

Training Services 2000 Limited

Inspection report

Unique reference number: 55072

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Type of provider: Independent learning provider

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Information about the provider

1. Training Services 2000 Limited (TS2000) is a private limited company based in Derby. It is jointly owned and managed by four directors. The company employs 16 assessors, three managers and four administrative staff.
2. TS2000 contracts with Derbyshire Learning and Skills Council (LSC) for the provision of apprenticeship and advanced apprenticeship training in engineering and manufacturing technologies and administration. It also holds a contract for the provision of Train to Gain programmes, mostly in engineering. The company also provides a young apprenticeship programme in engineering for school pupils aged 14-16. Approximately 80% of all learners are male and 7% are from a minority ethnic group. About 90% of the company's business is government-funded.
3. The city of Derby ranks 44th out of the 354 local authorities in England in the national Index of Multiple Deprivation (2004). Some 32% of the population live in wards which are amongst the most deprived in the country. At 7.1%, unemployment is slightly higher than the national rate of 6.2%. The proportion of the population from minority ethnic backgrounds is 12.6%, which is higher than the national average of 10%. The proportion of the population with five or more GCSEs at grades A*-C is 62.7%, compared with the national rate of 65.2%.
4. The provider subcontracts some of the training for the technical certificate component of the engineering apprenticeship framework to the following providers:
 - Burton College
 - Castle College
 - Chesterfield College
 - Derby College

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	59 part-time learners
Employer provision: Train to Gain Apprenticeships	12 learners 217 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 1
Capacity to improve	Grade 1
	Grade
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	1
Equality and diversity	2
Subject Areas	
Engineering and manufacturing technologies	1
Administration	1

Overall effectiveness

5. The overall effectiveness of TS2000's provision is outstanding. Directors provide outstanding leadership and promote a culture that sets high expectations for learners and staff. The company has implemented significant improvements since the previous inspection. Success rates for apprentices are now outstanding. Most learners complete their programme well within their planned end date. Training and assessment are outstanding. Employers provide excellent opportunities for engineering learners to use state of the art technical equipment and to develop a wide range of skills in all aspects of their job role. Learners on administration programmes work for very supportive employers who provide high levels of training and development to help them achieve. Partnership work is outstanding. Over the last nine years, the company has cultivated a particularly good reputation with local engineering employers. Employers consistently report very high level of positive feedback on TS2000's responsiveness and flexibility. Guidance and support arrangements are outstanding. Learners receive regular and thorough welfare reviews which cover all aspects of their experiences at work. TS2000 quickly identifies and resolves issues likely to affect adversely the learner's ability to complete the qualification. Arrangements to safeguard learners are outstanding. In addition to meeting government requirements, TS2000 has a clear strategy for

safeguarding its most vulnerable learners. Managers check the progress and implementation of this strategy frequently. Learners say they feel safe and protected from abuse. TS2000 seeks the views of learners and employers regularly to help it improve the provision. The company's promotion of equality and diversity is good. Managers make good use of data to narrow any gaps in performance between different groups of learners. TS2000 recently engaged a specialist consultancy to help promote apprenticeship programmes to learners from Derby's diverse communities. However, it is too early to judge the effectiveness of this initiative.

Main findings

- Outcomes for apprentices are outstanding. Overall success rates are very high and timely success rates are good. Many learners gain additional qualifications. No significant differences exist in achievement between different groups of learners on the same programme. Many learners progress to higher qualifications and enjoy increased levels of responsibility at work.
- Learners make very good progress and produce work of a high standard. Attendance is good. Learners are very well motivated. They enjoy learning very much and they have a clear understanding of their learning goals.
- Learners develop confidence and skills particularly well. They attain knowledge and understanding well and apply this in their work. They develop personal skills very well and have a good understanding of their rights and responsibilities at work. Learners apply safe working practices and say they feel safe.
- Training and assessment are outstanding. The new training centre provides exceptionally good facilities for training and learning. On-the-job training is particularly good and well-organised. Assessment is frequent and very well planned. Learners receive constructive and timely feedback to help them improve. Progress reviews are very effective. Off-the-job training is good.
- The extent to which provision meets the needs and interests of learners and employers is outstanding. Learners have a wide range of training options. Assessment is very flexible and responsive to users' needs. High levels of investment in training facilities help the company to meet learners' needs. The company offers learners a wide range of additional qualifications as well as a broader range of NVQ units than required for the framework.
- Partnership work is outstanding. Employers consistently report very high levels of positive feedback on TS2000's responsiveness and flexibility. TS2000 collaborates particularly effectively with schools to provide a very successful young apprenticeship engineering programme for pupils aged 14 to 16.
- Care, guidance and support for learners are outstanding. Learners receive very good support through regular visits by welfare officers who listen to them and review all aspects of their experience. Learners receive good information, advice and guidance which helps them progress within the programmes, as well as to higher level learning and in their work.

- TS2000's directors and managers provide outstanding leadership and management. Directors have taken successful and decisive actions to improve all aspects of the provision. Success rates are outstanding. Directors regularly consult with staff about strategies to bring about improvement. The company has very high expectations for staff and learners.
- TS2000 provides outstanding value for money. Success rates have risen in each of the last three years. Assessors have manageable workloads that enable them to provide a consistent and thorough service for all learners. The company has invested significant sums of money, matched by the Learning and Skills Council, to open a state-of-the-art engineering training centre. Learners benefit from being able to work with some of the most up-to-date engineering machinery and tools available.
- TS2000's has outstanding arrangements for safeguarding learners. It has a clear strategy for safeguarding its most vulnerable learners. All staff, including those providing administrative and support services, have received an enhanced Criminal Records Bureau check. Accidents, incidents and near misses are carefully recorded during welfare review meetings. Staff have received training in Local Safeguarding Children Board requirements in safeguarding learners and they use this training effectively in their work with vulnerable learners.
- TS2000's quality improvement arrangements are very effective. Staff record improvement actions on the company's quality improvement and development plan, which directors monitor regularly. TS2000 has recently implemented a user engagement strategy to provide a forum in which learners can regularly provide feedback and suggestions for improvement. The company has a thorough and inclusive self-assessment process. Directors set very challenging improvement targets, including those for promoting programmes to under-represented groups.
- TS2000's arrangements for the promotion of equality and diversity are good. Learner induction covers key equality and diversity issues and welfare reviews are effective in reinforcing and checking learners' understanding. Managers make good use of data to identify and reduce achievement gaps between different groups of learners. The company recently engaged a specialist training consultancy to help it promote apprenticeship programmes to learners from disadvantaged communities. However, it is too soon to make a judgement about the effectiveness of this initiative.

What does TS2000 need to do to improve further?

- Continue to promote apprenticeship programmes to under-represented groups and to monitor the success of this initiative in raising participation rates from these groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- that the course is managed very well

- the four-monthly welfare reviews and monthly progress reviews
- being taught by very experienced people
- teaching of the highest quality
- that TS2000 staff explain very well what the world of work is like
- that the environment is a safe one
- the help and preparation for interviews while at TS2000
- the fact that having learner representatives enables other learners to speak to somebody different if they have any issues regarding their course or their personal life.

What learners would like to see improved:

- the number of individual sessions should be increased to ensure that everybody fully understands the course
- the variety of food and drink for sale at the tuck shop- right now, it's just chocolate and crisps
- timescales are not strict enough and there is uncertainty about work deadlines.

Summary of the views of employers as confirmed by inspectors

What employers like:

- that TS2000 come across as a very professional company
- they work closely with us in the initial stages of taking on a trainee
- that we have received some excellent young people through this route
- the excellent communication with TS2000
- that the NVQ units followed by our learners suit the type of work and workplace training we offer
- that we are continually kept informed of our learners' progress
- TS2000 are flexible and fit in with workplace needs
- that the learners are working to a higher than expected standard.

What employers would like to see improved:

- the length of time it takes for learners applying for an apprenticeship, from assessment stage to being interviewed- it's too long.

Main inspection report

Capacity to make and sustain improvement

Grade 1

6. TS2000 demonstrates an outstanding capacity to improve. The company has grown considerably in size since the previous inspection but it continues to maintain and improve its already high standards. All of the strengths identified in the previous inspection have been maintained and new ones identified. The two weaknesses identified have been successfully resolved. Success rates are outstanding. The proportion of learners who complete within their planned end date is good. Train to Gain learners make good progress. No significant differences in performance exist between different groups of learners.
7. The company has a thorough and inclusive self-assessment process. All staff contributed by producing detailed reports that addressed all aspects of the Common Inspection Framework. Managers then used these self-assessment reports to produce a company-wide report that clearly identifies its performance against the Common Inspection Framework. Managers took into account the views of learners and other stakeholders when reaching judgements. Good use was made of data to support judgements about success rates. The company's development planning is a thoroughly well-established process and reviewed regularly. Directors set very challenging improvement targets, including those for promoting programmes to under-represented groups. Directors carefully monitor achievement of the company's targets. Inspectors gave the same grades as those in the self-assessment for most aspects of provision, but they gave higher grades for the two subject areas.

Outcomes for learners

Grade 1

8. Success rates on engineering and administration programmes are outstanding. In 2007/08, the overall success rate was 96%. Timely success rates are good and particularly high for administration learners. Learners make very good progress overall. No significant differences in achievement exist between different groups of learners on the same programme. Key skills pass rates for learners taking them for the first time are very high. Most learners achieve additional qualifications. Learners produce work of a high standard. Attendance is good. Learners are very well motivated. They participate enthusiastically in sessions and respond very well to training in the workplace.
9. Learners develop confidence, vocational and employability skills particularly well. Learners improve their interview skills. Progression from programme-led apprenticeships to full time employed apprenticeships is good. Learners enhance their vocational knowledge and understanding and are able to relate this to tasks at work very effectively. They develop skills at work to a good standard and apply them very effectively in busy workplace environments.
10. Learners have a good understanding of their rights and responsibilities at work. They are able to demonstrate this in their behaviour and conduct. Many

learners progress to higher qualifications and achieve additional responsibilities at work. Learners apply safe working practices and develop skills such as carrying out risk assessments in the workplace. Learners say they feel safe at work and at the training centre.

The quality of provision

Grade 1

11. Training and assessment are outstanding. On-the-job training is particularly well-planned and organised. TS2000 staff support employers effectively to help them provide well-structured on-the-job learning programmes. These programmes respond well to the employment context and often enrich the learning experience, for example, by using job rotation. Assessment is frequent and very well planned. Assessors often carry out assessment on demand and use technology in an innovative way. They actively encourage employers to support assessment activity. Feedback to learners is of a high standard. Progress reviews are effective, thorough and result in clear targets for progression. Employers contribute very effectively to reviews.
12. Teaching and learning in off-the-job training are good. Workshops and training rooms are very well-equipped and provide outstanding learning environments. The new engineering training centre provides exceptionally good facilities for training and learning. Very well-planned sessions with good use of learning technology and high quality learning resources motivate learners. Learners benefit from small class sizes and a high degree of individual attention. Training staff use their skills and experience very well to develop learners' skills. Initial assessment is effective and additional support provision is responsive to individual needs. A specialist tutor provides effective literacy and numeracy support in off-the-job training and at work.
13. The extent to which TS2000's provision meets the needs of learners and employers is outstanding. Training and assessment is very flexible and responds particularly effectively to users' needs. Very good planning and co-ordination of programmes help learners to progress from, for example, Year 11 in school through to entry-level training, followed by higher-level training. Learners are able to begin their training programme at different times of the year, depending on their needs. Very effective involvement in planning programmes and the high standards achieved by learners meet employers' needs particularly well. Together with TS2000, employers tailor programmes very well to meet their requirements and to enrich programmes by providing additional learning experiences in the workplace and, in some cases, paying for the cost of external training courses.
14. TS2000's use of partnerships to meet learners' needs is outstanding. For example, it works very effectively with local schools in leading the development of vocational learning for 14-16 year olds in engineering. The provider offers progression routes into apprenticeships from entry to employment through a well-managed partnership with a local provider. Partnerships with employers are very strong and benefit learners by leading to high quality training programmes.

15. Care, guidance and support for learners are outstanding. Learners receive good information, advice and guidance on entry and then for progression, both within programmes and to higher levels, and for job and career advancement. They also receive very helpful advice and good support from very responsive TS2000 staff in their regular meetings and are able to contact staff easily. Employers are very supportive. Learners value this and recognise the benefit in the development of their confidence at work. Regular visits by welfare officers safeguard and support learners very well by reviewing all aspects of their experience at work and generally, if required. Learners value the opportunity to discuss and resolve their personal issues.

Leadership and management

Grade 1

16. TS2000's directors and managers provide outstanding leadership and management. Directors have taken successful and decisive actions to improve all aspects of the provision. Success rates are outstanding. Staff receive clear direction from senior managers and they understand their roles and responsibilities. Directors regularly consult with staff about strategies for improvement. The company has very high expectations for staff and learners. TS2000 has managed the growth of its provision prudently to ensure that it maintains high standards. It focuses its efforts on providing an outstanding provision in engineering and administration.
17. TS2000 provides outstanding value for money. Success rates have risen for the last three years. Few learners leave their training programme before completing it. The company limits class sizes for engineering workshop sessions to eight, providing learners with high quality personalised support. TS2000 makes effective use of its staff to carry out frequent assessment visits and regular progress reviews. Assessors have manageable workloads that enable them to provide a consistent and thorough service for all learners. TS2000 provides welfare review visits for all apprentices every four months. This service significantly exceeds the LSC requirements for learner reviews. The company has invested significant sums of money to open a state-of-the-art engineering training centre. Learners benefit from being able to work with some of the most up-to-date engineering machinery and tools available. The company's business administration training centre is nearing completion and will provide administration learners with a modern, well-equipped training environment.
18. TS2000 has outstanding arrangements for safeguarding learners. It has a clear strategy for safeguarding its most vulnerable learners. Managers frequently check the progress and implementation of this strategy. All staff, including those providing administrative and support services, have received an enhanced Criminal Records Bureau check. The company has two safeguarding officers, one of whom is a director of the company. The company's policy on safeguarding ensures that learners are safe at work, with good liaison with learners' employers and workplace supervisors. All learners sign a safe use of information and communication technology agreement during their induction. The new engineering training centre has a professionally designed closed circuit

television system to monitor learners during workshop sessions. All training advisers and assessors have a thorough understanding of their role in implementing the policy and make good use of workplace visits to ensure learners' safety. Accidents, incidents and 'near misses' are carefully recorded during welfare review meetings. Actions to minimise risk and to ensure learners' safety are effective. Staff have received training in Local Safeguarding Children Board requirements in safeguarding learners and they use this training effectively in their work with vulnerable learners. Learners receive a thorough introduction to the company's stance on bullying and harassment. They know who to approach if they feel unsafe or if they want to report bullying. The company has made thorough arrangements to implement fully the Independent Safeguarding Authority Vetting and Barring requirements in 2010.

19. TS2000's quality improvement arrangements are very effective. Directors have a thorough understanding of the company's key strengths and areas to improve further. It consults regularly with learners and employers to seek their views about the company's service and to gauge satisfaction levels. Staff record improvement actions on the company's quality improvement and development plan, which directors monitor regularly. TS2000 has recently implemented a user engagement strategy to provide a forum in which learners can regularly provide feedback and suggestions for improvement. Learners elected to the forum have already made useful comments and suggestions about how the company can better meet the needs of learners, particularly when they are attending off-the-job training. The company has a thorough and inclusive self-assessment process. Managers take into account the views of learners and other stakeholders when reaching judgements. Good use is made of data to support judgements about success rates. Directors set very challenging improvement targets, including those for promoting programmes to under-represented groups. Directors carefully monitor achievement of the company's targets.
20. The company has good arrangements for staff training and development. Training staff have an appropriate teaching or assessor qualification or are working towards one. The company provides a range of opportunities for staff to develop their skills, which they value. All training staff have registered with the Institute for Learning (IfL). They carefully maintain their continuing professional development record to meet the requirements of the IfL. TS2000 supports staff to achieve the required number of hours of professional development learning.
21. TS2000's arrangements for the promotion of equality and diversity are good. The company successfully promotes and manages an engineering apprenticeship programme for school pupils aged 14 to 16. The engineering apprenticeship helps many of these young people to improve their employability and to integrate with their communities. All staff receive equalities training once a year. Learners have a sound understanding of their employment rights and responsibilities. They know who they can speak to if they feel bullied or unfairly treated. Learner induction covers key issues relating to equality and diversity. Welfare reviews are effective in reinforcing equalities issues and in checking

learners' understanding. Managers make good use of data to identify achievement gaps between different groups of learners. They take appropriate actions to narrow any identified performance differences. TS2000 recently revised its marketing and publicity materials to include a more representative range of learners from diverse communities. The company positively celebrates learners' success at annual high profile events. Learners and employers value these events. Public posters and displays at the training centre actively promote and celebrate diversity. Staff clearly record equal opportunities issues on individual learning plans and on progress and welfare reviews. The company recently engaged a specialist training consultancy to help it promote apprenticeship programmes to learners from disadvantaged communities, who are currently under-represented on the company's programmes. TS2000 has produced a detailed equality and diversity action plan with challenging targets for recruitment, which directors monitor regularly. However, it is too soon to make a judgement about the effectiveness of this initiative.

Subject areas

Engineering and manufacturing technologies

Grade 1

Context

22. TS2000 provides eight different engineering NVQs at level 2 and 3 for 40 apprentices and 67 advanced apprentices. Most apprentices are aged 16-25. Seventeen learners are following a Train to Gain programme and 51 school pupils aged 14 to 16 are following a young apprenticeship award. The pupils attend TS2000's engineering training centre for one day a week during the school term. The vast majority of learners are males from White British backgrounds.

Key findings

- Success rates are outstanding. In 2007/08, the overall success rate for apprenticeships was significantly above national rates at 93.5%. Apprenticeship success rates for the previous three years show outstanding performance. Timely success rates are good. Success rates for young apprentices aged 14-16 are high at 88% in 2007/08.
- Learners enjoy their learning programme and make good progress from level 2 to level 3. Most learners complete the NVQ in Performing Engineering Operations at level 2 well within the planned period of study. Progression from apprenticeships to advanced apprenticeships is good. Learners enjoy their programme. Attendance at training sessions is good.
- The extent to which programmes improve learners' economic well-being is outstanding. Apprentices quickly acquire high level engineering skills and knowledge. Most progress to key jobs in their company at the end of their programme. Many companies provide financial support for learners who wish to progress to higher level study after their advanced apprenticeship.
- Training and assessment are outstanding. Staff are well qualified in a range of engineering specialisms. The new engineering training centre provides outstanding facilities for teaching and learning. Teachers provide interesting and safe practical skills sessions and theory lessons. The standard of learners' practical work is high and they make good progress. Assessment is thorough and carried out regularly.
- Progress reviews and target-setting are particularly effective. Staff carry out reviews of progress towards completion of the NVQ and technical certificate every four weeks. Achievable targets are set for completion within challenging timescales. Assessors check learners' achievements of targets regularly. They provide constructive feedback that clearly shows learners what they have to do to progress and improve.
- Employer engagement is outstanding. TS2000 tailors programmes to meet employers' needs. Employers work closely with TS2000 to select specific NVQ units that meet the company's requirements. Employers often have several

apprentices following tailored versions of the NVQ. Employers are exceptionally supportive in providing work opportunities for learners to allow timely completion of apprenticeship frameworks.

- Programmes meet learners' needs and interests extremely well. Where an apprentice cannot gain evidence for a particular NVQ unit at work, TS2000 make effective arrangements to transfer the learner to another employer temporarily to gain that evidence. The company provides a successful and high quality young apprenticeship programme for school pupils aged 14 to 16.
- Partnership work is outstanding. Close working relations exist with the Connexions service and with private training providers and national organisations that provide particular help for foundation studies learners and those from disadvantaged backgrounds. There is a vibrant schools linked 14-16 young apprenticeship programme leading to apprenticeship training. Particularly close partnerships exist with engineering employers and local community groups.
- TS2000 provides particularly good support for learners. Staff provide a wide range of additional help, such as on-site maths support. Assessors also provide telephone and email support where appropriate. Some employers provide in-company tutorials to help apprentices meet pressing deadlines. The company helps apprentices made redundant by their employer, to find another job and to remain in learning.
- Information, advice and guidance arrangements are very good. All apprentices receive a thorough initial assessment of their literacy and numeracy skills. Besides the very frequent assessment and monitoring visits, learners receive four-monthly welfare visits carried out by different staff to provide apprentices and employers opportunities to raise pastoral issues. Train to Gain learners receive in-company help with literacy and numeracy.
- Leadership and management are outstanding. Clear targets for achievement of programmes and individual steps within programmes are set and met. There is careful recruitment and matching of employers and apprentices. TS2000 maintains regular and effective communication with all stakeholders. Assessors have a realistic caseload that allows them to provide close and effective management of each learner's programme.

What does TS2000 need to do to improve further?

- Maintain outstanding provision by sustaining the programme of continuous improvement in the company's business so that all learners benefit from the highest levels of engineering training and personal development possible.

Administration

Grade 1

Context

23. TS2000 provides training in administration for 54 learners. Of these, 31 are following an apprenticeship programme, 21 an advanced apprenticeship and two are following a Train to Gain programme at level 2. Most learners are aged 16 to 18 and employed. Six of the apprentices are on a programme-led apprenticeship programme. They receive training and support to help them secure an apprenticeship. Around 80% of all learners are female. TS2000 carries out most training and assessment activities in the workplace. The number of learners has increased significantly since the last inspection.

Key findings

- Success rates are outstanding. For apprentices and advanced apprentices, overall framework success rates are consistently over 90% for the last three years. Timely success rates are also outstanding. Current learners are making very good progress.
- Learners develop their skills very well. Their administrative skills are very good and they make versatile and competent use of information and communication technology (ICT). Advanced apprentices are confident and take increasingly responsible roles in their employment. Opportunities to gain additional qualifications in ICT applications are encouraged and achievement rates in these qualifications are high.
- Learners make excellent progress. They are highly motivated and enjoy learning. Attendance and punctuality are very good. Most learners on programme-led apprenticeships find employment and continue with their training. Around two thirds of learners progress from apprenticeships to advanced apprenticeships. Many learners achieve their frameworks early. Occasionally, learning activities in the centre are not sufficiently challenging for the most able apprentices.
- Learners feel very safe. They have very good awareness of safe working, potential safeguarding issues and the confidentiality requirements relating to their work. Many learners receive intensive training on safeguarding while at work, particularly those whose job roles involve contact with children or vulnerable adults. Welfare reviews in the workplace provide regular opportunities to share any concerns.
- Provision is highly responsive and flexible. Information, advice and guidance arrangements help to ensure the very good match between learners' interests and employment opportunities. Productive dialogue with employers helps learners to select the most appropriate NVQ units to match their job roles. Staff carry out more frequent progress reviews when necessary, to support learners at risk of falling behind.

- Training and assessment are outstanding. Learning resources and facilities at the provider's training centre are good. Group sizes are small. Learners receive excellent training to help them to achieve their qualification. Tutors use a wide range of teaching methods that sustain learners' interest and participation. Training at work is of a high standard and motivates learners well.
- Learners receive full and constructive feedback on their progress. They understand what they need to do to achieve success. Learners receive helpful advice following assessment of their skills in the workplace. Progress reviews have clear deadlines that staff agree with learners. The monitoring of learners' progress in key skills, NVQ units and technical certificates is thorough.
- Employers provide excellent opportunities and facilities for learners. They offer breadth and variety in administrative functions. Supervisors are effectively engaged in planning and reviewing learners' progress. TS2000 ensures that working environments and office facilities are of a high standard.
- Support for learners is outstanding. Personal and welfare support are highly valued by learners. Assessors are excellent role models for learners. Most are former apprentices. They quickly build very good rapport with learners. They offer excellent support by email, telephone and scheduled reviews. Staff prepare learners on programme-led apprenticeships for interviews with prospective employers very well.
- Additional support for literacy and numeracy is very responsive to individual needs. Initial diagnostic assessment is thorough. An experienced tutor at work or in the training centre provides specialist individual support. Learners who receive support achieve well.
- Leadership and management are outstanding. Directors set very high standards. The company has managed the growth in learner numbers very well. Good teamwork ensures that programmes are exceptionally well organised. Staff have clear roles and responsibilities and assessor case loads are appropriate. Managers monitor the performance of staff closely to ensure that the company identifies and meets any staff development needs.
- Staff understand quality procedures well and they apply these procedures effectively to maintain high framework success rates. The administration team is effectively involved in self-assessment processes and it evaluates the provision well. Good use of learner and employer feedback contributes to improvements to the provision and staff quickly address any concerns.

What does TS2000 need to do to improve further?

- Introduce activities that are more challenging during off-the-job sessions in the training centre, particularly to meet the needs of the most able learners.

Information about the inspection

24. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by one of the provider's directors as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local and other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
25. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider/college offers.

Record of Main Findings (RMF)

Training Services 2000 Limited

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	Employer responsive
Approximate number of enrolled learners			
Full-time learners	178	0	178
Part-time learners	51	51	0
Overall effectiveness	1	1	1
Capacity to improve	1		
Outcomes for learners	1	1	1
How well do learners achieve and enjoy their learning?	1		
How well do learners attain their learning goals?	1		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	1		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	2		
<i>How well do learners make a positive contribution to the community?*</i>	NA		
Quality of provision	1	1	1
How effectively do teaching, training and assessment support learning and development?	1		
How effectively does the provision meet the needs and interests of users?	1		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	1		
Leadership and management	1	1	1
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	NA		
How effectively does the provider promote the safeguarding of learners?	1		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1		
How efficiently and effectively does the provider use its available resources to secure value for money?	1		

*where applicable to the type of provision

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