

Landmark Training

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work
- Business, administration and law

Description of the provider

1. Landmark Training (Landmark) is a registered charity and company limited by guarantee and is based in Stratford, East London. It was founded in 1978 as Newham Community Employment Projects Ltd. It offers training and educational courses to young people aged 14–25 living in East London.
2. Landmark has a contract with the London East Learning and Skills Council (LSC) to offer Entry to Employment (E2E) and apprenticeships in administration and customer service. Landmark is part of the East London Training Alliance (ELTA) and is involved with three European Social Fund (ESF) projects. These projects are not within the scope for this inspection except where they impact upon apprentices and E2E learners. There are currently 37 administration apprentices, three customer service apprentices and 52 E2E learners. Customer service is not included in the scope of the inspection.
3. Most of Landmark's learners come from the London boroughs of Newham and Tower Hamlets, with a few from Hackney, Redbridge and Barking and Dagenham. Around 50% of the learners have a range of social and educational needs. These boroughs are among the most ethnically and culturally diverse in the country. In Newham, 76% of the population are from minority ethnic backgrounds. In the 2004 indices of deprivation, Landmark's three main feeder boroughs are placed in the 50 most deprived in England on each of the six measures. In particular, Hackney and Tower Hamlets rank first and second respectively in average level of deprivation. Newham follows closely in sixth position. Unemployment in Newham is at 7.7%, higher than the London average of 7.1%.
4. The chief executive officer and the management team are accountable to a board of trustees. Since 2005, significant changes have been made to the company structure including an increase in staff and an extension in membership of the board of trustees. There was a further restructuring in April 2007. Currently there are 33 full-time staff, three part-time staff and one vacancy.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Outstanding: Grade 1

Sector subject area

Preparation for life and work	Good: Grade 2
Business, administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of provision is good. Achievement and standards are good as are the quality of provision and leadership and management. Equality of opportunity is outstanding as is social inclusion. E2E, within preparation for life and work, is good and business administration and law is satisfactory.

Capacity to improve

Good: Grade 2

6. Landmark has demonstrated a good capacity to improve. It has taken significant steps since the previous inspection. The apprenticeship success rates have improved steadily from a poor rate and are showing signs of significant improvement in the current year. Managers and staff focus well on the importance of inspiration in providing well rounded programmes for each of their learners. Quality improvement arrangements are operated rigorously and to increasing effect. Management information is accurate, readily accessible and useful. Some areas for improvement identified by inspectors had already been recognised and targeted by Landmark managers. Some of these ambitious but realistic plans are, however, being constrained by the accommodation available at the main building. Staff development opportunities are well documented but do not focus urgently enough on teaching and learning.
7. The thoroughness and accuracy of the self-assessment process is outstanding. Through its quality improvement plans, Landmark sets detailed, challenging and realistic targets for improvement. Managers have a good understanding of the organisation's strengths and areas for improvement and have recognised them in the self-assessment report. Staff are closely involved in drawing up departmental quality improvement plans that are reviewed quarterly and form the basis for the annual self-assessment report. The evaluation of organisational performance, such as the range of programmes on offer and the quality of partnership arrangements, are well developed in the self-assessment report. Inspectors agreed with the judgements and all of the grades in the most recent self assessment.

Key strengths:

- Good progression rates in E2E
- Dynamic, well planned programmes
- Exceptional support for E2E learners

- Good strategic plans
- Good partnership arrangements to enhance range of provision
- Particularly effective equality and diversity arrangements
- Well-planned and implemented quality improvement arrangements

Key areas for improvement:

- Poor success rates in administration
- Insufficient emphasis on specialist literacy and numeracy teaching
- Insufficiently challenging targets to develop staff competencies in teaching
- Inappropriate accommodation and classroom equipment

Main findings

Achievement and standards

Good: Grade 2

8. Achievement and standards are good overall. In E2E, learners grow in confidence, improve their literacy and numeracy skills and develop good employability skills. They gain appropriate qualifications in literacy and numeracy although achievement at literacy level 1 has been poor but is now improving. This was identified in the self-assessment process. Progression rates are good and improving. Administration apprentices make good progress towards target awards, employment and promotion. Their workplace skills are good and some are promoted into positions of significant responsibility. Success rates have been poor but are now improving.

Quality of provision

Good: Grade 2

9. The quality of provision is good and developments can be seen in the quality improvement plans. Teaching and learning overall are satisfactory. The teaching of literacy and numeracy is satisfactory although in some classes, specialist techniques are limited. In E2E, teaching and learning is well planned. In administration, there is a narrow range of teaching and learning techniques.
10. The identification and provision for individual learners' needs is good. In E2E, the induction and initial assessment period is used well to produce comprehensive, individual programme plans. Weekly team meetings review all learners' progress and plan a comprehensive programme for the following week to meet individual's needs. In administration, the individual planning of the apprenticeship programme is dynamic and well co-ordinated. Initial assessment is generally effective and contributes towards the choice of NVQ level. Support is provided for learners with additional needs.
11. The range of programmes and activities is good at meeting learners' needs and interests. The ESF programmes and links with other organisations significantly enhance the opportunities for learners. Employers' needs are met well by the close links with the recruitment and placement team as well as the assessors.
12. Support, information and guidance are good. On E2E, the guidance and support is outstanding across the whole programme. The learning mentors offer a comprehensive and very effective individual service. In administration, it is good and includes good support from employers.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Outstanding: Grade 1

13. Leadership and management is good. Landmark has good strategic planning which is incorporated within a comprehensive three year strategic plan. There is an operational and financial analysis of strengths and weakness as well as external factors. The strategic plan is supplemented by a well presented learning development plan. Landmark has recently completed a comprehensive organisational review and the board of directors has approved further proposals in an expansion of strategic direction including significant increases in spending on accommodation and staff salaries.
14. Landmark has significantly enhanced the offer available to young learners in the London Borough of Newham and nearby areas through imaginative proposals for additional ESF programmes. These are offered as part of the ELTA partnership. The three projects offer programmes for 14–16 year olds, a pre-E2E programme and a vocational entry routes programme for 16–19 year olds who have participated in education or training but have not progressed into further education, employment or training. All three programmes have had a significant impact on both E2E and the apprenticeship programmes. The effective partnership arrangements with the local education authority and school partners has enabled Landmark to play an active part in the local 14–19 partnership. Landmark is also involved in the local development of the foundation learning tier. Recently, Landmark has established links with voluntary mentors from commercial organisations to provide support for learners in career and life choices. Links with employers are good and ensure good quality placements and work opportunities.
15. There are well planned and implemented quality improvement arrangements within Landmark. Good use of the data management system provides analysis and reports to support management decision-making, review trends and to conduct case conferences on programme performance. The comprehensive, well managed diary of quality improvement events and initiatives throughout the year is regularly evaluated by the senior management team. Team development days are effectively used to ensure implementation of quality initiatives. Each department produces a comprehensive, quarterly quality improvement plan. These plans contain clear, measurable targets which are updated until completion of the intended outcome. The accurate and well reasoned self assessment report is produced on an annual basis as a summary of quality improvement activity for the year.
16. Landmark has particularly effective equality and diversity arrangements. The policies and procedures have recently been updated and staff training on related topics has taken place in recent months. This training has been fully incorporated into both staff and learners' inductions, with learners using a well researched workbook. Landmark staff and learners visibly demonstrate respect for each other and amongst themselves. The additional activities emphasise the importance of inspiring learners to make effective life and career choices. Landmark uses data well to monitor participation and success relating to gender, ethnicity and disability. It also uses data well to analyse and determine recruitment policy to successfully address any imbalances in success and participation. New recruitment

procedures facilitate easy enrolment on programmes either by telephone, on-line or by personal assistance from recruitment department staff. Over the last three years, Landmark has significantly improved the level of additional support that is made available to those identified as needing it. Managers have equality plans in place to react to the immediate needs of learners joining their programmes but, currently, have made insufficient proactive assessment of the impact of equality needs across the whole organisation.

17. Landmark has insufficiently challenging targets to develop staff competence in teaching. The target dates do not reflect the immediate need the organisation has to improve the overall standards of teaching. The anticipated completion dates for staff working towards specialist literacy and numeracy qualifications do not take into account the need to complete a teaching qualification first.
18. Some of the accommodation available to staff and learners is not appropriate to the demands currently being made of it. The additional numbers of learners generated by the increased number of programmes made available has placed a significant strain upon the accommodation. Some classrooms are too small, classroom equipment and layout is not always conducive to flexible learning methods and classrooms get very hot. The board of Landmark has recently agreed a significant sum for the upgrading of the main location and this work is due to start the week after the inspection.

What learners like:

- ‘They give you a chance, I couldn’t have done it anywhere else’
- ‘I have never worked before, it’s hard and tiring but it makes me feel I can do something’
- Learners want to be employed and Landmark helps them find really good jobs
- ‘The E2E programme has given me a huge boost to my confidence – it changes your character to make you more confident’
- ‘I would recommend work-based training to a friend even though the training allowance is small. I have now become employed and I love my job’

What learners think could improve:

- ‘Having proper tables instead of these chairs with funny, small writing boards’
- ‘It can get very hot in the rooms’
- ‘Sometimes it is difficult to get through to the right person on the phone’
- ‘I would like my assessor to visit more often so that I can make progress more quickly’
- ‘Having to wait in a cramped corridor for the start of my induction programme’

Sector subject areas

Preparation for life and work

Good: Grade 2

Context

19. Currently 52 learners are on E2E programmes. The induction programme takes place once a month and lasts for two weeks, with up to another four weeks initial assessment. Referrals are from the Connexions service, other referral agencies, other programmes run by Landmark or by self-referral. Learners attend for four days a week for up to 22 weeks. Additional weeks are available where required. The E2E programme includes personal and social development, literacy and numeracy support, citizenship and vocational and employability skills training. All learners have the opportunity to go on work placements. The E2E team is managed by the E2E supervisor with four tutors and three learning mentors. Some staff also work on the ESF programmes.

Strengths

- Good progression rates
- Well-planned creative E2E programme
- Exceptional support for learners

Areas for improvement

- Insufficient emphasis on specialist literacy and numeracy teaching

Achievement and standards

20. Progression rates are good and improving. In 2006-7, they were 67% for leavers. For the first three months of 2007-08, they are 48% for leavers. This is 12% more than at this time last year. Progression rates for leavers since the previous inspection in 2004 have improved by 40%.
21. The focus on offering a diverse range of programmes has made a positive impact on achievement and standards in E2E. The ESF London East Activity and Progression Programme (LEAPP) is a pre-E2E programme. Retention rates on E2E have steadily increased since learners have progressed from LEAPP to E2E. The ESF London East Vocational Entry Routes programme (LEVER) is suitable for E2E leavers without a progression route. The additional focus on employment and vocational training leading to positive progressions has contributed an additional 7% to the E2E progression rate.
22. Achievement rates in adult literacy at Level 1 were low in 2006-07 at 45% but have improved to 62% of leavers in the first three months of 2007-08. Achievement rates in adult numeracy at Level 1 are currently satisfactory at 67% for the first three months of 2007-08.
23. Learners grow in confidence and develop their personal and social skills. Their respect for each other and for the staff is clearly visible. Good standards of behaviour are set and maintained. Learners' work is of a good standard and the majority perform well in their work placement.

Quality of provision

24. The quality of provision is good. The well planned, creative E2E programme covers the whole E2E curriculum as well as ensuring programmes meet individual needs. The programme is based around a monthly theme such as citizenship, a healthy lifestyle or equality of opportunity. Where appropriate, all sessions link to the theme. The programme also includes speakers, visits and trips planned by the learners and sports activities. The breadth of partnership links increases the innovative activities for learners. A recent project gave learners access to senior managers in national and international companies so that they could learn how to improve their employability skills.
25. The whole staff team meets every Friday to review the progress of every learner and identify their risk level. This comprehensive and individual attention to detail ensures that each learner's individual weekly programme meets their needs. Once the timetables for the week have been finalised, a profile of each learner in the session is attached to the register so that the tutors can adapt their session to meet individual needs. Overall, teaching and learning is good with good progress reviews, target-setting and individual learning programmes. The better training sessions include a variety of activities and resources but in other sessions, the range of training techniques is limited. Learners are encouraged to focus on their progression from E2E and the learning mentors run progression workshops, jobsearch activities and offer one-to-one support.
26. All learners have the opportunity for an external work placement or an internal placement in the virtual office. External work placements are carefully planned and the majority are with mainstream employers. At least one on-site review with the learner and employer takes place during the placement.
27. Support for learners is exceptional. Many of the learners have a range of social and educational needs. Initial assessment identifies areas for support and clear, measurable targets are set and monitored by the weekly team meetings and in reviews. The E2E programme challenges learners in many ways but also offers support to ensure they succeed. Learners respond well, work hard and progress well. The learning mentors offer a very comprehensive, individual and easily accessible support service which includes one-to-one support, linking with other agencies, acting as an advocate, a focus on progression, identifying suitable work placements and carrying out progress reviews. The reviews are well prepared, involve detailed discussions with the learner on their progress towards their key objectives, offer the learner information and guidance to enable them to make decisions and ensure that they are confident and able to move forward. Emergency reviews are planned where the learner's identified risk level is high. Links with partners ensure that there are referral agencies available when required.

Leadership and management

28. Leadership and management of E2E is good. The team works closely to develop and plan the programme. They have regular team meetings and are actively involved in the quality improvement plan and the self-assessment process. Management information is used very effectively to analyse patterns of recruitment, achievement and progression between different groups and to monitor the effectiveness of the programme.
29. The promotion of equality of opportunity in E2E is outstanding. It is covered very well in induction, it is reinforced in learning sessions, it is discussed in reviews and the emphasis

on respect and celebrating diversity is apparent. Management information is used well to monitor equality of opportunity.

30. There is insufficient emphasis on specialist literacy and numeracy teaching. Only one member of the E2E team has a specialist qualification. None of the current tutors or learning mentors has a teaching qualification and none has previous experience or a specialist qualification in literacy or numeracy. Literacy is established in the E2E programme as well as individual support for the literacy and numeracy qualifications being provided. Resources are extensive. Overall, literacy and numeracy teaching is satisfactory but the range of training techniques is limited. The planned time limit for the tutors to work towards the required qualifications is too long and no account has been taken of the need to gain a teaching qualification first.

Business administration and law

Satisfactory: Grade 3

Context

31. There are 31 apprentices and six advanced apprentices on administration programmes. Some 78% of learners are women. All learners are non-employed when they start at Landmark. They complete an initial assessment of their learning styles, literacy and numeracy skills. They meet with the recruitment and placement team to discuss their career aspirations. A range of work placements are available for learners to gain experience and work skills and, currently, 78% are employed. The off-the-job training tutor offers training on two days a week. Three assessors visit learners in the workplace to assess and review their progress. The apprenticeship co-ordinator quality assures the programme.

Strengths

- Good progress made towards target awards, employment and promotion
- Dynamic, individual programme planning and co-ordination
- Good management of occupational area

Areas for improvement

- Poor success rates between 2005-06 and 2006-07
- Narrow range of teaching and learning methods
- Low level of qualifications and training for staff in some roles

Achievement and standards

32. Achievements and standards are satisfactory. All current apprentices are now making good progress towards their apprenticeship framework. Technical certificates are now introduced very early in the programme and this ensures a good understanding of the required knowledge for the National Vocational Qualification (NVQ). Key skills are also introduced early on. Apprentices are well motivated and many complete their programme quickly. Their workplace skills are good and they are valued by their supervisors. Apprentices grow in confidence and some are promoted into positions of significant responsibility. Some advanced apprentices manage projects or co-ordinate teams. The good standard of work in the portfolios of evidence demonstrates the high level of competence.

33. Landmark introduced apprenticeship programmes in 2005. Success rates have been poor but are now improving. In 2005-06, 35% of the 51 apprentices achieved all the components of their framework with 25% within the planned duration of the programme. During that year, new quality improvement methods were introduced. In 2006-07, the success rate improved to 46% with 33% within the planned timescale. All learners seen during inspection are making satisfactory progress. More learners are remaining on the programme and all apprentices recruited in August 2007 remain in learning.

Quality of provision

34. The quality of provision is good. Individual planning of apprentices' programmes is dynamic and well co-ordinated. Initial assessment is generally effective and contributes towards the choice of NVQ level. For learners showing additional learning needs, a diagnostic assessment is used to identify specific areas to support them for their key skills. Learning and assessment action plans are task based and relate to the qualification standards. They record the measurable targets negotiated between assessors and apprentices. Individual strategies are developed with each apprentice and are closely monitored. These are regularly reviewed and adapted as necessary. This ensures the apprentices can recognise the progress they have made. Apprentices choose between an electronic or paper-based portfolio. Most meet their targets within the planned timescales. They are enthusiastic about completing their apprenticeship, and enjoy their work placements.
35. Prior achievement is accurately recognised. Some apprentices find this a little confusing but records are clear and updated as circumstances change. Apprentices complete only the workbooks that are relevant to their achievement. Where apprentices transfer from another provider within the same occupational area, evidence in their transferred portfolio is thoroughly checked. Learners do not repeat work. Portfolios are slim and well structured. Thorough recording of observational evidence is clearly cross-referenced to the standards.
36. There is a range of very supportive, as well as more challenging, work placements. Clear guidance and support is given to apprentices to help them develop behavioural skills appropriate to their workplace. Landmark responds quickly to apprentices' work placement needs. There is good employer involvement in progress reviews. Actions and timescales are agreed between the candidate, their assessor and their employer. Employers and workplace providers are familiar with their learners' progress towards the apprenticeship. Apprentices receive appropriate care and training to meet their health and safety protection needs. They are given adequate support to improve their career prospects.
37. Overall, teaching and learning is satisfactory but there is a narrow range of teaching and learning methods. The range of workbooks and worksheets is comprehensive and covers all aspects of training for equal opportunities, the technical certificate and key skills. They are used by assessors during their visits to the workplace and by the tutor at the off-the-job training. Videos and some individual training also takes place. During the off-the-job training, apprentices often work individually while the tutor works with each one in turn. On occasions, this means that they wait for the tutor's attention for some time. Attendance at off-the-job training is poor. Most learners complete their workbooks independently either at work, home or at the training centre. They ask their assessor, tutor or employer for help when needed. The workbooks require reading and assimilation however, some apprentices have additional learning needs. Learning styles are identified at recruitment, but the results are not always used to meet the apprentices' identified learning styles

Leadership and management

38. Management of administration apprenticeship programmes is good and has contributed to the recent improvements. Staff are actively involved in the self-assessment process and take ownership of their quality improvement plan. They effectively use management information to measure the success of their progress against the plan. They are very

knowledgeable about the strategic direction of the organisation and understand their role within it. Internal verification meets the awarding body requirements and the few points identified by the external verifier are quickly acted upon. The quality of assessment is closely monitored and standardised to develop smarter ways of working. The area for improvement about assessment in the most recent self-assessment report is now being addressed with a new monitoring system. The apprentices' progress is closely monitored and individual barriers are discussed at the regular team meetings. A range of constructive intervention strategies are used to encourage retention and accelerate achievement. This ensures that off-the-job training, on-the-job training and assessment are part of an overall strategy and all staff are involved.

39. Some staff have a low level of qualifications and experience for some of the roles they carry out. For example, assessors do not have teaching qualifications and there is no specialist expertise in teaching literacy or numeracy. The staff have considerable expertise in assessment and support new, unqualified assessors well. However, the roles for which they were recruited have changed and assessors now also coach and support apprentices during their workplace visits.
40. Apprentices complete an equal opportunities workbook during induction and are aware of their rights and responsibilities but equality of opportunity is not reinforced strongly at reviews. Achievement across different groups is monitored closely and additional support is provided where required.

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider/college **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/c college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall					
		timely					
	05-06	overall					
		timely					
	06-07	overall	2	50%	N/a	50%	N/a
		timely	2	50%	N/a	50%	N/a
Apprenticeships	04-05	overall					
		timely					
	05-06	overall	51	37%	63%	35%	58%
		timely	57	25%	44%	25%	41%
	06-07	overall	48	48%	N/a	46%	N/a
		timely	49	37%	N/a	33%	N/a

Note 'At the time of the inspection - LSC data for 2006-07 had yet to be fully validated'

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Outcomes on **Entry to Employment (E2E) programmes** managed by the provider/college **2005/06 to 2007/08**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005-06	94	45%	55%
2006-07	99	32%	67%
2007-08	31	23%	48%

Note: 2007-08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

* These are key objectives identified for each learner following an E2E programme

** Progression is measured in terms of learners' movement to further education, education and employment, during or at the end of their training period