

INSPECTION REPORT

TEAM Wearside

30 September 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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DESCRIPTION OF THE PROVIDER

1. Training, Education, Achievement and Motivation (TEAM) Wearside was first established in 1991 to provide training for learners with emotional, behavioural and moderate learning difficulties. It is a registered charity. It receives funding from Tyne and Wear Learning and Skills Council (LSC) and Sunderland District Jobcentre Plus. It provides Entry to Employment (E2E) programmes, national vocational qualifications (NVQs) in retailing and New Deal for young people full-time education and training programmes. Most full-time education and training participants are on literacy and numeracy programmes as part of skills for life, the government's strategy on training in literacy, numeracy and the use of languages. Very small numbers are on information technology (IT) and hospitality programmes.

2. TEAM's staff deliver training in either the company's main offices in Sunderland or at the nearby Bridge House premises. TEAM subcontracts its care provision to Mobile Care Qualifications.

3. TEAM is managed by an executive manager who reports to a board of trustees. The executive manager is supported by two programme managers, an operations manager and a quality manager. There is also an administration manager with two support workers, an equality of opportunity adviser, a business development manager and a maintenance worker. One programme manager has responsibility for the retailing programme with five staff to give this part of the provision. The other programme manager has two staff to provide some literacy and numeracy assessment and training. The operations manager is in charge of E2E, full-time education and training, and a range of other information, advice and guidance and skills for life initiatives. Nineteen staff members work across these programmes. One member of the team is allocated to giving advice and guidance. The quality manager has two support staff.

4. The unemployment rate in Sunderland in August 2005 was 3.1 per cent, compared with 2.3 per cent nationally. In the Tyne and Wear area, at the time of the 2001 census, 3.2 per cent of the local population were from minority ethnic groups, compared with the national average of 9.1 per cent.

OVERALL EFFECTIVENESS

Grade 2

5. **The overall effectiveness of the provision is good.** TEAM's leadership and management are good, as is its approach to quality improvement. Its arrangements for equality of opportunity are satisfactory. Provision is satisfactory in retail and commercial enterprise and good in preparation for life and work.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The report is developed through the year, with staff involved in analysis of strengths, weaknesses and necessary actions. TEAM uses stakeholders' feedback appropriately to support the process. Self-assessment is discussed regularly at staff meetings and is used to guide reviews of the development plan. The current

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self-assessment report, produced in June 2005, is broadly accurate. It provides an honest account reflecting many of the findings made by inspectors, although TEAM put forward more strengths than those identified by the inspection team. Some of the main weaknesses were identified in the report but some others were not, although most were mentioned in the text. TEAM's use of data and analysis to make judgements on achievement is not sufficiently developed in the report. However, the electronic version of the report does make use of hyperlinks which provide more information.

7. The provider has demonstrated that it is in a good position to make improvements.

TEAM has taken many steps to improve its provision, placing a high emphasis on quality improvement action. Past development plans show good development of effective actions. The established teaching and learning observation process outlines a steady improvement in grades. The accuracy of this grading process was validated by the inspection team. Retention and achievement rates show an upward trend. Grades from the previous inspection have significantly improved. Some slower progress has been seen in improving access to the buildings, but TEAM is now dealing with this by purchasing additional property.

KEY CHALLENGES FOR TEAM WEARSIDE:

- develop and establish good strategies to widen participation
- use performance management data effectively and routinely for planning purposes
- further improve the integration of on- and off-the-job training in full-time education and training and E2E
- develop and improve teaching strategies that make better use of the good resources for individual learning
- continue to develop good practice in skills for life
- further develop and improve the self-assessment process
- further improve the facilities for current and future learners

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		2
Contributory grades:		
Equality of opportunity		3
Quality improvement		2

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<i>Retailing and wholesaling</i>		3	
NVQ training for young people	15	3	

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		2
New Deal for young people	15	2
Entry to Employment	79	2

ABOUT THE INSPECTION

8. Of the programmes provided by TEAM, only E2E (which is subcontracted from Springboard Training), full-time education and training in literacy and numeracy, and the retailing NVQ at level 2 were in scope for this inspection. There were too few participants on the full-time education and training vocational options to inspect this separately. TEAM has other contracts which give initial assessment in literacy and numeracy across Sunderland as well as others that concentrate on other aspects of information, advice and guidance. These are to be inspected separately under the new arrangements for information, advice and guidance inspections. In addition, TEAM has a small subcontract for its care learners which will be inspected when Mobile Care Qualifications has its inspection. TEAM also has a small number of learners who have just started on an employer training pilot retailing programme. Learners from this programme were interviewed and their evidence was used towards judgements in leadership and management.

Number of inspectors	4
Number of inspection days	4
Number of learners interviewed	51
Number of staff interviewed	27
Number of employers interviewed	14
Number of locations/sites/learning centres visited	23
Number of partners/external agencies interviewed	2

KEY FINDINGS

Achievements and standards

9. **In E2E and skills for life provision, learners develop good skills that significantly increase their confidence and independence.** Literacy and numeracy, vocational skills and personal skills are very effectively improved within a short time. Learners' improve their time-keeping and communication skills markedly and sustain work placements more easily. Achievement and progression rates are improving steadily.

10. **Retailing learners develop good vocational skills.** They gain suitable work placements soon after starting, and enjoy their work. They gain a good knowledge of trading law,

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customer service and sales skills. Employers are supportive, value learners and consider them an asset. Retention and achievement rates are satisfactory.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Retail and commercial enterprise	0	0	3	0	3
Preparation for life and work	1	8	1	0	10
Total	1	8	4	0	13

11. Teaching and learning on E2E and full-time education and training programmes are particularly good. Very effective use is made of interactive technology to stimulate learners with low concentration levels and to match their preferred learning styles. Staff are well qualified, enthusiastic and supportive to learners. All learners participate actively in training activities, which are often highly challenging. They support each other in sessions, encouraging those with less confidence to take part.

12. The matching of teaching resources to the learners' needs is ineffective in retailing. Materials and resources are not always used appropriately to support each individual's learning needs. Insufficient use is made of individual initial assessment results to plan programmes appropriately. Handouts are insufficiently inspirational and engaging for the learners. Some learners become confused and waste time clarifying what is to be done.

13. Retailing learners are particularly well engaged and motivated. They are knowledgeable about their qualifications, progress and end date. They speak confidently about their expected outcomes, both academically and professionally. Support for personal problems is effective in maintaining motivation and confidence.

14. Work placements are good on E2E and full-time education and training programmes. They give learners very good opportunities to develop employability skills and awareness of current practices. Employers are particularly supportive of learners and fully understand the kinds of additional support needs many have. The very good range of placements matches the needs and aspirations of learners.

15. On- and off-the-job training are not sufficiently integrated in E2E and full-time education and training programmes. In full-time education and training, each part of the programme is monitored and reviewed in isolation. Planning to bring all parts of the programme together is insufficiently considered. In the E2E programme, while senior tutors make good use of the electronic passport to try to bring the various parts of the programme together, planning to fully integrate them all is not yet sufficiently in place. Literacy, numeracy and language lessons are not always put into the context of specific work-related skills development.

Leadership and management

16. Staff development at TEAM is good and matched well to the developmental needs of the provision. TEAM has taken a clear strategic view to develop the quantity of staff qualified to teach in this area and also to improve quality, with a clear directive for staff to achieve level 4 qualifications. Training is clearly linked to appraisal as well as to the actions outlined on teaching and learning observations.

17. **TEAM has built strong partnerships with external bodies** and good links with local organisations, employers and other social and community agencies which benefit learners. TEAM effectively co-ordinates the approach to meeting individuals' learning and social needs by working closely with other support organisations. This contributes to learners' progression and their personal and social development.

18. **Good management of change and development is evident at TEAM.** New contracts, projects and programmes are introduced and managed effectively. Staff are clear about their roles and responsibilities and are very positive about working for TEAM. Managers implement appropriate strategies with their teams to ensure that each learner's welfare, progress and achievement are very effectively monitored.

19. **TEAM manages its provision for literacy and numeracy well.** The skills for life agenda has a high priority in the organisation. Staff are well qualified and the teaching of literacy and numeracy is good. It is well planned, with a variety of stimulating exercises and resources and innovative and exciting use of interactive technologies. The achievement rate for national qualifications in literacy and numeracy is currently satisfactory overall with an upward trend apparent.

20. **TEAM actively promotes a strong culture of respect for all.** Learners' programmes regularly cover aspects of equality and diversity. Appropriate behaviour in groups is very well reinforced by TEAM's staff and fellow learners. Positive feedback is given constantly for learners, who alter their behaviour to the needs of the situation. Learners are polite and respectful of each other and actively challenge each other when one of their peers lets them down.

21. **TEAM has a good approach to quality improvement.** Staff meet monthly to consider quality and improvements. A well-managed quality improvement planning process has been in place for some time and includes staff in developing ideas, projects and actions leading to improvements. Internal verification is satisfactory.

22. Staff have developed action plans to improve learners' satisfaction and raise their retention rates. Good practices and external expertise are used to support improvement. All of this has had a positive effect on the learners, and retention and progression rates are improving.

23. **TEAM does not routinely use data to report on performance** in a way that enables overall judgements about achievement rates or trends to be made. Most performance analysis is against contract profiles. This approach does not enable managers to evaluate performance over a longer period or against, for example, TEAM's own annual targets or strategic objectives. Comparisons cannot easily be made with other providers' performance.

24. **TEAM has not carried out enough strategic planning for equality of opportunity and diversity.** The company has a three-year development plan and equality and diversity are mentioned within this. However, there are few specific actions related to its development. Some particular requirements arising from newer legislation are not yet in place. For instance, although TEAM has learners who are protected under the Children's Act 2004, the relevant training in the protection of vulnerable adults has not been given. Insufficient

attention has been paid to taking actions to improve physical access to premises.

Leadership and management

Strengths

- good staff development
- strong partnerships with external bodies
- good operational management
- good management of literacy and numeracy provision
- strong culture of mutual respect
- good quality improvement

Weaknesses

- insufficient use of data to measure performance trends
- insufficient strategic planning for equality and diversity

Retail and commercial enterprise

Retailing and wholesaling

Grade 3

Strengths

- good development of vocational skills
- particularly well-engaged and motivated learners

Weaknesses

- ineffective matching of teaching resources to learners' needs

Preparation for life and work

Employability training

Grade 2

Strengths

- good development of skills and confidence
- good teaching and learning
- good work placements

Weaknesses

- insufficient integration of on- and off-the-job training

WHAT LEARNERS LIKE ABOUT TEAM WEARSIDE:

- the friendly, helpful, tutors
- the fact that it is not like school
- making new friends and gaining in confidence
- the chance to get qualifications
- the variety of activities and topics
- the social outings and day trips
- the very professional staff
- the jobsearch facilities

WHAT LEARNERS THINK TEAM WEARSIDE COULD IMPROVE:

- the training room - 'it's a bit dingy'
- 'they should make training more fun: it is a bit boring'
- the facilities - they would like accommodation to use at break times, a library, and a vending machine in Bridge House

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good staff development
- strong partnerships with external bodies
- good operational management
- good management of literacy and numeracy provision
- strong culture of mutual respect
- good quality improvement

Weaknesses

- insufficient use of data to measure performance trends
- insufficient strategic planning for equality and diversity

25. Staff development at TEAM is good and matched well to the developmental needs of the provision. Most of TEAM's learners need some form of support, particularly in literacy and numeracy. The company has taken a clear strategic view to develop the quantity of staff qualified to teach in this area and to drive up quality, with a clear directive for staff to achieve level 4 qualifications. TEAM's commitment to its staff is demonstrated through a clear policy and plans which are supported by a significant financial investment in staff development and training. Staff are encouraged to get involved in education and training and receive a substantial bonus when they achieve qualifications. They have good opportunities for development through internal and external training, with many staff qualified or working towards level 4 qualifications. Staff are involved in regular team-building and management development programmes. Staff value these opportunities and benefit from them in their work with learners. Training is clearly linked to appraisal as well as to the actions outlined on teaching and learning observations.

26. TEAM has built strong partnerships with external bodies and good links with local organisations, employers and other social and community agencies which benefit individual learners. TEAM effectively co-ordinates the approach to meeting individuals' learning and social needs by working closely with other support organisations. This contributes to learners' progression, personal and social development and involvement in finding job opportunities. TEAM has good links with other strategic partners and makes a significant contribution to area-wide strategy and planning for 14 to 19 year olds. The company is a well-respected and active member of the E2E consortium and staff make a valuable contribution through different working groups.

27. Good management of change and development is evident at TEAM. Much has changed within the company over the past three years and these changes have been managed effectively. New contracts, projects and programmes are introduced and managed effectively. Staff are clear about their roles and responsibilities and are very positive about working for TEAM. Managers implement appropriate strategies with their teams to ensure that each learner's welfare, progress and achievement are very effectively

monitored. Management of health and safety is good. TEAM manages contracts well and meets the requirements of funding agencies. Management meetings take place regularly and are well attended. There are effective arrangements for involving staff in the management and development of the organisation. Good internal communication takes place. TEAM's well-managed contacts with employers benefit learners.

28. TEAM manages its provision for literacy and numeracy well. The skills for life agenda has a high priority in the organisation. Staff are well qualified. Unusually, one member of staff is dedicated to the internal verification of skills for life provision. Regular, thorough standardisation meetings are held to share good practice and improve quality. Teaching of literacy and numeracy is good. It is well planned, with a variety of stimulating exercises and resources. Tutors make good use of interactive technologies and combine these with competitive games to which most learners respond with enthusiasm and good humour. Numeracy teaching is particularly strong. Staff development for the improvement of skills for life is well established. Dedicated staff receive continual updating, and vocational and support staff receive awareness-raising training and some level 2 certification. All learners at TEAM are assessed using a nationally recognised paper-based assessment. This is followed, for those identified with a need, by a nationally recognised online assessment. All learners, regardless of funding stream or project length, are offered literacy and numeracy skills support and are strongly encouraged to take it up. Their achievement rate for the national qualifications in literacy and numeracy is currently satisfactory overall with an upward trend apparent. The current skills for life action plan is adequate but in need of updating and review. While literacy and numeracy skills training is well managed, provision in English for speakers of other languages and a systematic approach to dyslexia support are not yet in place.

29. TEAM does not routinely use data to report on performance in a way that enables overall judgements about achievement rates or trends to be made. For example, the current self-assessment report, the annual report and reports produced for senior managers and trustees do not use data sufficiently or appropriately for programmes' performance to be reliably measured according to learners' achievements. Comparisons with other providers' performance cannot be easily made. Most performance analysis is against contract profiles. This approach does not enable managers to evaluate performance over a longer period or against, for example, TEAM's own annual targets or strategic objectives. However, monitoring of short-term and contract requirements against profiles is satisfactory. In the past, TEAM has not carried out enough longer-term target-setting. The recently written three-year development plan does now include these longer-term plans, but they are not yet detailed enough to enable programme-level management and evaluation. TEAM is aware of this and work is in progress to remedy it.

Equality of opportunity

Contributory grade 3

30. TEAM actively promotes a strong culture of respect for all. A high priority is given to ensuring learners and staff are treated with respect and a due care for individuality. TEAM has an officer dedicated to the promotion of equality and diversity. The current staff member is relatively new, although the post itself is well established. Learners' programmes include regular inputs on aspects of equality and diversity. The equality officer plans to give staff training on a regular basis. Good-quality resources are used to develop learners' awareness of issues, including interactive computer-based quizzes and games. Learners are actively taught about social issues like sexual health, drugs and alcohol awareness, and bullying and harassment. Appropriate behaviour in groups is reinforced very well by

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TEAM's staff and by fellow learners. Positive feedback is given constantly to learners, who do alter their behaviour to the needs of the situation. Learners are polite and respectful of each other and actively challenge each other when one of their peers lets them down. Tutors are very supportive of learners and work diligently on their behalf. Good use is made of partner agencies to access support. Learners make good progress in improving their social skills, with employers commenting favourably on change in attitudes and time-keeping. Learners enjoy and value the good support for literacy and numeracy skills that they receive.

31. TEAM's equal opportunities policies and procedures are satisfactory. The current policy is reproduced in the staff members' and learners' handbooks. It is updated regularly with mention of legislation such as the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000. However, even though it had been updated within a month of the inspection, it did not fully reflect the changes within the Special Educational Needs and Disability Act 2001. Induction is satisfactory, with comprehensive coverage of health and safety and equality and diversity. Learners have an adequate knowledge of the complaints procedure and how to use it.

32. Marketing materials are broadly satisfactory, with some handbooks being specially produced in the one community language justifying its own version. These handbooks are distributed to community venues and appropriate schools. The materials are of a high quality, except that photographic images promoting learning are almost exclusively of white British learners and show no positive representation of anyone with a disability.

33. TEAM does not carry out enough strategic planning for equality and diversity. The company has a three-year development plan and equality and diversity are mentioned within this. However, few specific actions show how TEAM intends to widen participation by other groups or how it is to improve its current practices for learners. Some particular requirements arising from newer legislation are not yet in place. For instance, although TEAM has learners who are protected under the Children's Act 2004, staff have not received the relevant training in the protection of vulnerable adults. In addition, although an access audit was completed in 2003 there is still poor access to TEAM's premises. The main buildings used by TEAM are grade two listed buildings with restrictions on development. These buildings have no lifts, and access to all rooms requires the use of steep stairs. TEAM uses another site, Bridge House, where two rooms do have ground floor access. However, the doorways are too narrow to accommodate a wheelchair, there are no adapted toilet facilities, and the doors open outwards, making them difficult to manipulate by people with restricted mobility. Some of the actions recommended in the access audit have been put into place but many more remain outstanding. Staff are given few targets for the development of equality and diversity across the provision. While TEAM has taken some sporadic initiatives to engage with the wider community these have proved to be ineffective. The company has no considered, strategic approach to the development of equality across its provision in a similar managed way to that seen in its development of literacy and numeracy training. Only 1 per cent of the current learners come from any background other than white British. The percentages of women and men on programmes are approximately level, while 64 per cent of learners report some form of disability.

Quality improvement

Contributory grade 2

34. TEAM has a good approach to quality improvement. Staff meet monthly to consider quality and improvements. A well-managed quality improvement planning process, in

place for some time, has included staff in developing ideas, projects and actions leading to improvements. This has worked particularly well in motivating staff and increasing participation in improvements. For example, one team looked at the organisation's development and another at the organisation's mission and values. Staff drew up action plans to improve learners' satisfaction and the retention rates. They developed an early warning system to highlight where learners were in danger of leaving the programme. Support is quickly put into place, and retention rates are improving. As part of the feedback process, learners identified the need for a refreshment area of their own. TEAM has purchased a new building and plans for this accommodation include a common room area specifically for learners. Good practice and external expertise are used to support improvement. All of this has had a positive effect on the learners and retention and progression rates are improving.

35. TEAM has further developed and improved its arrangements for quality improvement since the previous inspection. All staff have access to the quality assurance system electronically. The system has been extended in scope and covers all the main internal training processes. For example, a well-organised and thorough teaching observation process is in place which effectively identifies areas for development and improvement. This has been improved through a series of amendments. The process now includes a section on actions for individual tutors as a result of observation. Training to develop tutors' skills is organised from these actions. More interactive activities to engage the learners are now in place. Self-assessment arrangements are now part of the quality assurance system. The quality assurance arrangements are reviewed by TEAM and are subject to regular external audit by an approved quality standards-setting body. A small part of TEAM's training provision is subcontracted and work is currently underway to bring the quality assurance arrangements for subcontracted provision into scope.

36. Internal verification is satisfactory. In literacy and numeracy, all files are internally verified by a staff member allocated to this quality role. Files are very well organised and presented. Learners are extremely proud of the range and quality of their work and talk with confidence about the content. Learners' and employers' feedback is used effectively to guide improvements. The complaints policy and procedure is implemented effectively, although opportunities to identify lessons learnt and improvements to policies and procedures arising from complaints investigation are not recorded as part of the procedure.

37. Although quality improvements clearly focus on improving learners' experience and achievement, there is insufficient clarity in TEAM's evaluation and analysis of trends in overall performance and in relation to specific programmes. For example, performance data for work-based learning is not always broken down into areas of learning. TEAM is aware of this and is currently engaged in work to improve this aspect of quality assurance.

38. The self-assessment report is satisfactory. It is developed during the year with staff involved in analysis of strengths, weaknesses and actions to take. Stakeholders' feedback is used appropriately to guide the process. Self-assessment is discussed at staff meetings and used to support reviews of the development plan. The current report was produced in June 2005. It is reasonably accurate and provides an honest account reflecting many of the findings made by inspectors, although TEAM put forward more strengths than those identified by the inspection team. Some of the main weaknesses were identified in the self-assessment report and some others were not. The report's use of data and analysis to make judgements on achievement is not sufficiently developed. In some cases the

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strengths and weaknesses are not supported by relevant text. However, the electronic version of the report does make use of hyperlinks which provide more information.

AREAS OF LEARNING

Retail and commercial enterprise

Grade 3

Contributory areas:	Number of learners	Contributory grade
Retailing and wholesaling NVQ training for young people	15	3 3

39. TEAM has 15 learners on the retailing programme, all of whom are working towards an NVQ in retail operations at level 2. Fifty-six per cent of the learners are women. Learners are aged between 16 and 18. Twelve learners receive some kind of additional support, two in literacy and numeracy. TEAM recruits most of its learners through Connexions, although many progress from its E2E programme. A variety of retailing employers provide work placements across the Northeast. Staff from TEAM give learners a week-long induction at the company's main premises. After this, learners attend the training centre on three half-days each week. Staff also visit learners in the workplace every fortnight to carry out assessments and once a month to conduct progress reviews. Two staff members deliver training on this programme, although they also use staff from across TEAM to give specific support and additional training.

Retailing and wholesaling

Grade 3

Strengths

- good development of vocational skills
- particularly well-engaged and motivated learners

Weaknesses

- ineffective matching of teaching resources to learners' needs

Achievement and standards

40. Learners develop good vocational skills. All learners are placed in suitable work placements, which they enjoy, soon after starting their programme. Attendance and punctuality are good. Learners gain a good knowledge of trading law, customer service and sales skills. They are comfortable working in a team to deliver results and interact confidently with customers and salespeople in the workplace. Learners receive good training support from employers and colleagues and are integrated well in their work teams. Employers value learners and consider them as an asset. Learners carry out a good variety of activities in the workplace and have opportunities to experience challenging tasks. One employer has given a learner their own trading department where they have accountability for stock handling and key replenishing activities. Where learners find their placements unsuitable, TEAM acts rapidly to provide alternatives. Employers report that learners adapt very well to the work environment. Employers are aware of the learners' additional learning needs and ensure that tasks are appropriate for each learner.

41. Retention and achievement rates are satisfactory. Of the 2002-03 intake, 71 per cent of learners achieved their NVQ. This figure decreased for the following year's starters, only

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31 per cent of whom achieved their qualification. TEAM has recruited extra staff and achievement rates are increasing. Of the 30 learners who started in 2004-05, eight have already successfully completed their NVQ and 12 are still in training. The retention rate is improving, from 28 per cent in 2002-03 to 50 per cent in 2003-04 with a rising trend for the current year.

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

LSC funded work-based learning																
NVQ Training	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	30		22	100	14	100										
Retained*	3		8	36	10	71										
Successfully completed	8		7	32	10	71										
Still in learning	12		3	14	0	0										

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

The quality of provision

42. Learners are particularly well engaged and motivated. They are knowledgeable about their qualifications, progress and end date. Learners speak confidently about their expected academic and professional outcomes. Efforts by staff to challenge inappropriate behaviour in the training room and at work are particularly effective. Employers comment favourably on the good time-keeping and good manners of learners in the workplace. Learners receive good individual support in literacy and numeracy which they appreciate and attend with an unusual level of enthusiasm. Support for personal problems is effective in maintaining their motivation and confidence. Tutors treat learners as mature individuals during the training sessions, offering them choices and involving them in the decision-making process, and learners clearly appreciate this. Learners have a particularly good understanding of their qualification and training programme and display a good awareness on how to complete their portfolios. Tutors offer pastoral support at every individual meeting and learners are fully aware of whom to contact if they encounter personal problems outside work or training.

43. Learners receive satisfactory information and guidance. They are given informal advice about job-seeking on a weekly basis. A member of TEAM's staff is available to give specific advice and guidance for all learners.

44. Arrangements for assessment and verification are satisfactory. The programme manager acts as the internal verifier. Regular standardisation meetings are held. A yearly plan of visits and observations is in place.

45. TEAM communicates effectively with employers. Tutors keep employers informed of any relevant issues affecting learners' progress or personal wellbeing. Employers and learners appreciate the quick responses they obtain from TEAM. All employers and learners receive a copy of the quarterly published newsletter by TEAM highlighting achievements and celebrating learners' success.

46. The matching of teaching resources to the learners' needs is ineffective. Materials and

resources are not always used appropriately to support each individual's learning needs. Insufficient use is made of individual initial assessment results to plan training appropriately. Tutors use mainly flipcharts, paper, pens, a projector and a whiteboard but make insufficient use of visual aids, pictures and colour. They use black and white handouts and worksheets extensively. Some paperwork contains large amounts of text. Bullet points on worksheets and screen presentations contain excessive information. In some instances, learners do not understand what they need to do to complete some of the training exercises. Handouts are insufficiently inspirational and engaging for the learners. Some learners become confused and waste time clarifying what is to be done. Tutors have access to a good range of resources including interactive technology but make insufficient use of these resources. Where resources are used well, learners are engaged and enthused by the activities. Although materials are ineffectively matched to the needs of each learner, teaching and learning overall are satisfactory.

Leadership and management

47. The management of the retailing programme is satisfactory. Meetings follow a fixed agenda agreed by the team and are intended to be used to share problems and solutions. Staff receive timely communication on any relevant issues discussed at the senior management meetings. Staff are insufficiently involved in the overall planning of the programmes with other staff outside the retailing department. Management effectively informs staff of targets. Staff are involved well in the self-assessment process and development activities are appropriate to their needs. Learners receive fair and equal treatment in the workplace.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		2
New Deal for young people	15	2
Entry to Employment	79	2

48. TEAM currently has 79 E2E learners and 15 full-time education and training participants on preparation for life and work programmes. E2E training is subcontracted from Springboard Training. Of the 79 E2E learners, just over half are women, 42 have some form of declared disability and all are of white British origin. Of the full-time education and training participants, eight are women and all are white British. None of these learners has a disability. All learners attend work placements with employers on at least two days a week and in-house training sessions for between one and three days a week as required by their agreed learning plans. In-house sessions cover job-seeking skills as well as literacy, numeracy and language skills and personal development. E2E training is mainly located in TEAM's main premises while full-time education and training is delivered at the nearby Bridge House. All learners participate in induction training. For E2E learners, this lasts a month and includes a two-day residential event at an outdoor centre. Full-time education and training induction lasts one week. Both induction programmes include initial assessment of learners' literacy and numeracy skills. Specific E2E or full-time education and training tutors work with learners on each programme. NVQ assessors and literacy and numeracy tutors provide additional support. Nineteen staff members are directly involved in the provision of preparation for life and work programmes.

Employability training**Grade 2***Strengths*

- good development of skills and confidence
- good teaching and learning
- good work placements

Weaknesses

- insufficient integration of on- and off-the-job training

Achievement and standards

49. Learners develop good skills that significantly increase their confidence and enable them to develop independence. Literacy and numeracy, vocational skills and personal skills are very effectively improved within short time periods. Learners' confidence in themselves and their abilities is increased. Their time-keeping and communication skills improve markedly and they sustain work placements more easily. They quickly acquire skills for their jobs which previously they could not do. For instance, some confidently read labels for customers in shops, while others record stock requirements or use their initiative in completing pricing activities. Many learners talk with knowledge and maturity about how their skills are developing and will be used in their future jobs. E2E learners have additional

opportunities to broaden their life experiences and develop social skills through regular trips to events and places of interest. An annual fully-paid trip to an amusement park in France is provided to reward good attendance, time-keeping and commitment to learning. In E2E, 54 per cent of learners in one year achieved literacy or numeracy qualifications at entry level or level 1. In the same year, 38 per cent of full-time education and training participants achieved these qualifications. E2E progression rates are improving each year, having risen from 26 per cent in 2002-03 to 30 per cent in 2003-04 and currently standing at 37 per cent for 2004-05. In full-time education and training, 16 per cent of participants have progressed into employment and 36 per cent have achieved a qualification. The full-time education and training programme is new to TEAM, having only run for one full year. The retention rate is good, with 63 per cent of participants remaining in learning.

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	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	130		174	100	94	100										
Progression¹	48		52	30	24	26										
Achieved objectives²	7		3	2	20	21										
Still in learning	65		14	8	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

The quality of provision

50. Teaching and learning are particularly good on both programmes. Very effective use is made of interactive technology to stimulate learners with low concentration levels and to match their preferred learning styles. Staff are well qualified, enthusiastic and supportive to learners. They promote a positive learning environment and develop high levels of trust and mutual respect. Learners enjoy attending off-the-job training and are actively engaged in training sessions. Tutors plan a broad variety of teaching and learning activities to engage learners and maintain their interest. All training sessions are prepared very well. Tutors identify the additional support needs of those attending and make provision for them on the session plan. All learners participate actively in training activities which are often highly challenging. They support each other in sessions, encouraging those who are confident to take part. Numeracy teaching is good. Particularly effective use is made of modern interactive technology to ensure very good learning is achieved. Games which challenge the learners to compete against each other in a friendly way are used well. Sessions make reference to learners' lifestyles and effectively target aspects important to each group. For example, when learning about telling the time, the tutor emphasises the effect of reliance on other people's time-keeping, such as missing an appointment if a bus is late or arriving at the cinema after the film has started. In less successful sessions there is an over-reliance on paper-based resources, the pace is slower and less account is taken of the diverse abilities of participants.

51. Work placements are good. They give learners very good opportunities to develop employability skills and awareness of current practices. Employers are particularly supportive of learners and fully understand the kinds of additional support needs many

have. All learners benefit from placements appropriate to their chosen employment aims throughout their time on the programme. A very good range of placements matches the needs of learners and local employers. The range includes jobs in retail, garages, warehousing, gardening, schools, nursing homes, children's nurseries, hotels, hairdressing, libraries, offices, gymnasiums, IT businesses and builders' merchants. New placements are approached when required if a new learner wishes to work in an area not previously in the scope of the provision. For example, when a new E2E learner indicated a wish to work in IT and in a library, an agreement was quickly reached to accommodate both those aims in a venue a suitable distance from his home. Some employers have ex-learners on their staff. This generates interest and motivation among learners by showing that there are real employment opportunities in that workplace. TEAM's staff regularly visit placements and appropriately monitor learners' wellbeing. The range of placements and their monitoring is the same for E2E and full-time education and training programmes.

52. Guidance and support procedures are in place adequately to ensure the safety and welfare of learners. Personal development opportunities are effectively promoted and learners are constantly encouraged and motivated to attain new skills and maximise opportunities available to them. Learners receive individual attention from tutors when required, and external specialist support is available for issues such as homelessness, poverty, debt, and drug and alcohol misuse. Staff are able to source additional support on an individual basis when a need is identified. All learners are clear about who they would approach for help if they encounter either personal or work-related difficulties.

53. On- and off-the-job training are not sufficiently integrated in either programme. In full-time education and training, each part of the programme is monitored and reviewed in isolation. Skills for life, vocational skills and personal development are planned by tutors from each section and implemented separately. Each aspect is individually monitored and no information on the complete learning experience of an individual is readily available. Action-plan review documents only record literacy and numeracy skills and targets and make no reference to other aspects of each learner's programme. Any workplace skills that may need to be developed in the off-the-job training are inadequately planned.

54. In the E2E programme, senior tutors collect monitoring forms each month from any other tutors involved in a learner's programme so that they can be included in the review and entered on to the electronic passport. Senior tutors, E2E tutors, full-time education and training tutors and NVQ tutors all visit learners on placement, but skills for life tutors do not. There is not always full integration of all learning needs identified on action plans. Some co-ordinated teaching and learning are in place in E2E programmes, but this good practice is not always seen in full-time education and training. Literacy, numeracy and language skills lessons are not always put into the context of specific work-related skills development and no use is made of everyday situations in the workplace to develop literacy and numeracy abilities. Learners are encouraged to work towards achieving a level 1 NVQ when possible, but the NVQ training staff do not attend weekly meetings where the learners' progress is discussed.

Leadership and management

55. Tutors report daily to senior tutors and there are weekly staff meetings. Good practice is shared. All staff attend monthly quality meetings where information is presented regarding the company's performance against targets as well as in relation to other similar provision in the area. Internal verification and assessment processes are comprehensive.

Staff are well qualified. Resources are modern and widely available to all staff and learners. Some rooms are cluttered and access throughout the premises is poor. All training rooms have interactive learning technology installed and all computers have internet access. Staff are involved in the self-assessment process and their findings matched many of the strengths and weaknesses identified during the inspection.