

# Hillingdon Training Limited

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321469

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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](http://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](http://www.ofsted.gov.uk)), reports from the inspectorates' monitoring 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:

- Employability training

## Description of the provider

1. Hillingdon Training Limited (HTL) is a not-for-profit organisation set up in July 2003. Its vocational training for young people, funded through the London West LSC, accounts for approximately 90% of HTL's business. It includes entry to employment (E2E) and apprenticeships and advanced apprenticeships in early years and play work, information and communication technology (ICT) for practitioners and business and administration. HTL also offers young apprenticeship programmes in motor vehicle, health and social care and hospitality. In 2007/08, HTL had 42 apprentices and 26 advanced apprentices, 163 young apprentices and 96 learners on E2E. At the time of inspection, its 69 learners included 25 on E2E, five apprentices and 14 advanced apprentices across the three sector subject areas and 25 young apprentices who were on work experience during the summer vacation. HTL's apprenticeships were therefore not inspected under sector subject areas, but inspectors' judgements on these programmes are included in the main findings of the report.
2. HTL operates from offices in South Ruislip and has training facilities at five schools in the London Borough of Hillingdon. It has fifteen full-time and one part-time member of staff. HTL has contracts with Skillnet, Thames Valley University, Uxbridge College and Hayden School to provide off-the-job training in motor vehicle studies, hospitality and health and social care to young apprentices. Seven full- and part-time assessors and tutors are employed to support the apprenticeships and E2E.
3. Approximately 21% of the borough's population is of minority ethnic origin. In 2007, the unemployment rate was 5.8%, slightly higher than the national rate of 5.2% but lower than the rate for London of 6.8%. In 2007, proportion of school leavers in Hillingdon who gained five GCSEs at grades A\* to C including English and mathematics was 45% compared with the average rate for England of 47%.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Capacity to improve</b>	<b>Good: Grade 2</b>
<b>Achievement and standards</b>	<b>Good: Grade 2</b>
<b>Quality of provision</b>	<b>Good: Grade 2</b>
<b>Leadership and management</b>	<b>Satisfactory: Grade 3</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: Grade 3</b>

## Sector subject areas

<b>Employability training</b>	<b>Satisfactory: Grade 3</b>
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## Overall judgement

### Effectiveness of provision

**Satisfactory: Grade 3**

4. The overall effectiveness of the provision is satisfactory. Achievement and standards and the quality of provision are good. However, leadership and management are satisfactory, as are the arrangements for equality of opportunity and the provision for employability training.

### Capacity to improve

**Good: Grade 2**

5. HTL has demonstrated good capacity to improve. Achievement and standards on apprenticeships have improved significantly over the last three years and the provider has successfully expanded provision to meet the needs of learners, employers and the local community. The grades awarded for leadership and management, employability training and equality of opportunity at this inspection are the same as those awarded at HTL's previous inspection. Progress towards improving some of these aspects of provision has been slow. However, HTL has revised many of its quality improvement arrangements and they are now good. In April 2008, HTL was restructured, with a newly appointed board of directors. It made effective revisions to the development plan and agreed them with all staff. Many of the actions are being implemented effectively as planned. These include appropriate new procedures for initial and diagnostic assessment of literacy and numeracy, and the effective revision of written systems and procedures for all aspects of training that now apply to all programmes. HTL has successfully tested the use of computer based individual learning plans on some programmes and is now using these with all learners. The director uses management information very effectively to monitor progress and the achievement of targets for each programme.
6. HTL has a good and well established self-assessment process. The director and team managers lead the process effectively throughout the year and use an appropriate range of evidence. Learners' views are collected and used on each course. Managers have improved arrangements to collect employers' views. The process culminates in an annual event for all staff that focuses effectively on gaining a shared understanding of the quality of the provision and the priorities for improvement. HTL is self-critical in its judgements on provision and maintains a strong focus on improving outcomes for learners throughout the self-assessment process. Inspectors' grades and judgements matched all those in the updated report produced in July 2008, apart from the overall effectiveness grade. The presentation of the full self-assessment report, dated October 2007, is satisfactory. Although the report correctly identifies the strengths and areas for improvement, some of these judgements are contained in descriptive passages about the provision.

## Key strengths

- Very good achievement and progression by apprentices
- Very good development of personal and vocational skills
- Particularly effective coaching and training

- Particularly responsive and effective individual support
- Good development of vocational training
- High priority given to continuous improvement

## Key areas for improvement

- High proportion of early leavers from E2E
- Work experience opportunities in E2E
- Development and use of effective systems to manage all aspects of learners' programmes
- Safeguarding arrangements
- Monitoring of some aspects of equality and diversity

## Main findings

### Achievement and standards

#### Good: Grade 2

7. Achievement and standards are good. Achievements by apprentices are very good. HTL has maintained the outstanding and very good success rates for advanced apprentices and apprentices respectively since 2005. Timely success rates for apprentices have increased steadily and are also good. In 2007 the achievement of the young apprenticeship framework was good at 73%.
8. Progression rates are good, especially from level 2 to level 3 and into jobs. HTL successfully promotes vocational training to young apprentices and in 2007, nine of the 30 leavers progressed to full apprenticeships. They are good role models for other learners.
9. Learners develop good personal and employability skills on all programmes. The self-assessment report identifies that the self-confidence of many learners increases significantly and they become motivated to achieve. They develop good team working skills and provide good peer support. Most learners make particularly good progress relative to their prior attainment and apprentices, including young apprentices, develop good standards of vocational and communication skills at work.
10. In E2E achievement is satisfactory. Progression rates by learners who complete the programme were very good in 2007/08, at 88%. Some learners also successfully achieved many of their learning objectives. However, the proportion of learners who leave within the first six weeks, at 39%, is too high.

### Quality of provision

#### Good: Grade 2

11. Quality of provision is good. Teaching and learning are good. HTL provides particularly effective training and coaching, as identified in the self-assessment report. Learners participate well in well structured learning sessions and trainers are skilled at adapting activities to meet learners' individual needs. Assessment practices are good and learners receive constructive feedback on their performance. Staff use reviews very effectively to monitor progress on all programmes, but some aspects of the E2E programmes are not recorded adequately on the Passport. Employers provide good on-the-job training and support, although some aspects of this training are not co-ordinated effectively with the apprenticeship programme.
12. HTL provides a good range of training to meet the needs of learners. E2E learners are offered a wide range of vocational options and arrangements for young apprentices to complete at least 50 days' work experience are particularly good. Learners on both these programmes have good opportunities to achieve additional external qualifications in health and safety. Apprenticeships are planned well to meet the employment needs of learners and employers. For example, HTL provides apprentices with successful training in relevant specialist professional qualifications in addition to their technical certificates and staff use enrichment activities effectively to celebrate achievements and promote further learning. However, E2E learners do not have the opportunity to develop their vocational or employability skills on work experience.



13. Guidance and support for learners are good. HTL provides learners with particularly responsive and effective personal support. The monitoring of learners' progress and the identification of their support needs is particularly effective. Staff show a genuine interest in providing effective individual support and they are very skilled at helping many learners overcome barriers to achieving their learning goals and completing their programmes. HTL has identified that the initial assessments of learners' literacy and numeracy are not done in sufficient depth or fully reliable and are introducing a revised process. It has also identified that some learners do not receive enough guidance on long-term progression routes and is working towards the national standards in providing information, advice and guidance.

## **Leadership and management**

### **Satisfactory: Grade 3**

#### **Equality of opportunity**

Contributory grade: Satisfactory: Grade 3

14. Leadership and management are satisfactory. Since the previous inspection, HTL has taken effective action to expand its work-based learning provision. It has increased the numbers of apprenticeships and widened the range of vocational areas it offers. Young people remain its priority target group and HTL has successfully increased its young apprenticeship programme. This growth is managed well. It includes very good development of appropriate vocational resources at an increasing number of school sites and community venues. Similarly, staff recruitment is planned effectively. Staff have appropriate experience and vocational qualifications and most staff either have or are working towards appropriate teaching qualifications. HTL has identified that there are gaps in some of the specialisms required to meet particular needs, such as a greater understanding of how to meet learners' literacy and numeracy needs, including those with dyslexia.
15. HTL collaborates very effectively with employers, schools and local providers. It makes a significant contribution to the borough's 14–19 strategy. Managers have particularly effective links with partners involved in each programme, and especially with subcontractors and schools that host many of HTL's training facilities. HTL staff visit these external sites frequently to monitor the development of each programme. Similarly, communications with apprentices' employers are good, although some do not receive sufficient written information about the apprenticeship programme.
16. HTL gives a high priority to continuous improvement. Managers adopt an appropriately self-critical approach to evaluating and improving the quality of provision and outcomes for learners. Internal meetings and visits to learners at work and at training venues focus very effectively on removing learners' barriers to progress and achievement. Learners' achievements match most of the Every Child Matters outcomes, particularly in economic wellbeing. Action to improve provision links very effectively with areas for improvement identified in the self-assessment report. These include the development of an additional needs register to identify learners at risk of leaving and investment in literacy and numeracy resources, including initial assessment materials. Observation of teaching, learning and assessment are satisfactory, but feedback to trainers is not sufficiently detailed.

17. Financial management is sound and meets external requirements. HTL makes effective contributions to the development of resources to increase vocational training opportunities throughout the borough. Its skills for life strategy identifies some of the areas for development required and the action plan has been used well to improve initial assessment and learning resources, but plans to develop staff expertise in supporting learners' development in literacy and numeracy are not clear.
18. HTL has identified the need to develop and use effective systems and procedures that meet the needs of all learners. Many aspects of learning are well managed and success rates are very good. However, many good practices are the result of action taken by individual members of staff and are not managed effectively across the provider. For example, although internal verification procedures are effective, they are not consistently good for all learners. HTL is currently developing systems, policies and procedures for all aspects of its provision. However, many policies are not used or monitored effectively. They are written in complex language with no record of dates or procedures for evaluation or review.
19. Safeguarding arrangements are incomplete. Risk assessments for training and work-placements are sound and include appropriate health and safety checks. Some good practices have been introduced to protect young apprentices attending training at a subcontractor's external venue. Staff make very effective use of HTL's procedures for identifying and supporting learners who may be at risk of leaving the programme early. However, HTL is not meeting government safeguarding requirements. The director is responsible for child protection issues, but recently developed policies and procedures have not been clearly communicated to all staff. Vetting procedures are now in place, but not all staff have been appropriately checked. Training for all staff on safeguarding is still at the planning stage.
20. Equality of opportunity is satisfactory. HTL makes good use of its policies relating to equality and diversity to ensure it meets legislative requirements. Equality and diversity are promoted to learners at induction and apprentices are aware of their rights and responsibilities. Managers make good use of performance data to analyse the success rates and progress of different groups of learners and identify trends. They have used the information effectively to challenge gender stereotyping and to widen their marketing of programmes. However, some aspects of equality and diversity are not sufficiently monitored. Service level agreements and contract letters for external staff do not refer to promotion of equality and diversity or the need to meet with legislative requirements. A section on equality of opportunity is provided on progress reviews and observation of teaching and learning documents but managers do not adequately monitor its use by all staff. In E2E, learners' understanding of equality and diversity is not checked and reinforced sufficiently. Many staff have attended training in equality of opportunity, but managers do not plan this training adequately to ensure that it meets the needs of all programmes. Not all staff are sufficiently skilled in promoting equality and diversity to learners.

## What learners like:

- Friendly, welcoming staff who understand them
- Fantastic support
- 'I am much more motivated - made me realise I had to do something with my life'
- Learning much more than at school, with great teaching sessions
- Learning practical skills that make such a difference at work
- Gaining confidence
- 'My health is improving, I'm cutting down smoking'
- 'The young apprenticeship has given me opportunities that other people at school don't have'
- 'Staff you can trust'
- Getting qualifications and having real work

## What learners think could improve:

- 'Nothing'
- Timetabling so that it links with schools' timetables – 'I wish I did not have to miss science and mathematics classes'
- 'Teaching more stuff – sometimes we sit around with delays in getting started'
- 'Access to college sites from the north of the borough'
- 'Technical certificates could be made easier'

## Sector subject areas

### **Employability Training**

**Satisfactory: Grade: 3**

#### **Context**

21. HTL currently has 25 learners on E2E. Its main offices and learning centre are based at Mellow Lane School in Hayes. HTL also uses vocational training and specialist gym facilities at other schools and community venues. It offers vocational training in health and social care, ICT, sport coaching and construction. A full-time team leader manages the programmes, with the support of three full-time staff and additional subcontracted specialist trainers.

#### **Strengths**

- Good development of personal skills
- Good training and coaching
- Good range of vocational options
- Particularly responsive and effective individual support

#### **Areas for improvement**

- High proportion of early leavers
- Work experience opportunities
- Development of learners' understanding of equality and diversity

#### **Achievement and standards**

22. Achievement and standards are satisfactory. Learners develop good personal skills. Many learners report significant improvements in their self-confidence and motivation. Some learners have more direction in life and feel a sense of achievement as they develop vocational and employability skills. HTL successfully promotes healthy living and learners attending the gym or sports coaching courses improve their fitness levels. Attendance and punctuality are satisfactory.

23. Achievement of learning goals and qualifications is satisfactory. In 2006/07 and 2007/08, learners who stayed on programme achieved their personal learning goals and an average of nearly two qualifications each. However, at about 25%, their achievement of a qualification in literacy and/or numeracy was low.

24. Progression to further education, training or employment is good for those learners who remain on programme beyond the induction period. In 2007/08, 88% of these learners progressed to a positive destination. However, many learners leave the programme during the first six weeks and do not progress to a positive destination. The proportion of early leavers has increased steadily over the last three years. HTL has identified this area for improvement. In 2007/08, 38% of 71 leavers left in the first six weeks. Although seven of these 27 early leavers progressed to further education and one to employment, this was not part of a planned development programme.

## Quality of provision

25. The quality of provision is satisfactory. Many aspects of teaching and learning are good. Learning sessions are well planned with good arrangements to meet learners' additional support needs. Learners participate in a good range of learning activities and use appropriate learning resources and facilities. Learners' individual programmes are also well planned. Short-term action planning and target-setting are good. Staff make effective use of four-weekly reviews to monitor learners' progress, agree areas of work for their weekly activity plans and to arrange additional personal or learning support. However, some training needs identified at initial assessment are not included in their learning plans. These include literacy and numeracy developments needs or specific topics such as drug awareness training. Learners' personal development targets are not recorded in sufficient detail.
26. HTL has a satisfactory range of provision to meet learners' needs. In its self-assessment, HTL correctly identifies that it offers a wide range of courses in vocational training and adapts these very effectively to meet the training needs of its learners. Learners work towards an appropriate range of national qualifications, including a two-day externally accredited course in health and safety. However, HTL does not currently offer work experience or work 'tasters' to learners. They do not have the opportunity to develop their vocational, personal and employability skills in a real work environment or to experience different vocational environments to help them select possible career and employment options.
27. Guidance and support are good overall. HTL provides particularly responsive and effective individual and personal support. Staff are particularly skilled at encouraging learners to talk about issues that may be barriers to their personal development. Staff are also skilled at judging when specialist support is required and they make good and appropriate use of external support agencies. Staff provide very effective support to help those learners who complete the induction period to remain on the programme and progress to further training or employment. Staff also promote fitness and healthy eating successfully.
28. The six-week induction period includes a good range of initial assessments. Staff prepare a detailed support report on learners' skills and development needs. Many learners take part in a good range of vocational trials at HTL's training sites to help them make decisions on their career and employment options. Most learners receive good information, advice and guidance at the start of their programme. However, learners do not always receive a sufficient range of information on appropriate training and employment options.

## Leadership and management

29. Leadership and management are satisfactory. Day-to-day management of the programme is good with very effective arrangements for adapting individual learners' programmes to meet their specific requirements. Staff use the weekly meetings effectively to discuss and monitor each learner's progress and plan the implementation of the weekly programmes of learning activities.
30. Quality improvement arrangements are satisfactory. Managers have appropriate arrangements for observing learning sessions and progress reviews. They provide constructive feedback to staff, but some actions for improvement are not sufficiently detailed. The self-assessment process involved established E2E staff and the report identified many of the key judgements made during the inspection. Managers make frequent visits to learners to monitor their progress, but the process is not effective in identifying gaps in the use of the E2E Passport.
31. Equality of opportunity is satisfactory. Induction adequately covers the key points learners need to be aware of while attending training at HTL. Staff make effective use of progress reviews and break times to check that learners are safe. However, the development of learners' understanding of equality and diversity is inadequate. Staff do not make sufficient use of reviews to explore or develop learners' understanding and records of any discussions on the review documents are not sufficiently clear. Too few training sessions include opportunities for learners to express and share their views on equality and diversity or to challenge any preconceived ideas they may have.

## Annex

## Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2005 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/c ollege NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	06-07	overall	10	100%	64%	100%	58%
		timely	10	100%	43%	100%	37%
Apprenticeships	04-05	overall	10	60%	51%	60%	39%
		timely	12	50%	29%	59%	22%
	05-06	overall	11	82%	58%	83%	52%
		timely	9	89%	38%	89%	34%
	06-07	overall	30	83%	65%	83%	61%
		timely	30	77%	47%	77%	44%

\* 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 **2005 to 2007**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	66	55%	58%
2006/07	65	63%	65%
2007/08 (12 months)	71	61%	65%

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 learners' movement to further education, education and employment, during or at the end of their training period