

# REINSPECTION REPORT

## **The Prince's Trust Reinspection**

**23 July 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. 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**

## **The Prince's Trust Reinspection**

### **Contents**

#### **Summary**

Description of the provider	1
Scope of provision	1
About the reinspection	2
Overall judgement	2
Grades	2
Key findings	3

#### **Detailed reinspection findings**

Leadership and management	8
Equality of opportunity	9
Quality assurance	10
Foundation programmes	12

## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. The Prince's Trust (the Trust) is a charity established in 1975 to provide young people from significantly disadvantaged educational and social backgrounds with training, mentoring and financial assistance. The overall direction of the Trust is the responsibility of its president and the 15 members of its council. The organisation operates throughout the United Kingdom (UK) and is organised regionally and nationally, with its headquarters in central London. In England, the nine regions are divided into two divisions. Each region has a director, reporting to one of the two divisional directors. The management structure varies between the regions. There is a manager responsible for co-ordinating New Deal across the Trust. The Trust employs 835 full- and part-time staff.

2. The Trust's activities centre on five programmes aimed at young people. One of these, the team programme, is a personal development programme for 16-25 year olds and is available throughout the UK in collaboration with further education colleges, fire and rescue services, youth services and other organisations, referred to as delivery partners, responsible for the day-to-day provision of the programme.

3. Four Trust regions have local contracts with Jobcentre Plus for New Deal 18-24 clients. All clients take part in the team programme, representing about 11 per cent of total participants on the programme in these regions.

4. All participants in the 12-week team programme, including clients, follow personal development activities, focused on teamwork in the community. The Trust also enables clients to complete an additional 13-week period of work placement, referred to as the individual challenge.

### SCOPE OF PROVISION

#### Foundation programmes

5. There are 70 clients following the New Deal 18-24 voluntary sector option, fewer than at the time of the previous inspection. Of these 70 per cent are men and 21 per cent are from minority ethnic groups. Most clients come from significantly disadvantaged educational and social backgrounds. All clients participate in a team training experience to develop a range of personal skills including leadership, working with others, problem solving and communication. All clients participate for 12 weeks, except in the Northeast where a 26-week programme has been negotiated locally with Jobcentre Plus. The team programme is provided through a number of delivery partners managed by designated Trust staff. All clients can work towards an externally accredited profile of achievement, key skills recognition and other awards, such as health and safety and first aid.

## ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	8
Number of learner interviews	23
Number of staff interviews	38
Number of subcontractor interviews	28
Number of locations/sites/learning centres visited	19
Number of partner/external agency interviews	29
Number of visits	19

## OVERALL JUDGEMENT

6. At the previous inspection, the Trust's leadership and management and quality assurance were judged to be unsatisfactory. All other aspects were satisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

## 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>Foundation programmes</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3

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:	
New Deal 18-24	2

## KEY FINDINGS

### Achievement and standards

7. **There continues to be good development of clients' personal and social skills.** They take part in a wide range of training and personal development activities that increase their self-confidence, motivation and teamwork skills.

8. Many clients achieve good standards in their work and succeed in a range of accredited qualifications and awards including key skills, adult literacy award, first aid and health and safety qualifications.

9. Clients' achievement of the externally accredited profile of achievement award is good, increasing to 94 per cent, compared with 66 per cent at the time of the previous inspection.

10. Clients' progress, including into employment, has improved since the previous inspection and is now satisfactory. Many clients also progress onto other programmes,

including within further education colleges. Retention rates for clients have continued to improve since the previous inspection and are satisfactory.

### **Quality of education and training**

**11. The team programme is very well planned and provides good, demanding activities for clients.** Clients work effectively in their teams. All sessions fully involve all clients, and team leaders ensure that clients develop their self-critical and social skills.

12. Since the previous inspection, the Trust has produced good toolkits that comprehensively detail what should be taught and give guidance on how activities might be organised.

13. Programmes are carefully matched to clients' needs. Each client's main goals are identified and recorded and, in preparation for each activity, the client anticipates how the activity will help to meet their goals.

14. Work-experience options, with work placements well matched to meet individual needs, further enhance clients' confidence and communication skills.

**15. Client support is good, a strength identified at the previous inspection.** Many clients have poor self-confidence and motivation and have many barriers to employment. Staff support them well, using specialist external agencies where appropriate. Clients also have access to support facilities provided by partners.

**16. The Trust continues to make good use of the expertise and resources of external partners and agencies,** including sponsorship and the work of volunteers and seconded staff.

17. Overall, resources are satisfactory. Trust staff have a wide variety of appropriate and relevant backgrounds and experiences and are appropriately qualified. Training resources and accommodation are satisfactory in most centres, often with appropriate access to information and communications technology (ICT) facilities, including the internet. Training and learning resources are generally produced to a good standard.

18. There has been some improvement in the recording of clients' progress since the previous inspection, **but progress reviews in some regions are insufficiently comprehensive.** The current process often only records progress towards clients' own personal and social skills, without dealing with more objectively set targets.

**19. Arrangements for literacy and numeracy support, for some clients, are incomplete.** There are now literacy and numeracy guidelines, but these are not consistently followed and some clients receive insufficient support.



## Leadership and management

20. The council of the Trust and senior managers provide clear strategic direction. They have a good knowledge of the work of the Trust and fully understand the challenges it faces.

**21. The Trust's management structures continue to be responsive to the needs of local communities.** The regional structure continues to facilitate the development of locally responsive programmes. Managers and staff have a good understanding of the needs and priorities of their regions, articulate these well in their business plans and often negotiate specific funding and contracts to provide training.

22. Managers have worked effectively to implement improvements following the previous inspection. Action-planning has readily identified the overall key challenges for the Trust. Managers have identified the need to introduce greater organisational discipline, to tackle some of the inconsistencies in the management of the Trust.

**23. The Trust continues to have extensive and productive partnerships.** Many partners are very experienced training providers and clients gain considerably from their expertise and the additional resources they make available. The Trust provides a wide range of additional learning opportunities for team clients, many of whom progress to further training, voluntary work or work experience, before gaining jobs.

24. Planning for staff training and development has improved since the previous inspection and is now satisfactory. A training manager and the human relations toolkit have been produced. A new scheme of staff appraisal is soon to be introduced. There is a wide range of effective training and development activities.

**25. The promotion and understanding of diversity and equality across the Trust is good.** The Trust responds quickly and effectively to external changes, including legislative requirements, and to raise its visibility across key target communities. Changes, and the development of practice, are well informed by thorough research and the development of a strong knowledge base.

26. The Trust has continued to develop its approach to diversity. A recent widening participation strategy brings together its work on diversity, equality and its growing work with faith communities, refugees and asylum seekers.

27. Effective work to promote diversity and equality continues. There is a comprehensive range of policies and procedures, readily available and well understood by clients. The complaints procedure is clear and is used effectively.

28. The development of the team programme content is inclusive and offers clients who have often had little opportunity to take control of their learning, good opportunities to develop independent learning skills.

29. A good range of data is used to manage programmes and support recruitment.

## THE PRINCE'S TRUST REINSPECTION

There is now a more detailed collection and analysis of data, but it is not yet used sufficiently effectively at a subregional and client group level.

30. The Trust's response to the Special Educational Needs and Disability Act 2001 and Race Relations (Amendment) Act 2000 is satisfactory.

31. The basic skills strategy provides a good focus for development of literacy and numeracy support and the Trust has developed some good guidelines to support the strategy. It needs updating and there is insufficient focus on language needs.

32. Much progress has been made with quality assurance and arrangements are now satisfactory. Improving the training programmes is a key strategic aim, with a commitment to move quality assurance away from compliance and audit. A quality management action plan supports the introduction and development of new quality assurance arrangements.

33. An inclusive approach to the development of quality assurance has encouraged staff to focus on what they do and how it impacts on clients. The approach is applied to all of the Trust's programmes, defining quality management standards and providing comprehensive guidance on programme delivery and quality assurance.

34. The much improved self-assessment process is central to quality assurance and self-improvement. Staff are fully involved, understand the judgements made and are clear about actions for improvement. Regional self-assessments vary in quality. The Trust uses these inconsistencies as a focus for improvement, through staff development, better verification of draft reports and more fully engaging delivery partners. The overall team programme report is clear and supported by sound evidence. Inspectors agreed with most of its judgements.

35. Some important elements of the new quality assurance arrangements are yet to be introduced, including an annual audit review of quality assurance measures and a system for the direct observation of training.

36. **The implementation of the new quality assurance arrangements is not yet consistent.** The roles and responsibilities of the Trust and delivery partners are not yet clear, but are being actively tackled. There is not yet sufficiently thorough review and analysis of delivery partners' training and quality assurance. There are still inconsistencies in the standard of completion and use of clients' progress reviews. All aspects of inconsistency are currently being tackled.

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

### **Leadership and management**

#### **Strengths**

- responsive management structures

- effective management to implement improvements
- extensive and productive partnerships
- good promotion and understanding of diversity and equality

### **Weaknesses**

- inconsistent application of quality assurance

### **Foundation programmes**

#### **Strengths**

- good development of personal and social skills
- very well-planned and demanding programmes
- good client support
- good use of external expertise and resources
- strong working relationships with delivery partners

#### **Weaknesses**

- insufficiently comprehensive progress reviews
- incomplete arrangements for literacy and numeracy support for some clients

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

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

#### **Strengths**

- responsive management structures
- effective management to implement improvements
- extensive and productive partnerships
- good promotion and understanding of diversity and equality

#### **Weaknesses**

- inconsistent application of quality assurance

37. The council of the Trust and senior managers provide clear strategic direction. They have a good knowledge of the work of the Trust and fully understand the challenges it faces. They have been central to the work of responding to the weaknesses identified at the previous inspection. All trustees have particular responsibilities including engagement with staff and clients in an area of their expertise. One trustee has oversight of the team programme.

38. The previous inspection identified the responsiveness of the Trust's management structures to the needs of local communities. This strength remains. The regional structure continues to facilitate the development of locally responsive programmes. Managers and staff have a good understanding of the needs and priorities of their regions, articulate these well in their business plans and often negotiate specific funding and contracts to provide appropriate training. For example, shortly before the reinspection, one region negotiated changes to the new Jobcentre Plus contract in order to better serve the needs of its clients.

39. Managers have worked effectively to implement improvements following the previous inspection. Regional directors and national managers led the process of initial action-planning, with regional plans leading to a national action checklist with overall key challenges for the Trust. Most significantly, the Trust widened the scope of the post-inspection review to implement improvements across all its activities. At a practical level, the action checklist provided the essential basis for the significantly improved process of self-assessment. Recently, with the appointment of a new chief executive, managers have identified the need to introduce greater organisational discipline, to tackle some of the inconsistencies in the management of the Trust. To this end, a divisional structure has been introduced.

40. The Trust continues to have extensive and productive partnerships. Many partners are very experienced training providers and clients gain considerably from their expertise and the additional resources they provide. Additionally, working alongside other organisations, the Trust provides a wide range of additional learning opportunities for team clients, many of whom progress to further training, voluntary work or work experience, before gaining jobs. Good links with business and public bodies also enrich the range of clients and team leaders.

41. Planning for staff training and development has improved since the previous inspection and is now satisfactory. A training manager has been appointed to provide better training. The human relations toolkit is about to be published, replacing a range of separate documents and procedures and providing a comprehensive and easily understood staff manual. It will detail a range of staff development activities, designed to match expectations of staff competences, contained in the developing new appraisal system. A training and development forum, largely of regional representative, starts work in September 2004. The self-assessment report identified the weaknesses in staff appraisal. The new scheme, soon to be operational, is intended to more closely match staff development to strategic and operational plans. There is a wide range of effective training and development activities, but these are not part of an overall plan.

### **Equality of opportunity**

### **Contributory grade 2**

42. The promotion and understanding of diversity and equality across the Trust is good. It is central to the ethos and activities of the Trust, focusing on helping young people who experience significant and often multiple barriers to participation in all aspects of society. The Trust responds quickly and effectively to external changes including legislative requirements and to raise its visibility across key target communities. Changes, and the development of practice, are well informed by thorough research and the development of a strong knowledge base. The Trust's guide on target groups is a good example of this thorough approach and provides policies, definitions and guidance on young people prioritised by the Trust for inclusion. It provides an excellent learning and operational reference tool.

43. Since the previous inspection, the Trust has continued to develop its approach to diversity. A recent widening participation strategy brings together its work on diversity, equality and its growing work with faith communities, refugees and asylum seekers. The strategy identifies an ambitious programme of activities across all programmes including increasing access for those with restricted mobility and representation from minority ethnic communities towards benchmarks in line with regional populations.

44. Effective work to promote diversity and equality has continued since the previous inspection. The Trust has a comprehensive range of policies and procedures, all available on the intranet and within the toolkits, and these are well understood by all clients. The complaints procedure is clear and is used effectively to make improvements. The monitoring of equality of opportunity has been added to the health and safety checklist undertaken with work placements. However, this is not sufficiently highlighted in the work placement or in the monitoring process. There is a good range

## THE PRINCE'S TRUST REINSPECTION

of staff experience of work with disadvantaged groups and staff development has been strengthened with the addition of the diversity awareness programme.

45. The development of the team programme content is inclusive and provides clients with a good range of activities to develop independent learning skills. Initiatives continue to widen participation and ensure success for clients. These include a progression worker role in one scheme, a new work-placement scheme with a high-profile national employer, themed programmes that focus on specific employment areas and other initiatives, such as providing a cricket programme, to improve recruitment and participation from minority ethnic communities. Support of clients, many with multiple disadvantages, is extensive and good.

46. A good range of data is used to manage programmes and support recruitment. Since the previous inspection, changes have led to more detailed collection and analysis and regular, more frequent monitoring is now developing. Currently data is aggregated at the regional level and does not provide a sufficient breakdown of key target groups, such as clients with disabilities. The Trust has not yet analysed details of clients who are not retained on programmes. These weaknesses are identified and a new management information system will be introduced later this year.

47. The Trust's response to the Special Educational Needs and Disability Act 2001 and Race Relations (Amendment) Act 2000 is satisfactory. Premises audits have been undertaken and most works completed at headquarters. Audits of regional buildings are currently being undertaken. Developments have taken place in the presentation of information and a guide has been produced to support the Trust to ensure that both verbal and non-verbal communication is accessible to disabled people. The Trust's response to the Race Relations (Amendment) Act 2000 is at an earlier stage of development, but many key aspects are in place.

48. The basic skills strategy provides a good focus for the development of literacy and numeracy support and the Trust has developed some good guidelines to support the strategy. However, the strategy has not been updated since 2001 and there is insufficient focus on language needs.

### Quality assurance

### Contributory grade 3

49. Much progress has been made since the previous inspection and quality assurance is now effective. Improving the training programmes is a key strategic aim, with a commitment to move quality assurance away from the previously narrow focus on compliance and audit. A quality assurance management action plan supports the introduction and development of new quality assurance arrangements. The head of quality assurance, a post created after the inspection, and the recently appointed quality manager, manage implementation.

50. An inclusive approach to the development of quality assurance has encouraged staff to focus on what they do and how it impacts on clients. The approach, embracing the 'Common Inspection Framework', is applied to all of the Trust's programmes. At its

centre are the recently developed quality assurance toolkits that define management standards. The overall programme toolkit is accompanied by individual toolkits, including one for the team and individual challenge programme, each with a CD-ROM. They provide comprehensive guidance on programme delivery and quality assurance, are issued to all staff and are available on the Trust's intranet. Their implementation is now improving clients' experiences.

51. In contrast to the previous inspection, the much improved self-assessment process is central to quality assurance and self-improvement. Building on the best practices of self-assessment, staff are now more effectively engaged in the development of regional reports. Regional managers and staff are fully involved in self-assessment, understand the judgements made and are clear about the actions for improvement. Clear targets for improvement are now set. However, regional self-assessment reports do vary in quality. For example, in a small number of reports, it is not possible to judge how the strengths and weaknesses support the grade given and in others, expected practices are listed as strengths. The Trust has used these inconsistencies as a focus for improvement and is increasing the level of verification of draft reports by members of the quality assurance team. The overall team programme report builds on regional reports, and is clear and supported by sound evidence. Inspectors agreed with most of its judgements.

52. Some important elements of the new quality assurance arrangements have not yet been introduced. For example, the action plan includes an annual audit review of quality assurance measures, details of which are to be agreed in August 2004. However, there is currently no system for the direct observation of training.

53. Inspectors agreed with the self-assessment report that the implementation of the new quality assurance arrangements is not yet consistent. The roles and responsibilities of the Trust and its delivery partners are still not clear. There is not yet sufficiently thorough review and analysis of the delivery partners' training and quality assurance. There are inconsistencies in the standard of completion and use of clients' progress reviews. This inconsistency is now being tackled. For example, working to new contracts and guidance for delivery partners, Trust staff are now more closely monitoring subcontracted training. The Trust's regions and countries are now more fully involved in quality assurance management. The quality assurance leads group, comprising representatives from the regions, monitors the implementation and progress of quality assurance arrangements. It is helping to give quality assurance greater prominence and is beginning to develop as a useful forum for debate and sharing of good practice.



## AREAS OF LEARNING

### Foundation programmes

### Grade 2

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	70	2

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

#### Strengths

- good development of personal and social skills
- very well-planned and demanding programmes
- good client support
- good use of external expertise and resources
- strong working relationships with delivery partners

#### Weaknesses

- insufficiently comprehensive progress reviews
- incomplete arrangements for literacy and numeracy support for some clients

### Achievement and standards

54. As identified at the previous inspection, there is good development of clients' personal and social skills. They take part in a wide range of training and personal development activities that increase their confidence, motivation and teamwork skills. The highly productive residential programme for the team programme is particularly good. It focuses on outdoor pursuits and competitive challenges, sponsorship activities, community projects and presentation of research projects. Clients fully understand the personal challenges they face and overcome, not only relating to physical activities such as abseiling or climbing, but also to tolerance and to leadership. For example, a female client was able to take the team leader role in a largely male group as part of the residential activity. In another case, a client who had been unable to use effectively a telephone was soon able to contact potential work-experience providers.

55. Many clients achieve good standards in their work and succeed in a range of accredited qualifications and awards including key skills, adult literacy award, first aid and health and safety qualifications. They also work towards the Millennium Volunteers and the Duke of Edinburgh's Award schemes. Clients' achievement of the externally accredited profile of achievement award is good, increasing to 94 per cent in 2002-03, compared with 66 per cent at the time of the previous inspection.

56. Clients' progress, including into employment, has improved since the previous



inspection and is now satisfactory. In 2002-03, 26 per cent of clients gained jobs and a further 17 per cent progressed to further education or training. In the subsequent year, 32 per cent of clients gained jobs. Other areas of progress, such as to other schemes and to further education, are an important part of the Trust's scheme and have been commended by Jobcentre Plus. Retention rates for clients have continued to improve and are satisfactory.

### **Quality of education and training**

57. The team programme is very well planned and provides demanding activities for clients. It is taught by appropriately qualified and enthusiastic team leaders. All sessions fully involve all clients and, in the best sessions, team leaders ensure that clients develop their self-critical and social skills. Clients work effectively in their teams. These comprise New Deal clients and other learners from varying backgrounds including employed learners undertaking leadership development paid for by their employers. They learn many new skills. Since the previous inspection the Trust has produced very useful toolkits that comprehensively detail what each delivery partner should provide and give guidance on how activities can be organised, allowing for individual and local initiatives. The Trust is also piloting effective and innovative themed team programmes and recently ran a programme based on the construction industry.

58. Programmes are carefully matched to clients' needs. Each client's main goals are identified and recorded and, in preparation for each activity, the client anticipates how the activity will help them meet their goals. Team activities include a residential in the second week of the programme. In preparation for this, clients discuss which activity they will lead, what housekeeping skills may be developed and what teamwork opportunities will be presented. Following the activity, there is the opportunity for individual reflection and collation of evidence that is used for key skills assessment. Work-experience options, with work placements well matched to clients' individual needs, further enhance clients' self-confidence and communication skills.

59. Clients are provided with good support, a strength identified at the previous inspection. Many clients have poor self-confidence and motivation and have many barriers to employment, such as long periods of unemployment, homelessness, debt, drug misuse and a record of offending. Staff support them well, using specialist external agencies where appropriate. Practical support includes a clothing allowance to enable clients to dress appropriately for interviews. A home-finder service is available in some areas to help the homeless. Clients also have access to support facilities provided by partners. For example, through partner colleges, clients have access to a range of services including counselling and advice.

60. The Trust continues to make good use of the expertise and resources from external partners and agencies. For example, an adopt-a-team scheme brings sponsorship from industry to support teams. Volunteers and seconded staff from industry and the uniformed services are involved in various roles, for example, as mentors, tutors, team leaders and assistant team leaders. They provide very relevant skills and expertise. In a

## THE PRINCE'S TRUST REINSPECTION

new development, seconded staff from Jobcentre Plus and the probation service help to provide an insight for clients into their working lives, developing clients' career and life aims.

61. Resources are satisfactory. Trust staff have a wide variety of relevant backgrounds and experiences and are appropriately qualified to support clients with diverse learning needs. For example, they include managers who have worked on a prisoner release scheme, on a student telephone helpline, in industry and with street children. Most team leaders have teaching or training qualifications and experience and qualifications in youth work. Some without teaching qualifications are working towards them or are planning to do so. Team programmes are held in locations easily accessible to clients and in areas of the greatest need. Training resources and accommodation are satisfactory, often with appropriate access to ICT facilities including the internet. Many have recreational facilities, including space for ball games and snooker, and kitchens for clients to use. Training and learning resources are generally produced to a good standard.

62. There has been some improvement in the recording of clients' progress since the previous inspection, but progress reviews in some regions are insufficiently comprehensive. Except in the Northeast, the learning plans compiled for New Deal clients are poorly detailed and do not include all aspects of learning. For example, progress towards the achievement of accredited awards or basic skills are not included and clients are not always clear about what they have achieved. Additionally, the current process often only records progress towards clients' own personal and social skills, without dealing with more objectively set targets.

63. Arrangements for literacy and numeracy support are incomplete for some clients. Considerable work has been done by the Trust in producing literacy and numeracy guidelines and client worksheets relating to all the main programme elements. However, they are not consistently followed. In some team events, a specialist tutor works alongside the team leader, ensuring that clients needing support receive it. In others, the results of initial assessment are not used to identify how support might be most effectively provided. For most team events, initial assessment focuses on literacy with not enough numeracy assessment, although a good range of relevant, well-produced numeracy worksheets have been developed.

### **Leadership and management**

64. As at the previous inspection, working relationships with delivery partners are strong. Formal and informal communications between the Trust and delivery partners continue to be effective. There are regular meetings including business performance reviews, with clear action points recorded. Regional managers are often closely involved with the life and work of their local communities. Staff work well together to plan and provide programmes and increasingly quality assure the provision. Trust area managers visit delivery partners regularly. Delivery partners regularly share good practice and take part in focused staff development activities. For example, the recruitment and selection of staff, especially of team leaders, is very much a co-operative effort. Trust staff are

involved in their recruitment and selection and provide the eight-day induction for team leaders. Guidance and handbooks are provided for delivery partner managers, co-ordinators and team leaders. Understanding of the New Deal programmes is now satisfactory.

65. Self-assessment has improved since the previous inspection, both in terms of process and the report. The judgements in the report are very well evidenced. It identifies many of the same strengths and weaknesses found by inspectors, although it did not identify the weakness concerning progress reviews.

66. Managers and staff fully understand equality of opportunity. Its promotion and that of social and educational inclusion is good. Although efforts have been made to monitor the implementation of equality of opportunity policies and procedures within delivery partners, the Trust is continuing to improve this work.