

REINSPECTION REPORT

Leisure Services - Stoke-on-Trent City Council Reinspection

05 July 2006



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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- 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.

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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Contents

Summary

Description of the provider	1
Overall effectiveness	1
Grades	2
About the reinspection	2
Key Findings	3

Detailed reinspection findings

Leadership and management	8
Equality of opportunity	9
Quality improvement	10
Hospitality, sport, leisure & travel	12

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Stoke-on-Trent City Council Leisure Services operates nine leisure facilities. The learning and development section (LDS) is part of leisure services, under the new directorate of adult and community services. LDS provides apprenticeships training and Entry to Employment (E2E) programmes. Training takes place at the leisure centres, in hospitality, sport, leisure and travel, business administration and law, and foundation programmes.
2. LDS provides training to meet the business needs and corporate priorities of the city council. The section also provides work-based learning opportunities to secondary schools in the city.
3. A learning and development manager has operational responsibility for five development officers who co-ordinate the training. A learner support officer works for two days each week with the learning and development manager to administrate management information and financial management. The learning and development manager is directly responsible to the head of leisure services.

OVERALL EFFECTIVENESS

Reinspection Grade 3

4. **The overall effectiveness of the provision is satisfactory.** Leadership and management and the arrangements for quality improvement are satisfactory. Equality of opportunity is good. The provision in hospitality, sport, leisure and travel is satisfactory.
5. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process includes all relevant stakeholders, and staff and learners contribute to the process. Feedback from employers is relatively new. The self-assessment report does not focus sufficiently on the learners and the Common Inspection Framework. The provider has identified some strengths and weaknesses which match inspection findings, but these are not described in evaluative or judgemental terms.
6. **The provider has demonstrated that it has sufficient capacity to make improvements.** The provider has a good, responsive approach to improvements and has initiated a number of new improvement processes. Many of these are new and are not fully established. The self-assessment report is not focused sufficiently on the learner in order to contribute to effective action-planning and improvement activities.

GRADES

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

Grades awarded at previous inspection

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

Hospitality, sport, leisure & travel			4
Contributory areas:	Number of learners	Contributory grade	
<i>Leisure, sport and recreation</i> Apprenticeships for young people	46	4 4	

Foundation programmes			3
Contributory areas:	Number of learners	Contributory grade	
<i>Employability/employment training</i> Entry to Employment	24	3 3	

Grades awarded at reinspection

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

Hospitality, sport, leisure & travel			3
Contributory areas:	Number of learners	Contributory grade	
<i>Leisure, sport and recreation</i> Apprenticeships for young people	24	3 3	

ABOUT THE REINSPECTION

7. The reinspection took place over 10 days, and included three monitoring visits, one with an associate inspector, and three days' inspection activity with two inspectors. The contributory area of leisure, sport and recreation is reported on and graded. Employability/employment training is reported on under leadership and management. The business administration provision had only a small number of learners and was outside the scope of this inspection.

Number of inspectors	2
Number of inspection days	10
Number of learners interviewed	19
Number of staff interviewed	12
Number of employers interviewed	3
Number of locations/sites/learning centres visited	4
Number of partners/external agencies interviewed	2
Number of visits	4

KEY FINDINGS

Achievements and standards

8. The completion rate for apprenticeship frameworks has improved and is now good.

There has been an increase in the timely completion of frameworks, which was identified as an area of weakness at the previous inspection. Most of the learners currently on programme are on target to complete all components of the framework. Learners develop good levels of confidence and self-esteem.

9. Learners are well prepared for E2E programmes. A wide range of additional training is provided. Learners complete key skills qualifications which are above the level required and the quality of work experience is more than that required for the vocational qualification.

10. The number of advanced apprenticeship frameworks completed is inadequate. None of the learners aged between 16 and 24 in the 2003-04 and 2004-05 intakes have completed their frameworks. However, many learners have successfully achieved the national vocational qualification (NVQ), additional qualifications, or key skills qualifications.

11. The attendance and retention rates for apprentices have improved to satisfactory levels. E2E achievements have been maintained. Eighty per cent of learners progress into appropriate, positive destinations.

The quality of provision

12. Learners receive particularly good pastoral support from a range of dedicated staff members. Staff work with learners and external agencies to break down barriers to learning. A range of support measures ensures that learners are not disadvantaged. This has allowed many learners to succeed under difficult circumstances. Initial advice and guidance is effective at placing learners on the correct course.

13. Standards of teaching, training and learning are satisfactory. The relationships between tutors and learners create an environment for effective learning. Learners are encouraged to be actively involved in training sessions, but there is not enough planning of sessions to ensure that all learners are challenged sufficiently.

14. Assessments and the monitoring of progress are satisfactory. The provider has a clear assessment structure and there are processes for all the different components of the framework. Some learners are not aware of the level of competence they have achieved, and not enough priority is given to the completion of NVQ units.

15. Resources are satisfactory. Learners work in industry standard work placements and have access to a wide range of tasks which allow them to acquire the understanding and skills needed for their job roles. Tutors are occupationally competent and have a range of appropriate industry qualifications. Learners have satisfactory learning materials.

16. **The training provision at advanced level is inadequate.** Learners do not have sufficient progression opportunities to advanced level programmes. Many learners aspire to courses at an advanced level in coaching or leisure and sport activities. However, staff and learners have a poor understanding of the available progression routes.

Leadership and management

17. **Curriculum leadership is good.** Effective measures have been introduced to improve standards. Internal and external communications are good. Targets are monitored well, with a clear focus on raising achievements and improving retention rates. Staff receive good levels of support and are well informed. The co-ordination of on- and off-the-job training is no longer the weakness identified at the previous inspection.

18. **The provider's management of change is good.** The learning and development manager provides strong leadership. New documents and procedures have been implemented effectively and are supported by good action-planning. Staff value the new sense of focus and direction, and appreciate the move from informal to formal systems. Staff training and development are planned effectively to drive the changes forward.

19. **Employers are involved effectively in training.** Since the previous inspection the provider holds regular employers' forums, which are well attended. Employers value the meetings and the opportunity to share and resolve common problems, celebrate learners' successes and monitor their progress, and to discuss new policies and procedures. The new employer service agreement focuses on the learners.

20. **The services takes effective action to widen participation.** Flexible training arrangements and work-placement hours are designed to meet lone parents' childcare arrangements. Learners with disabilities are particularly well supported to remove barriers to learning. Equality and diversity data are analysed effectively to help in the recruitment of minority ethnic groups. The number of learners from these groups has improved by 4 per cent during the past year. Learners are encouraged to take part in national events to promote community links.

21. **Learners' feedback is used well to monitor learners' satisfaction and to implement improvements,** such as changes to the development of resources at Stoke Recreation Centre. The results of the evaluations are displayed on wall charts. Feedback from all quality improvement activities forms an action plan, with completion targets for staff. They value the opportunity to share good practice in these improvement activities and positive achievements are monitored and shared.

22. **The provider has made good use of the post-inspection action plan to resolve weaknesses identified at the previous inspection.** Programme targets and performance indicators are now set for all key training activities and for the retention and achievements of learners. Other areas of weakness concerning data, monitoring learners' progress, employer involvement and the promotion of equality of opportunity have also been improved. Learning environments at the training centre have been improved significantly. Improvements have been made to recruitment and initial assessment procedures. Learners are now placed on more appropriate programme levels.

23. The provider's management of resources is satisfactory. Financial arrangements are monitored and audited through the city council's systems and procedures. Regular meetings are held at operational and strategic levels to ensure budgetary compliance. Resource deficiencies, which were affecting learners and staff at the time of the previous inspection and during the reinspection process have been resolved.

24. The management of information has improved since the previous inspection and is now satisfactory. Procedures for monitoring information about learners have been improved. Two staff are trained to use the new computer system which was introduced in December 2005. All staff now have access to data and the provider is beginning to make better use of management information.

25. Weaknesses in health and safety have been resolved. The provider now has a health and safety action plan. Staff training is supported by appropriate professional membership, and a health and safety representative is now part of the team. All work placements are audited for health and safety.

26. Equal opportunities policies and procedures are satisfactory. The city council policy is written in plain English and complies with current legislation. Learners' handbooks contain an accessible, condensed version. The provider has an up-to-date race and equality action plan, and a response to Every Child Matters, which is the government's initiative for children and young people. The leisure centres where learners are placed are accessible to people with restricted mobility, but some training rooms in the refurbished training centre are not accessible. Learners do not have sufficient access to special equipment.

27. The collection of equality and diversity data is systematic and learners' performances are monitored for a range of groups. The provider is beginning to take action to improve support for learners who are not performing well. The monitoring of equality of opportunity in the workplace takes place through the review system and the employer forum meetings. Learners understand the complaints procedures very clearly.

28. Equality training for staff and learners has improved. Staff and learners register for an accredited, interactive distance learning programme. Many learners have achieved a certificate for completing the course successfully. Learners take an active part in assessing and evaluating their own performances through the learner competency record which is completed at induction. However, this good start is not being reinforced effectively through the progress reviews.

29. The literacy and numeracy provision is satisfactory. The provider has a clear strategy to support learners. Improvements have been made to the initial assessment process and diagnoses of individual needs. Planned training supports staff in achieving qualifications.

Initial assessment results are not always used in the planning of individual learning.

30. The provider has made good use of external consultancies and the Excalibur good practice database to establish its new quality improvement system, and many activities have been reviewed and improved. A full cycle of the new quality improvement activities has not been completed yet. The recording and feedback of observations of teaching and learning have been improved, but not all staff have been observed. The quality improvement policy has established an auditable monitoring programme for the nine stages of the learners' training programme. This monitoring programme has identified strengths but not weaknesses.

31. Strategic planning is weak and inhibited by uncertainties in staffing and the provider's future within the city council directorate. Key staff are still working with unreasonable workloads. There are not enough links between the self-assessment report, development planning and corporate planning. Strategic planning does not make the best use of existing information in the three-year plan, or consider the provider's capacity for growth.

32. The provider has made slow progress in implementing some aspects of quality improvement. An appointment to the new quality improvement post is considerably overdue. Many positive changes have been made to the quality improvement procedures, but a full cycle of these revised systems has not been completed yet. Internal verification has improved, but implementation of the new practices is slow. Observations are not established sufficiently.

33. The self-assessment report is weak. It does not include learners' and employers' feedback and other quality assurance activities sufficiently. Data is not used enough. The report does not focus enough on the learners, or the Common Inspection Framework.

Leadership and management

Strengths

- good management of change
- effective employer involvement
- good actions to widen participation
- good use of feedback
- good use of the post-inspection action plan to resolve weaknesses

Weaknesses

- weak strategic planning
- slow implementation of some aspects of quality improvement

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good and improving apprenticeship framework completion rate
- effective learner preparation for E2E
- particularly good pastoral support for learners
- good curriculum leadership

Weaknesses

- inadequate advanced-level provision
- weak self-assessment report

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good management of change
- effective employer involvement
- good actions to widen participation
- good use of feedback
- good use of the post-inspection action plan to resolve weaknesses

Weaknesses

- weak strategic planning
- slow implementation of some aspects of quality improvement

34. The learning and development manager provides strong leadership and effective operational management to develop a culture of improvement in the team. The manager for leisure services provides an effective link to the city council, ensuring strategic commitment to support post-inspection developments. An extensive range of new documents and procedures, developed by the learning and development manager, has been implemented and supported by good action-planning. Internal communications are strong. Staff value the new sense of focus and direction and appreciate the move from informal to formal systems. Staff involvement and participation in developments is good. The planning of staff training and development to implement the changes is effective.

35. To resolve the weaknesses identified at the previous inspection, the provider holds regular employers' forums which are well attended. Employers value these meetings and the opportunity to share and resolve common problems, celebrate learners' successes, monitor learners' progress, and discuss new policies and procedures. The introduction of workcards helps employers to support learners more effectively. Extended training opportunities are available to learners through the forum. Service agreements with employers are now more formal and, together with the regular meetings, provide more structured support for employers. The service agreement focuses on the needs of the learners.

36. The management of resources is satisfactory. Financial arrangements are monitored and audited through the city council's systems and procedures. Regular meetings take place at operational and strategic level to ensure budgetary compliance. The deficiencies in resources which were affecting learners and staff at the time of the previous inspection and during the reinspection process, have been resolved effectively.

37. Management of information has improved since the previous inspection and is now satisfactory. Procedures for monitoring information about learners have been improved. A new computer system was introduced in December 2005 and two members of staff have been trained to use the system. Data is now more accurate and a wider range of reports is available. Reports are used regularly but staff are still learning how to get the

best from the system. However, all staff now use data in meetings and are beginning to make better use of management information. Managers are using data to interpret the provider's performance against regional and national benchmarks and are now able to identify trends in retention and achievement. Improvements have been made to recruitment and initial assessment. Learners are now placed on more appropriate programme levels, and retention and achievement have improved.

38. Weaknesses in health and safety have been resolved. The provider has a health and safety development action plan. Staff training is supported by appropriate professional membership. A health and safety representative is now part of the team. All learners are tested regularly through programme requirements and additional qualifications which are relevant to their chosen programme of work. All work placements are audited and signed by the auditor and the person responsible for health and safety at the work placement.

39. Strategic planning is inhibited by uncertainties in staffing and the future of the provider within the city council directorate. Progress and development in this area is very slow. Key staff are still working with unreasonable workloads. Key appointments have still not been made. Links between the self-assessment report, development planning and strategic planning are weak. There is no strategic plan to support the implementation of aims and objectives in the three-year development plan. Target-setting in the three-year development plan is weak. Strategic targets set at corporate level are not linked to operational targets. There is no focused planning to consider issues of programme development or the provider's capacity for growth. The strategic development of the work-based learning provision to meet local, regional and national priorities is not clear or detailed enough, although regional employability demands are recognised.

Equality of opportunity

Contributory grade 2

40. The provider offers flexibility in training and work-placement hours to accommodate lone parent childcare arrangements. The provider has effective strategies to support learners with disabilities and to remove barriers to learning. Equality and diversity data is analysed effectively to guide the recruitment of members of minority ethnic groups. The number of learners from minority ethnic groups has improved from 2 per cent in 2004-05, to 6 per cent in 2005-06. Promotional materials have been redesigned to remove stereotypical images. Learners are encouraged to take part in national events to promote community links. For example, the activity leadership programme provided a programme of activities for students from schools with a high minority ethnic population. E2E staff provided activities at an outdoor activities centre for learners from deprived areas in Stoke. Many learners progress to positive destinations, some of them to the E2E programme.

41. Equal opportunities policies and procedures are satisfactory. The city council's policy is written in plain English and complies with current legislation. Learners' handbooks contain an accessible, condensed version. The provider has an up-to-date equality and race equality action plan. In response to Every Child Matters, the city council has a clear policy and guidelines for staff. Learners understand the complaints procedures very clearly. The provider has clear criteria to support the policy and its five key objectives. The leisure centres, where learners are placed, are accessible to people with restricted mobility, but training rooms are primarily on the ground floor at the refurbished centre, and the second floor is not accessible. Learners do not have sufficient access to special equipment.

42. The collection of equality and diversity data is now systematic, and learners' performances are monitored for a range of groups. The provider is beginning to analyse the reasons for some learners not performing well and is taking action. The monitoring of equality of opportunity in the workplace takes place through the progress review system and employer forums.

43. The provider has developed the planning of equality training for staff and learners well. Staff and learners register with an accredited interactive distance learning programme. Each learner is individually assessed against competences relating to equal opportunities knowledge, understanding and behaviour. Many learners have achieved a certificate. Learners take an active part in assessing and evaluating their own performances and knowledge, through the learner competency record which is completed at induction. However, this positive start is not being reinforced effectively in progress reviews.

44. The provision for literacy and numeracy support is satisfactory. The provider has a clear strategy to support learners. Improvements have been made to the initial assessment process and diagnoses of individual needs. Planned training supports staff in gaining qualifications. Initial assessment results are not always used in the planning of learning for individuals, and many of the taught support sessions are for groups. Procedures for supporting learners with problems such as dyslexia are not clear.

Quality improvement

Contributory grade 3

45. Feedback from learners is used systematically to monitor learners' satisfaction and to implement improvements. For example, following the weaknesses identified at the previous inspection concerning physical resources, the provider compared learners' answers to questionnaires in 2004-05 with those in 2005-06, to establish learners' satisfaction with improved facilities. A personal study room for learners, an information and communications technology room, and improved initial assessments have all been introduced since August 2005. From January 2006, feedback from all quality improvement activities has been included in an action plan, and staff have been given completion targets. The action plan monitors and records general 'not working well' points from all quality-based observations and activities. Staff value the opportunity to share good practice in these improvement activities and positive achievements are monitored and shared. The results of learner satisfaction surveys are displayed in the provider's premises. Questionnaires for learners have been redesigned to gain more productive answers. Feedback from employers' questionnaires is discussed at employers' forum meetings.

46. The provider has made good use of the post-inspection action plan to resolve weaknesses identified at the previous inspection. The provider is clearly focused on retaining learners and improving their achievements on the programme. The collection, production and analysis of data and management information have improved. Programme targets and performance indicators are now set for all key training activities and for retention and achievement rates. Systems to monitor learners' progress and identify learners at risk of leaving the programme before completing their frameworks are more effective. Employers' involvement in learners' training is now more effective. Target-setting for the timely completion of NVQ units is better. Significant improvements have been made to Stoke Recreation Centre. Procedures now exist to monitor equal

opportunities and programme targets.

47. The provider has made good use of external consultancies to establish the new quality improvement system, and many activities have been reviewed and improved. Excalibur good practice is used effectively to design new systems. A quality assurance cycle and quality monitoring timetable monitors 25 areas of provision. Recording and feedback from observations of teaching and learning have improved and staff value the process. The observation plan includes other key training processes, although the current observation cycle plan is not complete. The quality improvement policy has established an auditable monitoring programme for the nine stages of the learners' training programme. This monitoring has identified strengths but not weaknesses.

48. The provider has made slow progress in making appointments for the new quality improvement post and that of assistant manager. Many improvements have been made to the quality improvement procedures, but a full cycle of the revised systems has not been completed yet. Internal verification has improved, but implementation of the new practices is slow. The recording and feedback of observations of teaching and learning have improved, but not all staff have been observed. Observations are not established sufficiently to raise standards of teaching and learning. At the previous inspection, 75 per cent of the teaching and learning was satisfactory. Teaching and learning grades at this inspection were also satisfactory. The self-assessment report does not include sufficient information from learners' and employers' feedback and other quality assurance activities. The report is not linked to the Common Inspection Framework, or sufficiently critical and evaluative. The availability of employers' feedback is relatively new, and discussions on how this will be used are being held in the employers' forums.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i>		3
Apprenticeships for young people	24	3

49. The provider offers apprenticeships in operational services and activity leadership. Learners gain additional qualifications in such areas as pool lifeguarding, first aid at work and coaching awards. Currently, there are 24 learners on the programme. These learners have been recruited from the careers service, through contacts with local employers and by word of mouth. Learners work in small and large organisations, such as leisure complexes and golf clubs. Two part-time assessors are responsible for the training and assessment of learners.

Leisure, sport and recreation

Strengths

- good and improving apprenticeship framework completion rate
- effective learner preparation for E2E
- particularly good pastoral support for learners
- good curriculum leadership

Weaknesses

- inadequate advanced-level provision
- weak self-assessment report

Achievement and standards

50. The completion rate for apprenticeship frameworks has improved and is now good. There has been an increase in the timely completion of frameworks, which was identified as an area of weakness at the previous inspection. Most of the learners currently on programme are on target to achieve all components of the framework. Learners develop good levels of confidence and self-esteem.

51. Learners are well prepared for E2E programmes. A wide range of additional training is provided to improve learners' employability. For example, learners achieve a variety of industry recognised qualifications. These courses are based on the needs and aspirations of learners. Learners also complete key skills qualifications which are above the level required, and the quality of work experience is more than that required for the vocational qualification. These courses and additional experiences improve learners' career prospects and are greatly valued by them.

52. The standards of work are satisfactory, and learners develop adequate work-based

skills. This develops learners in preparation for employment in the sports industry. However, learners' understanding of the apprenticeship and its value is poor.

53. The attendance and retention rates for apprentices have improved to satisfactory levels. Learners appreciate the on- and off-the-job training.

54. The number of advanced apprenticeship frameworks completed is inadequate. None of the learners aged between 16 and 24 years in the 2003-04 and 2004-05 intakes have completed their frameworks. However, many learners on the advanced programme have successfully achieved the NVQ, additional qualifications or key skills qualifications. Two learners over the age of 25 years recently achieved all components of the advanced apprenticeship framework.

The quality of provision

55. Learners receive particularly good pastoral support from a range of staff members. This includes course managers, assessors, employers and colleagues. Support for individuals is available and provided during off-the-job training. A range of support measures ensures that learners are not disadvantaged. This has allowed many learners to succeed under difficult circumstances. Learners' progress is reviewed adequately and regularly by staff. Tutors are very flexible in their approach, and dedicated. They work with learners and external agencies to break down barriers to learning. Initial advice and guidance is effective in placing learners on the correct course. Induction includes a range of activities to introduce learners to training and the workplace. Initial assessment and support for literacy and numeracy needs are satisfactory.

56. Standards of teaching, training and learning are satisfactory. The relationships between tutors and learners creates an environment for effective learning. Learners are encouraged to be actively involved in training sessions, and extensive use is made of questioning to check their knowledge and understanding. However, there is not enough planning of sessions to ensure that individual learners are challenged sufficiently.

57. The assessment and monitoring of learners' progress is satisfactory. The provider has a clear assessment structure and processes for all the different components of the framework. The use of workcards is matched adequately with the NVQ standards, the technical certificate and key skills qualifications. Assessments are planned and organised satisfactorily. They are used effectively to monitor learners' progress. Documents are adequate for the range of assessment activities. Some weaker aspects of the assessment process include an over-reliance on paper-based evidence in learners' portfolios. Some learners are not aware of the level of competence they have achieved. There is not enough focus on the completion of NVQ units.

58. Resources are satisfactory. Learners work in industry standard work placements, and have access to a wide range of tasks which allow them to acquire the understanding and skills needed for their job roles. Tutors are occupationally competent and have a range of appropriate industry qualifications. Learning materials are satisfactory and available to learners in their workplace and on the provider's premises. However, learners expressed a wish for better fitness equipment and more space in their common room when they attend for off-the-job training.

59. The provision for advanced level programmes is inadequate. Learners do not have sufficient opportunities to progress to advanced level programmes. Many learners would like to take courses at an advanced level in coaching or sport and leisure activities. However, staff and learners have a poor understanding of the available progression routes. Planning of advanced level courses is restricted. A few learners who have supervisory duties progress to advanced levels in operations and development.

Leadership and management

60. Curriculum leadership is good. The provider has clear direction and effective strategies to resolve weaknesses. Effective measures have been introduced to improve standards. Internal and external communications are good. Targets are monitored well, with a clear focus on raising achievements and improving retention rates. Staff receive good levels of support and are well informed. The co-ordination of on- and off-the-job training is no longer the weakness identified at the previous inspection.

61. The provider's promotion of equality and diversity is satisfactory. Learners are made aware of their rights and responsibilities. They understand these well, and feel comfortable when approaching staff for advice and support, or to make a complaint. Most learners have gained an equal opportunities accredited certificate. Staff development and updating to increase their awareness and promotion of equality of opportunity is satisfactory. However, there is not enough reinforcement of equality of opportunity during the progress review process.

62. Internal verification is carried out satisfactorily. However, there has not been sufficient verification activity.

63. The self-assessment report is weak. Not all of the data collected in the self-assessment process is used. The stages of learning are not reflected in the report. It is not critical or evaluative enough, and is too descriptive and has few judgements. The findings of the inspection did not match those of the self-assessment report.

