

INSPECTION REPORT

Morthyng Limited

24 November 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
- **learnirect** 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.
- adult information, advice and guidance services (**nextstep**)

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. Morthyng Limited (Morthyng) is a registered charity and a company limited by guarantee. The company was established in 1988 with the support of the Anglican, Catholic and Methodist Churches. The core focus of business is the delivery of training to young and adult unemployed people. It is the lead provider in Rotherham for Entry to Employment (E2E) and has a small number of apprenticeships which are funded by the South Yorkshire Learning and Skills Council (LSC). It also has a small contract of Jobcentre Plus programmes in the voluntary sector options, full-time education and training basic skills, and short intensive basic skills (SIBS). Many learners are from disadvantaged areas and from families who are third and fourth generation unemployed.

2. Morthyng has five operational centres, three in Rotherham, one in Barnsley and one in Wakefield. It is managed by a general manager, who reports to the chief executive and a board of directors. Managers for health and safety, operations, quality and accounts are managed by the general manager. The operations manager has responsibility for five centre managers. In addition to this, Morthyng employs 50 other staff, including four basic skills tutors, five assessors, three E2E liaison officers and nine staff who work directly preparing people for employment. It subcontracts Rotherham College of Arts and Technology, Get Sorted and Rotherham Titans Rugby Club. It also works in partnership with the Army to provide a specific E2E programme for prospective Army entrants.

3. The 2001 census shows that 3.1 per cent of the population of Rotherham are from minority ethnic groups, 2.2 per cent of these being Asian, compared with a national average of 9.1 per cent. The proportion of Morthyng's learners from minority ethnic groups is at or above that of the communities which it serves. Unemployment in September 2005 in Rotherham was 2.5 per cent, just above the national average of 2.3 per cent. However, youth unemployment in September 2005 was 37.3 per cent, compared with 30.8 per cent nationally. In Rotherham, around 49 per cent of young people who are not in employment, education or training are now on E2E programmes.

4. In November 2004, the company was accredited with the Investor in People standard, a national standard for improving an organisation's performance through its people. Morthyng has produced eight self-assessment reports.

OVERALL EFFECTIVENESS

Grade 2

5. **The overall effectiveness of the provision is good.** Leadership and management is good overall, quality improvement is good and equality of opportunity is outstanding. Provision is good in preparation for life and work.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is inclusive, with the staff, learners and employers contributing effectively to the review of provision. Data is used well to support judgements, and regular meetings identify issues and concerns promptly. The process is

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critical and mostly accurate, although some strengths were not identified, and one satisfactory area was reported as a strength. The report is comprehensive and includes judgements, but it is also very descriptive.

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

Retention and achievement trends have improved over time. Inspection grades have improved since the previous inspection. Morthyng has further improved its strengths and thoroughly rectified the weaknesses identified in the previous report. The weaknesses identified in the self-assessment report have been fully reflected in the development plan, and Morthyng is ahead of its own timescale for implementing improvements.

KEY CHALLENGES FOR MORTHYNG LIMITED:

- maintain and further improve the good teaching and learning
- maintain the good partnership arrangements
- increase the use of trend analysis of learners' achievements
- improve progress checking of literacy and numeracy skills

GRADES

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

Leadership and management		2
Contributory grades:		
Equality of opportunity		1
Quality improvement		2

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
Employability training			2
Entry to Employment	172		2

ABOUT THE INSPECTION

8. Morthyng offers E2E provision, which this inspection reported on and graded. It also offers a very small number of apprenticeships in business administration and customer service, and has a small contract for SIBS, full-time education and training basic skills, and the voluntary sector option with Jobcentre Plus. This provision was too small to be included in the inspection, except in terms of overall leadership and management. The inspection took place during a single visit to the provider.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	40
Number of staff interviewed	25
Number of employers interviewed	2
Number of subcontractors interviewed	3
Number of locations/sites/learning centres visited	8
Number of partners/external agencies interviewed	3
Number of visits	1

KEY FINDINGS

Achievements and standards

9. **Progression from E2E for learners who want a career in the Army is very good**, with 67 per cent of the learners progressing into Army training. The progression rate overall in 2004-05 is satisfactory at around 42 per cent. Sixty-six per cent of learners leave to go into a job or training, or they gain a qualification.

10. **Learners achieve a wide range of level 1 qualifications**. Small steps in learning are celebrated with internal certificates to recognise personal, social and literacy and numeracy skills development.

11. **Learners' confidence, self-esteem, communication skills and team working skills are very well developed**, along with the skills necessary to apply for jobs. Morthyng records individual progress in the three strands of E2E, which shows 96 per cent of current learners having made some progress in their programme.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	2	9	4	1	16
Total	2	9	4	1	16

12. **Teaching and learning are good** with 69 per cent of sessions good or better. Lessons are enjoyable, with much use of games-based activities, positive reinforcement of learners' strengths, and praise. Lessons are well planned to meet the individual needs of learners. However, some learners are not sufficiently encouraged to achieve the literacy and numeracy qualifications which are necessary for entry to apprenticeship programmes.

13. **The curriculum is well managed** and focuses on learners' needs. During the induction, individual targets are carefully negotiated and planned between learners, liaison officers and initial assessment staff. Liaison officers then work with learners throughout the programme to ensure a good match between their aims and their training.

14. **Learners benefit from a very good range of progression routes.** Learners' needs and career aims are carefully assessed, and training and work experience are closely matched wherever possible. Learners are supported to enter a wide variety of careers and vocational and academic training.

15. **Individual learning plans are good** and based on thorough initial and diagnostic assessments. Learners' views are always placed at the centre of the process, and all staff work closely together to ensure that appropriate targets are included in the plans. Frequent progress reviews encourage learners to meet these targets.

16. **Induction is very effective.** It lasts for up to six weeks, depending on learners' needs. Learners' social, personal, learning and career development strengths and needs are thoroughly assessed through a range of enjoyable activities.

Leadership and management

17. **Morthyng has led the development of very productive subcontracting and partnership arrangements.** It works hard to maintain an open and trusting working relationship with its partners.

18. **Good communication arrangements contribute effectively to curriculum developments.** Meetings are well organised at all levels. Staff are well informed and motivated to support the demands of the new curriculum. Good internal and external newsletters keep staff and employers informed about the latest developments and celebrate learners' achievements and progress.

19. **Staff development is very good.** It is planned for staff at all levels and is carefully linked to the strategic needs of the company. Delivery staff are regularly updated in appropriate teaching and learning strategies.

20. **Quality improvement is good.** The company makes good use of best practice from many sources to improve its provision. Feedback is used effectively to monitor the provision as well as contributing to further improvements.

21. **The self-assessment process is thorough and inclusive,** and most judgements are significant for learners. In most cases, grades matched those given by inspectors. The development plan identifies ways of rectifying the weaknesses, and many improvements are already in place.

22. **Morthyng promotes equality of opportunity very well.** Learners are clear about the nature of bullying and harassment, and about the wider issues of equality. Staff receive regular updates and training, and all employers are required to have an up-to-date and appropriate equal opportunities policy.

23. **Provision is particularly well designed to overcome barriers to learning.** Learning programmes are designed to be very flexible, and excellent practical help is given by Morthyng or its partners to help learners overcome a diverse range of barriers to learning.

24. Resources are managed satisfactorily. The centres are welcoming and well maintained and have sufficient computers and technology, including interactive boards in training rooms.

25. Arrangements for the development of literacy and numeracy skills are satisfactory. One centre is dedicated to basic skills provision. All learners are thoroughly assessed at the start of their programme.

26. Management of information is satisfactory. Morthyng uses a wide range of data about learners, but does not sufficiently analyse trends in performance over time.

27. Internal verification is satisfactory and meets awarding body requirements.

28. **Quality assurance arrangements have been effective in improving standards and practices overall.** However, the training for participants on the voluntary sector option is not consistently well planned.

Leadership and management

Strengths

- very good partnership arrangements to respond to local needs
- good communication arrangements to support curriculum developments
- very good staff development process
- very effective use of best practice to make improvements
- very good promotion of equality of opportunity
- particularly well-designed provision to overcome barriers to learning

Weaknesses

- no significant weaknesses

Preparation for life and work

Employability training

Grade 2

Strengths

- good teaching and learning
- well-managed curriculum to focus on learners' needs

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- good individual learning plans
- very good range of progression routes
- very effective induction

Weaknesses

- no significant weaknesses

WHAT LEARNERS LIKE ABOUT MORTHYNG LIMITED:

- the welcome - 'when you first come they show you around'
- enjoying themselves - 'learning is made interesting', 'having fun while learning'
- the help to support a career - 'you get involved, learn more, get a qualification'
- 'the planning of the programme, with choices of what you can do'
- the helpful staff

WHAT LEARNERS THINK MORTHYNG LIMITED COULD IMPROVE:

- having fewer breaks - 'I wanted to get back to the activities'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- very good partnership arrangements to respond to local needs
- good communication arrangements to support curriculum developments
- very good staff development process
- very effective use of best practice to make improvements
- very good promotion of equality of opportunity
- particularly well-designed provision to overcome barriers to learning

Weaknesses

- no significant weaknesses

29. Leadership and management are good. Morthyng consults very effectively with the LSC, Connexions, schools and other local providers. As the lead provider it develops very productive subcontracting arrangements to offer learners a diverse range of training options. While maintaining overall management of, and responsibility for, E2E, the company works in a very open and consultative way with the steering group members to plan, manage, monitor, take effective action and further broaden the provision for learners. For example, the company is providing good progression opportunities for learners to develop careers within the Army. Morthyng successfully promotes a good working relationship between E2E providers and builds trust with its partners. It provides accurate and timely information about all aspects of E2E provision, including relevant financial matters, to steering group members.

30. The company's open and transparent management style and good communication methods contribute effectively to curriculum developments and operation within this multi-site company. Since the previous inspection, the company has successfully changed focus from apprenticeships to entry level provision. Meetings are well organised at all levels. Senior managers ensure that operational and strategic decisions are regularly communicated to staff. Staff are well informed and motivated to support the demands of the new curriculum. All the staff from its five sites meet regularly every eight weeks to discuss operational issues and to share good practice. Good internal and external newsletters keep staff and employers informed about new developments and celebrate learners' achievement and progress. However, while staff have sufficient opportunity to contribute to aspects of the business plan, managers do not share the full business plan with them.

31. Morthyng has a very good staff development process. All full-time and part-time staff are encouraged to take up training to support personal and professional development. Staff development is very effective in equipping staff with skills that help them support learners. Training is well planned. Development plans are financially well resourced and are linked well to Morthyng's strategic direction. Staff have biannual appraisals to negotiate and agree their individual targets and responsibilities. All staff at every level of the company have a broad five-year learning plan and a detailed annual learning plan which is

negotiated. Lesson observations are used effectively to identify staff development needs. Staff attend a wide range of courses to improve aspects of teaching and learning, to gain a better understanding of quality of education, to improve their knowledge of equality and to gain qualifications in management. All training events are carefully reviewed and evaluated in terms of their value and benefit to individuals and the organisation. All delivery staff have a teaching qualification and suitable vocational experience.

32. Management of resources is satisfactory. Learners have access to a good range of computer facilities and information and communications technology training rooms. The training venues are welcoming, modern and well maintained, with good displays of motivational posters and celebration of learners' success.

33. Arrangements for the identification and support of learners who need help with literacy, numeracy and English language is satisfactory. Qualified staff provide individual or group training to help learners progress towards their identified goals.

34. Management of information is satisfactory. Morthyng maintains a wide range of information about learners' progress, much of which it uses well. However, it does not sufficiently analyse performance trends over time.

Equality of opportunity

Contributory grade 1

35. Morthyng's promotion of equality is very good. The induction process clearly explains rights and responsibilities to learners as well as emphasising the wider issues of treating people equally. The nature of bullying and harassment is thoroughly explored, and learners are given relevant examples of bullying such as ignoring people and setting people up to fail. Morthyng has recently produced a simple and clear leaflet to explain the difference between harassment and employers' right to expect compliance with time and work expectations. Learners' understanding of equality of opportunity is regularly reinforced and recorded at reviews, and in classes. Colourful wall displays celebrate diversity and equality, and publicity photographs challenge vocational stereotypes. Morthyng's equality policy is comprehensive and is updated regularly each year or in response to new legislation. Morthyng carefully checks the equal opportunities policies of employers that offer work placements to learners. If they are not appropriate, Morthyng offers a copy of its policy. It does not contract with employers that do not adopt a policy. Staff are very well informed about equality of opportunity, and during their induction they sign an agreement that they will comply with equalities legislation. They have regular updates, through specific courses, that they all attend, and at the annual staff residential. Staff are currently taking an accredited course in equality and diversity. Recently, equality ambassadors have been appointed in each centre, to promote equality and to support those who feel discriminated against. All staff have criminal record bureau clearance checks. The complaints policy is well understood by staff and learners. Actions in response to complaints are fully recorded and issues are resolved.

36. Provision is particularly well designed to overcome barriers to learning. All learners attend an initial assessment centre, where they stay for up to six weeks. This centre not only identifies literacy and numeracy levels, but a range of social and personal skills and needs. Support is carefully planned to meet the needs of individual learners. Liaison officers work with the same learners throughout their E2E programme, and try to meet their needs while being careful not to set them up for failure. Although the average length of stay is 22 weeks, this varies so that learners who can succeed quickly do so. Staff are very

skilled at emphasising learners' strengths and using these, and frequent celebration of achievement, to help them overcome weaknesses and fear of learning. They offer excellent practical help, for example ensuring that they can open bank accounts to receive education maintenance allowances even when learners' financial status would normally prevent them from opening an account. To further expand training to under-represented groups, a subcontract with a black and minority ethnic group organisation in Rotherham will start the week after inspection.

37. The centres have easy access for people with restricted mobility. Rooms and corridors are sufficiently spacious for wheelchair users. In cases where learners cannot access upstairs rooms, a webcam is provided so that the training is accessible from the ground floor. A wide range of adaptive technology is used, depending on the needs of learners. For example, a cube-shaped keyboard was purchased for one learner and a range of resources is available for learners who have a sight or hearing impairment.

38. Morthyng analyses achievement and progression data, in terms of ethnicity, disability and gender, on a monthly basis. Outcomes do not show evidence of discriminatory practice.

Quality improvement

Contributory grade 2

39. Quality improvement is good. The company uses best practice information from local, regional and national sources well to improve many aspects of its provision. For example, the observation of teaching and assessment is adapted to suit Morthyng's needs from best practice taken from various sources. It is rigorous and well established. All delivery staff are well supported before observation by a handbook which explains the process. It is also a detailed instruction manual for good teaching strategies. Feedback to trainers is detailed and constructive and helps them to improve their teaching practices. Morthyng monitors the quality of most aspects of its training processes through a detailed quality framework. The company systematically compares itself with other effective providers, and modifies its own working methods appropriately. For example, it has used information from inspection findings well to improve its initial assessments, induction and the planning of individual learning.

40. Feedback from learners and employers is used effectively to monitor the provision, as well as contributing to further improvements. When negative comments are received, actions are taken to remedy the situation and outcomes are fully reported to managers and are recorded.

41. The self-assessment process is inclusive with staff, learners and employers contributing effectively to the review of the provision. The process includes several events when staff are encouraged to evaluate their programmes. Some aspects of the evaluation are carried out in an innovative way to encourage critical reflection in an enjoyable, yet productive, manner. The self-assessment report identified a significant number of inspection findings, but underestimated the significance of some strengths. The report is supported by a detailed development plan. Many of the actions have been completed ahead of the time identified, or are at an advanced stage of implementation.

42. Internal verification is satisfactory. Most of the provision is non-accredited, but the small amount of accredited provision is assessed and verified to meet awarding body requirements.

43. Quality assurance arrangements have been effective in improving standards and practices overall. However, the training for participants on the voluntary sector option is not consistently well planned.

AREAS OF LEARNING

Preparation for life and work

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i> Entry to Employment	172	2 2

44. At the time of inspection, 172 learners are on the E2E programmes. The programmes are delivered at an initial assessment centre, a vocational delivery centre and a basic skills centre in Rotherham. Morthyng provides vocational options in information technology (IT), administration, customer service, retailing, warehousing and pre-vocational training in construction. If learners want other training such as hairdressing or equine studies, Morthyng arranges suitable training with other providers and tasters through work placement. Learners' average length of stay is 22 weeks, but some learners are fast-tracked. Learners are normally found work placements and work towards vocational qualifications.

Employability training

Grade 2

Strengths

- good teaching and learning
- well-managed curriculum to focus on learners' needs
- good individual learning plans
- very good range of progression routes
- very effective induction

Weaknesses

- no significant weaknesses

Achievement and standards

45. Learners achieve a wide range of level 1 qualifications such as adult literacy, adult numeracy, IT, motor vehicle, distribution and operations. If learners are unable to achieve full qualifications they are accredited with individual units. Small steps in learning are celebrated with certificates that recognise and value good attendance, punctuality, effort and progress.

46. Learners' confidence, self-esteem, communication skills and team working skills are very well developed along with the skills which are necessary to apply for jobs. Learners speak confidently and courteously with tutors and visitors.

47. The progression rate in 2004-05 is satisfactory at around 42 per cent. Sixty-six per cent leave to go into a job or further training, or they gain a qualification. Morthyng has developed its own method for recording non-accredited performance and achievement. Learners are regularly scored on the progress they make against the three strands of E2E and, on these measurements, 96 per cent have progressed following interventions by

Morthyng's staff. In the current year, 53 per cent of learners have progressed into work, education or training.

48. Morthyng works in partnership with the Army to deliver an E2E programme. Progression on this programme is very good, with 67 per cent of the learners progressing into Army training and a further 14 per cent into other employment or training. As well as personal skills and literacy and numeracy development, these learners benefit from intensive health and fitness training. The programme successfully extends the learners' understanding of the range of career opportunities available, by including training at military camps.

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	2005-06		2004-05		2003-04												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	169		334	100	468	100											
Progression ¹	12		132	40	176	38											
Achieved objectives ²	13		157	47	216	46											
Still in learning	133		39	12	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

49. Standards of teaching and learning are good. Of the 16 sessions observed, 69 per cent were good or better. The better sessions use the vocational context and practical activities successfully to engage the learners' interest. They are well planned with a variety of activities to support a programme of new starts and mixed levels of ability. Learners have fun taking part in games-based learning activities and using the interactive whiteboard to develop proofreading skills. Much use is made of praise and reinforcement of learners' strengths. Less successful training did not recognise prior learning, did not challenge the learners sufficiently and the pace was too slow. Most group sizes are small and learners receive good additional learning support. However, learners whose initial assessment shows them to be capable of achieving higher levels of literacy or numeracy, but who are reluctant to do this, are not sufficiently encouraged to develop these skills further. This is significant for those learners whose long-term aim is to progress to apprenticeships.

50. The curriculum is well managed and focuses on learners' needs. During the induction, individual targets are carefully planned in a timely meeting between the learner, liaison officer and initial assessment staff. Learners are always at the centre of the process and great efforts are made to provide them with appropriate and realistic routes to their selected future employment, education or training. Staff are skilled and experienced at working with young people who have barriers to learning and employment. Around 40 per cent of staff were once Morthyng learners and they are good role models. Many learners are enthusiastic about their programmes and the valuable skills and job-related experience they gain. Staff are very approachable and create an environment that is non-threatening and non-judgemental. Working relationships with external agencies, including the youth offending team, local drug and alcohol support groups and accommodation providers for

the homeless, are effective.

51. Individual learning plans are good. Thorough initial and diagnostic assessments support the planning process. Trainers work together to develop plans, which include key objectives with specific targets to integrate all aspects of learners' programmes. Learners' views are always placed at the centre of the process. Well-planned, four-weekly reviews effectively support retention and the achievement of the learners' personal targets. Employers contribute appropriately to the review process. Learners are sensitively encouraged to discuss all concerns.

52. Learners benefit from a very good range of progression routes. All possible job and vocational options are followed up. Learners' choices are respected and significant effort is made to provide realistic progression routes. The current range is extensive and includes employment in plastering, hairdressing, retailing, labouring, the Army, childcare, bar work and domestic work. Learners have progressed to education and training in motor vehicle, art, construction, A levels, brickwork, floristry, painting and decorating.

53. Induction is very effective. A range of interesting and enjoyable activities helps learners to understand their rights and responsibilities and acceptable behaviour, and begin to develop self-evaluation of personal and social skills. A good range of taster activities helps learners to identify their vocational preferences. The sessions are well planned with a very good range of activities including online vocational assessment and excellent use of video clips to introduce staff at the centre. When learners move into education and training, information is transferred and additional induction activity supports the transition.

Leadership and management

54. Staff development is very effective. All delivery staff have a recognised teaching qualification and a clear understanding of training needs analysis.

55. Morthyng's staff have clear roles and responsibilities. Communication is good between partners. Training teams have formal meetings each week to discuss learners' progress and to agree training plans.

56. Staff know how to pass ideas on to senior managers to support improvement. For example, a learner development plan was introduced to help staff draw together the vast amount of information gathered on each learner and produce a detailed activity plan. A carbonated and updated review sheet has been produced and is soon to be used to ensure all stakeholders are using the same information with the learner.

57. Managers have introduced a method of measuring learners' steps of achievement. However, identification of non-accredited achievements is not fully developed in literacy and numeracy skills.

58. Learners are clear about whom to approach if they experience discrimination or other problems in placements or training centres. They are made fully aware of health and safety in the training centres and vocational workshops.

59. Learning resources and accommodation are satisfactory overall. There is a good range of paper-based, online, and practical resources. Staff are encouraged to research new learning resources and be innovative to meet learning styles. The standard of

accommodation is generally appropriate with good displays of information and posters to reinforce aspects of learning. Equal opportunities and anti-bullying practices are reinforced in all aspects of their training.

60. The self-assessment report is detailed, informative and broadly reflects the provision. However, the lack of challenge for learners to achieve literacy and numeracy at level 2, where appropriate, was not identified.

