

Independent Training Services Ltd

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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' 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:

- Health and social care
- Retail and commercial enterprise
- Employability training

Description of the provider

1. Independent Training Services Limited (ITS), a registered charity, was previously known as Barnsley Youth Development Association. It is overseen by a board of trustees which include representatives from the local community, local businesses and the education sector. ITS employs 43 staff including the senior management team, seven team leaders of which two are also trainers and assessors; vocational trainers and assessors, an independent generic reviewer, intervention officers, an employer engagement officer, a quality improvement officer, a recruitment officer and entry to employment (E2E) officers who are supported by technical support staff and administration and cleaning services staff.
2. ITS contracts with South Yorkshire LSC to provide training programmes in motor vehicle, gas fitting, retailing, customer service, care and E2E. The majority of its funding is from these contracts. It subcontracts some E2E provision to four other providers, Barnsley Community Build who provide construction programmes, Take 2 who provide childcare and hairdressing and beauty programmes, Riding for the Disabled who provide horse care programmes and Nacro who provide a motivational programme. Currently 296 LSC funded learners are enrolled, of whom 50 are on care programmes, 16 are on retail and commercial enterprise programmes and 161 are on E2E programmes. Train to Gain is subcontracted to ITS as part of the Yorkshire Training Partnership. ITS works with school pupils aged 14 to 16 years old, providing hospitality and motor vehicle programmes funded by Barnsley Local Authority. Engineering and manufacturing was not inspected.
3. Most learners come from the Barnsley area. In 2001, 1.88% of the local population were from minority ethnic groups. In 2007, unemployment was 5.6% in comparison with 5.5% nationally. In 2006, 49.9% of Barnsley pupils gained five GCSEs at grades A*-C compared with the national average of 58.5%.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Quality of provision	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Health and social care	Satisfactory: Grade 3
Retail and commercial enterprise	Good: Grade 2
Employability training	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3

Contributory grade: Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards are satisfactory overall and good in Train to Gain. The quality of provision, leadership and management and equality of opportunity are all satisfactory. The provision in E2E within employability training and health and social care are satisfactory. Retail and commercial enterprise provision is good.

Capacity to improve

Satisfactory: Grade 3

5. ITS demonstrates a satisfactory capacity to improve. It has taken satisfactory steps since the previous inspection to improve the provision. ITS has invested significantly to improve resources overall, including good investment in information learning technology and a range of new equipment for the training centre. Success rates in retail and care have slowly improved. In E2E the progression rate was good in 2006/07 but has fallen to 54% for the first 10 months of the current year and is now satisfactory. Quality assurance arrangements have improved. However, not all aspects of the learners' experience are included. Quality assurance checks rely heavily on audit and compliance with no overall evaluation of key processes. The management structure has been recently changed to ensure a greater emphasis on continuous improvement. External links have been extended, while school links have been maintained with resulting good achievement of qualifications. The management information system has improved since the previous inspection. Some of the weaknesses found in the previous inspection have not been fully remedied. Some areas for improvement identified through self-assessment have been slow to improve.
6. The self-assessment process is satisfactory and the report is broadly accurate and sufficiently critical. The process is well planned and staff clearly understand its links to quality improvement. The process links well to the quality calendar. All staff complete a self-assessment and then collectively identify the key strengths and areas for improvement based on the key questions in the *Common Inspection Framework*. Learner and employer feedback is used well to contribute to the process. The action plan is a working document and is reviewed regularly at team meetings. Good use is made of data within the report to support judgements. The self-assessment report mostly reflects the strengths and areas for improvement identified at inspection. Evidence to support strengths and areas for improvement is sometimes insufficiently detailed. Grades proposed in the self-assessment report are mostly higher than those awarded at the inspection.

Key strengths

- Good success rates on Train to Gain
- Good standard of work in E2E
- Good teaching and learning
- Highly effective support in care and retail programmes
- Good business planning

Key areas for improvement

- Progress reviews and target-setting
- The underdeveloped aspects of quality assurance
- Safeguarding arrangements
- Implementation of the planned E2E management arrangements

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3
Contributory grade: Good: Grade 2

7. Achievement and standards are satisfactory. This was partially identified in the self-assessment report. Train to Gain success rates are good at 83% in 2006/07 and in-year data indicates a similar trend. Train to Gain learners in health and social care make good progress in achieving skills for life qualifications. In 2007/08, 72% of learners have successfully achieved their qualification.
8. Overall success rates are satisfactory in health and social care with an improving trend in the apprenticeship programme to just above the national average in 2006/07. Although timely success rates have improved, they are inadequate and remain below the national average. Apprenticeship overall and timely success rates in retail and commercial enterprise are satisfactory. In 2006/07, timely success rates for retail apprentices were 50%, which is above the national average. Most learners develop good workplace and practical skills.
9. The standard of E2E learners' practical skills and portfolio work is good. They develop increased self-confidence and employability skills. Progression rates overall are satisfactory, but have declined from 69% in 2006/07 to 54% in this year to date. Achievement of nationally accredited qualifications is satisfactory.

Quality of provision

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3

10. The overall quality of provision is satisfactory, as identified in the self-assessment report. Teaching and learning are mostly good with satisfactory aspects in health and social care. Training sessions for E2E and retail programmes are planned effectively to take account of individual learner needs. Learners benefit from good learning resources and environment. The use of information and communication technology (ICT) and the virtual learning environment for teaching, learning and assessment is particularly good in retail and commercial enterprise and E2E programmes.
11. Assessment and internal verification practices are good in retail and commercial enterprise and satisfactory in health and social care programmes. Induction is effective and prepares learners well for their programmes. Identification of additional learning and support needs is satisfactory overall and good in retail and commercial enterprise. Most E2E learners have initial literacy and numeracy assessments. Literacy and numeracy support is satisfactory. On health and social care programmes, individual learning styles are assessed and used satisfactorily.

12. Progress reviews and target-setting are poor. On E2E programmes, the recognition and recording of progress and achievement (RARPA) in non-accredited learning is ineffective. This made it difficult for inspectors to measure the progress made by learners.
13. Programmes satisfactorily meet learners' needs and interests overall. The range of E2E activities including jobsearch, work tasters and work placements is satisfactory. On the retail programme, learners' prior attainments are effectively checked at induction and referenced to the national vocational qualification (NVQ) to ensure that work is not duplicated. Theory and practice is insufficiently co-ordinated in health and social care programmes to ensure that learners' experience at work reflects the topics covered in training.
14. The quality of support, advice and guidance for learners is satisfactory overall and good for retail and care learners. Support and guidance from assessors is highly flexible and individualised on retail and care programmes. Learners can contact their assessor at any time.

Leadership and management

Satisfactory: Grade 3

Work-based learning

Contributory grade: Satisfactory: Grade 3

Train to Gain

Contributory grade: Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

15. Leadership and management are satisfactory. ITS graded this aspect as good in the self-assessment report. Business planning is good and helps the provider to meet its mission statement effectively. The well constructed development plan is used comprehensively at senior management meetings to monitor progress and is regularly reviewed and updated. Data is used extensively to support this process. Communications are good. Staff clearly understand the company objectives and their roles and responsibilities. Trustees are well informed and play an active role in overseeing the strategic development of the company. The management style is open and supportive. Staff are motivated and enthusiastic. Safe working practice is well promoted.
16. ITS has good links within the community and is developing its business through a wide range of partners and external organisations. Relationships with employers are good. The company has a good understanding of local needs and targets areas where learners may not traditionally access educational provision. Links with local secondary schools are good and provide good opportunities for Year 10 pupils to experience a range of courses. Achievement of qualifications on these courses is high. The management of subcontracted provision is satisfactory. Appropriate service level agreements are well monitored with clear targets for achievement.
17. ITS has invested significantly in improving learner accommodation and resources. Interactive whiteboards are used well in most teaching rooms. A virtual learning environment is developing well and remote access has been introduced for learners in the work place. Staff development is good and supports development targets in the strategic

and business plan. Many staff have progressed from being learners at ITS into senior positions within the company. Staff qualifications are appropriate.

18. An adequate system is in place for the annual observation of teaching and learning. The internal verification strategy is comprehensive. Monitoring of assessment is thorough and a traffic light system effectively identifies learners who are falling behind with their assessments. The arrangements to meet learners' literacy, numeracy and language needs are appropriate and support for learners is satisfactory.
19. Some aspects of quality assurance remain underdeveloped. Quality assurance checks rely heavily on audit and compliance with no overall evaluation of the quality of key training processes. Most monitoring and evaluation relies on analysis of learner achievement with insufficient focus on ensuring that the curriculum processes are of a sufficient quality and that improvement is continuous. ITS' quality assurance processes did not identify several areas for improvement in curriculum areas identified by the inspection team. Actions to resolve identified areas for improvement in E2E have been slow. The self-assessment process is satisfactory and the report is broadly accurate.
20. Equality of opportunity is satisfactory, as accurately identified in the self-assessment report. ITS has appropriate policies in place, including a policy for bullying which is well understood by learners. Learners receive adequate information on their rights and responsibilities. Equality of opportunity is monitored during the learner review process but opportunities to reinforce learners' broader understanding are insufficient. While learners' understanding is broadly satisfactory, some care learners were insufficiently clear about the differences between equality of opportunity and abuse. A well-produced equality journal has been introduced to promote equality of opportunity to learners and further their understanding. Learners' work is displayed well to illustrate and promote social inclusion throughout the centre. Events to celebrate cultural differences and healthy eating are organised at regular intervals. Staff and learners work hard to create a harmonious learning environment with a high degree of mutual respect. Staff have a good understanding of learners' needs and barriers to learning.
21. Disability audit information indicates that reasonable adjustments have been made to buildings. Accommodation has been adapted and improved to ensure that access for learners with restricted mobility is good. ITS has made appropriate adjustments to tasks and work patterns to accommodate the needs of staff with disabilities. Learning materials to support learners with specific needs are appropriate. However, specialist support is not available for learners with dyslexia. Marketing and publicity materials are currently being re-designed to demonstrate a more inclusive culture. Insufficient targeting of groups such as males in care and females in construction and motor vehicle has resulted in a gender imbalance within some programme areas. Some marketing has taken place but has been largely unsuccessful at increasing overall numbers.
22. The procedures for safeguarding learners do not fully meet government requirements. Policies and procedures are in place but are not clearly communicated to all staff. Vetting procedures are in place to ensure that all staff are appropriately checked. Limited training in safeguarding has taken place for a small number of staff. No overall plan is in place for the training of staff and trustees in child protection and the protection of vulnerable adults. A designated external person within the local education authority is responsible for child

protection issues. However, no nominated person is in place within the organisation and no single central record is in place.

What learners like:

- ‘Gaining a qualification has increased my confidence’
- ‘The best thing is that it’s work-based and not classroom based’
- ‘Assessors are flexible and fit in with working hours’
- ‘The opportunity to learn more and add to my curriculum vitae’
- The knowledgeable and helpful assessors
- ‘ITS found me my job’
- ‘Staff are really helpful - you can get on with them’
- ‘We like learning new skills’
- ‘When I left school I couldn’t talk to anybody, now I talk to everybody!’
-

What learners think could improve:

- ‘Access to more funding to continue learning’
- ‘There are not enough male toilets’
- ‘Not enough variety in the food’

Sector subject areas

Health and social care

Satisfactory: Grade 3

Context

23. Currently 50 learners are enrolled on care programmes. Of these, 16 are apprentices, 11 are advanced apprentices, and 23 are on Train to Gain programmes. Learners work in a range of care settings. Progress reviews are carried out every 10 weeks in the workplace. Three tutor assessors also act as internal verifiers.

Strengths

- Good overall success rates on Train to Gain programmes
- Highly effective support from assessors
- Good staff training and development

Areas for improvement

- Insufficient co-ordination of theory training and practice
- Weak progress reviews
- Some poor learner understanding of equality of opportunity

Achievement and standards

24. Achievements and standards overall are satisfactory. Success rates for Train to Gain are good. Overall success rates in 2006/07 were 75% and current in-year data indicates an improving trend. Achievement of additional qualifications is satisfactory. In 2007/08, 73% of Train to Gain learners have achieved a skills for life award.

25. Success rates for apprentices are satisfactory. Overall success rates were 47% in 2004/05 improving to 63% in 2006/07 and are satisfactory. Timely success rates in 2006/07 were low at only 27%, but showed an improvement of 4% in 2005/06. Success rates for 2007/08 show a continued improvement trend. The number of advanced apprentices is low. All learners achieved their framework successfully in 2006/07 but timely success rates were poor at 13%.

26. Learners develop good practical skills in the workplace and a greater appreciation of the value of their work. Learners' develop good professional practice and some learners make good suggestions for improvements in their workplace. Train to Gain learners' develop good self-confidence. The standard of learners' portfolio work is satisfactory.

Quality of provision

27. The quality of provision is satisfactory. The standard of teaching is satisfactory overall. Most teaching is on an individual basis in the workplace. Sessions are brief and are used appropriately to encourage learners to link theory to their work practice. Assessors give

good case examples to illustrate topics. Effective coaching supports the development of key skills. Learning resources are adequate and include workbooks, handouts and textbooks. The use of ICT in training is developing.

28. Initial assessment effectively identifies learners' support needs and learning styles. Assessors make satisfactory use of these in learning sessions. Learners identified as having additional literacy and numeracy support needs receive extra assistance from a specialist tutor, who ensures they are well prepared for their key skills tests. When learners progress to a level 3 qualification, insufficient attention is given to how their job role will enable them to meet the requirements of the award. Assessment planning is satisfactory and adequately supports the development of practice.
29. The co-ordination of theory and practical work is insufficient. Opportunities are missed to involve learners in work tasks that link to their current theory work. While employers are supportive, many are not fully aware of learners' progress. Some employers do not have an active role in the training process and see it as a shared responsibility between ITS and the learner. Workplace training courses are recorded and are referenced satisfactorily to the NVQ where relevant. The self-assessment report did not identify this area for improvement.
30. The reviewing of learners' progress is weak. Formal communication between the assessors and the progress reviewer to ensure that the review includes all relevant information on learners' progress between visits is insufficient. Target-setting is weak. Progress reviews add little value to the learning process and replicate the targets set by assessors during assessment review meetings. Although targets are made clear to learners, they are often too brief, are insufficiently challenging and have insufficient focus on personal or workplace development. Employers are not actively involved in the review meeting but are given copies of the review notes which are discussed with them. Employer comments on the review form are often general.
31. The programmes satisfactorily meet learners' needs and interests. Some care learners have progressed to apprenticeships and advanced apprenticeships from the E2E programme. A small number of Train to Gain learners have progressed from NVQ level 2 to the NVQ level 3 programme.
32. Guidance and support for learners is highly effective, as identified in the self-assessment report. Assessors have strong working relationships with most employers and learners. They work very flexibly, visiting learners on night duty or in the early morning. They also carry out weekend visits and where required, visit learners at home where personal circumstances, such as childcare responsibilities or pregnancy make it difficult for the learner to attend at work.

Leadership and management

33. Leadership and management are satisfactory. Staff training and development are good. Staff have extensive training and development opportunities with ITS as part of their individual professional development plan. Staff requests for additional training are always agreed and some attend training sessions in the workplace. They attend a wide range of care related and other training courses. All staff have appropriate occupational

qualifications and experience. They take opportunities to work alongside learners as part of their coaching role and to maintain occupational currency.

34. Quality improvement processes have resulted in effective changes to the programmes. Key skills are now better integrated with the NVQ programmes. The technical certificate and key skills are now taught at the beginning of the apprenticeship programmes to ensure learners complete all aspects of the apprenticeship programme. Staffing problems that contributed to delays in learner progress have now been resolved. Internal verification is comprehensive.
35. All staff are fully involved in the self-assessment process and contribute to the judgements in the final report. The self-assessment report partially identified the strengths identified at inspection, but did not identify the areas for improvement.
36. A number of apprentices have a poor understanding of equality of opportunity and have difficulty in distinguishing between care values, abuse and equality of opportunity.

Retail and commercial enterprise

Good: Grade 2

Context

37. Currently 16 learners are enrolled on retail and commercial enterprise programmes of whom 11 are apprentices and five are Train to Gain learners. They are all following retailing or hospitality programmes. Nine of the apprentices are employed and two are on work placement. Induction is carried out at employers' premises. Assessors visit the workplace every two to four weeks for assessments and some individual training. Some learners visit the training centre for additional learning sessions. Progress reviews are carried out every 10 weeks in the workplace.

Strengths

- Good success rates on Train to Gain programmes
- Good teaching and learning
- Highly effective support for learners

Areas for improvement

- Weak progress reviews

Achievement and standards

38. Achievement and standards are satisfactory overall and good on Train to Gain programmes. In 2006/07, 80% of Train to Gain learners achieved their qualifications and in 2007/08, in-year data indicates a similar trend. This strength was partially identified in the self-assessment report. Apprenticeship success rates are satisfactory. In 2006/07, timely success rates were 50%, which is above the national average.

39. Learners gain satisfactory workplace skills, develop their confidence and good communication skills. Learners make satisfactory progress towards their qualifications with many apprentices successfully achieving key skills awards and technical certificates in the early stages of their programme.

Quality of provision

40. The quality of provision is good. Teaching and learning are good. Sessions are very well planned. Individual coaching successfully takes account of differing learning styles and is effectively adapted to meet learners' needs. Good use is made of learning resources on the virtual learning environment. Learners benefit from additional training when they have identified areas for development. Teaching and learning occurs in a range of settings to suit the needs of the learner and the employer. Employer involvement in training is satisfactory. Training carried out in the workplace with the employer is effectively used to gather evidence for the NVQ.

41. Initial assessment arrangements are satisfactory and the needs of learners are adequately met. Learners identified as having additional literacy, numeracy and language support

needs receive extra assistance from a specialist tutor. Satisfactory recognition of learners' prior attainment takes place at the beginning of the programmes which is used appropriately to ensure learners do not have to duplicate work.

42. Assessment and verification practice is satisfactory. Assessors use an appropriate range of methods and documentation is completed comprehensively. Learners are clear about their progress. Internal verification uses thorough documentation that supports assessors in their work with learners. Portfolios are satisfactory with an adequate range of evidence. Some use digital photography to record evidence and records are kept of effective questioning and professional discussions.
43. Progress reviews are weak. The reviews focus on NVQ achievement and do not take account of personal or workplace development. Targets set are insufficiently challenging and do not contribute effectively to learner progress. Progress reviews add little value to the learning process and duplicate the work carried out by assessors when they visit the learners in the workplace. Insufficient formal communication exists between the assessors and the progress reviewer to ensure all the relevant information on the learners' progress between visits is taken account of. The employer is not always involved in the review. The information recorded on the review forms is unhelpful and the checking of learners' understanding and the promotion of equal opportunities is ineffective.
44. The range of programmes satisfactorily meets learners' needs and interests. Employer involvement is satisfactory as are working relationships between employers and ITS.
45. Support for learners is very effective. Information, advice and guidance are good and the learners are very clear about progression pathways. The self-assessment report did not identify this strength. Progression from E2E and other programmes onto the apprenticeship programmes is well supported. Support from assessors is good. Assessors are flexible and adapt effectively to learner needs. Visits are increased as required and assessors change visit patterns to meet learner and employer requirements. Some learners have childcare problems so arrangements are made to visit them in their homes to continue their learning and reduce additional costs. Expectant mothers on the apprenticeship programme benefit from more frequent visits to help them achieve before they go on maternity leave. Learners are motivated by this extra assistance and work hard to achieve their qualifications. Learners and employers speak very highly of the quality of support they receive from the assessors.

Leadership and management

46. Leadership and management are satisfactory. Staff are well qualified and experienced in the retail sector and benefit from good staff development opportunities. All staff take part in regular vocational updating, spending time in the retail industry gaining valuable experience and current understanding of the sector.
47. Learners have a satisfactory knowledge of equal opportunities. Equal opportunities is covered at induction, reinforced throughout the training process and linked to the NVQ. A new equality journal that helps learners to understand the different aspects of equal

opportunities exists. One learner discussed the journal with their employer which helped to increase their employer's knowledge of equality of opportunity.

48. Staff are satisfactorily involved in the self-assessment process. They attend meetings to promote their involvement and to contribute to discussions relating to their sector subject areas. Staff attend regular quality improvement meetings to monitor the development plan and they are encouraged to make suggestions for improvement to working practice. The self-assessment report failed to identify some areas for improvement but accurately identified some satisfactory areas identified by the inspection team.

Employability training

Satisfactory: Grade 3

Context

49. Currently 161 learners are enrolled on the E2E programme. All learners follow a two week induction at ITS' training centre. Following induction 45% of learners follow their training programme in childcare, hair and beauty, construction and horse care with providers subcontracted by ITS to deliver the training. The remainder receive support and training and attend work placements in a range of vocational areas including motor vehicle, retail and administration at ITS. The average length of stay on programmes is 26 weeks.

Strengths

- Good standard of work
- Good teaching and learning
- Very effective communication

Areas for improvement

- Poor setting of key learning objectives and targets at progress reviews
- Poor management of some aspects of E2E

Achievement and standards

50. Achievement and standards are satisfactory. The standard of learners' work and practical skills is good. Portfolio work is well presented and is generally of good quality. Practical skills are good. In beauty therapy, learners provide treatments to a commercial standard. One learner who works in customer service takes telephone orders and monitors the process through to delivery and customer satisfaction. Learners' develop increased self-confidence and communication skills, as identified in the self-assessment report.

51. Overall, the progression rate is satisfactory. The rate for 2006/07 was 69% but it has fallen to 54% for the first 10 months of the current year. Progression from work placements into full-time work and apprenticeships is satisfactory. Achievement of appropriate external qualifications is satisfactory.

Quality of provision

52. Teaching and learning are good. The use of questions and answers to check learning and attainment is very effective. Classroom management is good. In better sessions, the pace of delivery effectively meets the different abilities of learners. Tutors effectively engaged the interest of all learners and manage challenging behaviour well. Sessions are planned to match learners' needs and effectively improve their employability skills. Additional individual coaching is given to learners who need additional support. ICT and learning resources are used well in jobsearch skill building sessions. Learning resources are good. Each teaching room in the centre has an interactive board and projector. The recently refurbished accommodation provides an attractive, learning environment.

53. The setting of key objectives and targets is poor. Learners' objectives, when recorded, are mainly related to achieving an employability skills qualification. The results of initial assessment are poorly recorded. The learner passport is not used effectively to record learners' progress, identify their learning needs or how they will improve their skills. Barriers to learning are not accurately identified to form the basis of an individual programme of training. Progress reviews take place at the required four-weekly interval but are poorly recorded with large parts of the form left blank. Some targets are set for the next four-week period but they do not link to the passport or the key objectives. Weekly activity plans are not well completed and learners' comments are often duplicated over several weeks. Learner records are not regularly updated and as such makes the measurement of learner progress very difficult. RARPA in non-accredited learning is insufficient and is only measured when a learner leaves the programme. The 2007 self-assessment report identified that the current procedure is weak and staff training has been introduced to improve the process.
54. The range of programmes and activities satisfactorily meets learners' needs. The activities at ITS complement learning and include jobsearch, work tasters and training opportunities. Many learners are on work placement and gain a vocational qualification. The development of work placements is good. During induction, the employability session effectively introduces work placements and emphasises the importance of attendance and punctuality. Preparation for interviews is effective. ITS provide enrichment activities and recently 23 E2E learners had a ten-day team building break in Spain. However, the range of vocational courses available is limited and ITS plan to increase the options.
55. Support and guidance are satisfactory. Learners are referred through Connexions and the Youth Offending Team. At induction the provider satisfactorily outlines the programme, expectations and potential progression opportunities. Vulnerable learners are supported well through good developed links with external support agencies. A sexual health adviser visits the training centre each week to provide advice and guidance. Some learners with emotional problems and learning difficulties are monitored closely to ensure that appropriate support is provided. Literacy and numeracy support is satisfactory.

Leadership and management

56. Leadership and management are satisfactory. Communications within the E2E team are highly effective. Exchange of relevant information both formally and informally is good. Links between work placement providers, subcontractors and ITS are strong. Resources are good.
57. Learners understand the basic principles of equality and diversity. They speak about the importance of respect for each other and others within the community. Equal opportunities are promoted at progress reviews though the recorded responses are often superficial.
58. The self-assessment report is broadly accurate. However, the response to areas of improvement identified in previous self-assessment reports has been slow. The poor target-setting and learner reviews were identified in the self-assessment report in 2007 and are only recently being resolved.

59. The management of some aspects of the E2E programme is poor. Processes to measure, monitor and raise achievement are underdeveloped. The management of the monitoring and reviewing of learners' progress during their E2E programme is ineffective. This is identified in the self-assessment report. Learners' achievements of key objectives are measured only during their exit review. Monitoring takes place within an audit framework rather than to evaluate the quality of the key parts of the programme. Some staff are unclear about the role, purpose and completion of the E2E passport. The management of E2E has recently been restructured. Team leaders are now in place but it is too early to measure the effectiveness of these changes.

Learners' achievements

Health and social care

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

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	2004/05	overall	4	75	47	25	21
		timely	3	33	28	33	12
	2005/06	overall	1	100	52	100	33
		timely	1	100	29	100	17
	2006/07	overall	8	100	61	100	50

Annex

	7	timely	8	13	37	13	30
Apprenticeships	2004/05	overall	17	71	46	47	39
		timely	14	29	21	21	13
	2005/06	overall	46	33	58	33	49
		timely	48	4	31	4	25
	2006/07	overall	46	63	64	63	59
		timely	44	27	43	27	39

* 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

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

Retail and commercial enterprise

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

Retail and wholesaling

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Apprenticeships	2004/05	Overall	1	100%	43%	0%	32%
		Timely					
	2005/06	Overall	2	50%	51%	50%	47%
		Timely	2	0%	38%	0%	35%
	2006/07	Overall	4	50%	56%	50%	53%
		Timely	4	50%	44%	50%	42%

* 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

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

Hospitality and catering

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

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Apprenticeships	2004/05	Overall	1	100%	45%	0%	34%
		Timely	1	0%	31%	0%	24%
	2005/06	Overall					
		Timely					
	2006/07	Overall	2	100%	56%	100%	53%
		Timely	2	100%	38%	100%	36%

* 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

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

Employability training

Outcomes on Entry to Employment (E2E) programmes managed by the provider 2005 to 2008

Year	Number of leavers in year	Achieved objectives rate*	Progression rate**
2005/06	165	98%	67%
2006/07	207	94%	69%
2007/08 (10 months)	286	74%	54%

Note: 2007/08 data is part year only and is representative of the first ten months of the LSC contract year

* These are the key objectives 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

Success rates on work-based learning Train to Gain programmes managed by ITS Ltd 2006 to 2008

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	2006/07	overall	173	83%
		timely	173	83%
	2007/08 (11 months)	overall	45	80%
		timely	45	44%

Note: 2007/08 data is part year only and is representative of the first eleven months of the LSC contract year

* 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

** Provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

*** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'