learners can use a telephone to help with the jobsearch activities. There are currently no toilet facilities for learners who have a disability, although SDT is currently negotiating with the local council to rectify this situation. Staff are experienced with these learner groups: three have a teaching qualification and three are currently in training. A range of training resources is used to help motivate the learners, such as games, puzzles, progress charts, software packages, and posters. There is, however, an over-reliance on paper-based materials in some literacy, numeracy, IT and jobsearch support sessions.

46. Assessment, including initial assessment is satisfactory. Initial assessment on the E2E programme lasts up to eight weeks and this allows information about the learner's individual learning style, needs and barriers to learning to be collected. Initial assessment on the New Deal 25+ programme is by means of diagnostic software and discussion and worksheets. A variety of assessment forms, such as quizzes, practical activities, worksheets and discussion, is used to identify individual needs and to monitor progression. Some paper-based assessment tools are unsuitably presented and inappropriate. They have closely typed text in a relatively small font or complicated vocabulary, which does not allow clients to engage in independent learning.

47. The induction process is inadequate. It lasts for approximately 90 minutes and includes contractual compliance, equal opportunities, health and safety and programme content. Subjects are only covered superficially and they are not memorable to learners. Induction is completed by use of printed policy and procedures, form filling, fact sheets and simple questionnaires which are designed to test understanding. Learners are given a set of written procedures, but there is currently no induction handbook in accessible language for them to refer to. There is a session devoted to equal opportunities later in the programme and E2E learners have timetabled opportunities to discuss their programme during the four-weekly reviews.

48. There is insufficient additional learning support on the New Deal 25+ programme. Some of the results from the initial assessment of literacy and numeracy are not being correctly recorded. Several clients who have dyslexia or other conditions have not had this information included in their individual learning plan. Screening and diagnostic assessment are reinforced with additional tasks such as spelling tests and games, although there is insufficient differentiation of materials in some sessions involving paper-based resources. In some sessions, resources are at an inappropriate level. There is more emphasis placed on literacy than numeracy support. Literacy, numeracy and language support is formally recorded, but there is no formal evaluation of its effectiveness in helping clients to find work. All clients are offered additional support, but some are reluctant to accept it.

49. Modules on drumming, music production and nail art skills were introduced in direct response to learner feedback and they are particularly popular and increase learners' levels of participation and self-esteem. There is insufficient employer involvement in the New Deal 25+ programme to help improve clients' employability and prospects of sustained employment. Currently, none of the clients are on work placement and employers do not visit the training offices. Training in the music studio and nail studio offers an insight into the world of work, although this is quite limited as it does not involve leaving the provider's premises. SDT is negotiating with the local council to share funding of a barber's shop that would provide work experience for New Deal 25+ clients and also offer a service to the local community. It is too early to identify if this initiative will be successful.

### **Leadership and management**

50. The management of foundation programmes is very good. Senior and middle management operate an open-door policy and verbal communication within the company is effective. There are monthly staff meetings and bimonthly whole staff meetings. Training is promoted well to disadvantaged groups by recruitment in local shopping and employment centres and housing estates. Recruitment of learners is non-discriminatory. There are good links with external agencies. There is speedy response to concerns raised by learners and staff, and good use is made of feedback to improve the provision. Learners and trainers are very well supported and respected. There is particularly effective use of resources, and management are constantly investigating new ways of enhancing the provision to further motivate learners and improve their employability.