

North West Community Services (Training) Ltd

Inspection report

Unique reference number: 53611

Name of lead inspector: Margaret Hobson HMI

Last day of inspection: 12 February 2010

Type of provider: Independent learning provider

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Information about the provider

1. North West Community Services (Training) Ltd (NWCS) is a private training provider based in Liverpool. The training division is a subsidiary of the NWCS Group. Two shareholders own NWCS. At the last inspection, NWCS had one training centre and two subcontractors. It now has a single subcontractor, Huyton Churches Training Services Ltd (HCTS). NWCS has two established training centres: the head office in Aintree and one in Belle Vale. A third training centre in Preston opened in January 2009. The management team consists of a director of learning, who reports to the managing director of the parent company and two assistant directors. NWCS employs 32 staff; 27 full time and five part time, to deliver and manage training. Of the 10 tutors who work across the three centres, seven joined the company in the last six months.
2. NWCS contracts with Greater Merseyside Learning and Skills Council (LSC) for apprenticeships and Train to Gain. It offers levels 2 and 3 apprenticeships mainly in childcare but reintroduced level 2 in health and social care in 2009. Currently, 222 learners are on apprenticeships, of whom 42 are on level 3 programmes. Eighty Train to Gain learners, across the region, are working towards national vocational qualifications (NVQs) in health and social care and children's care learning and development. NWCS delivers Entry to Employment (E2E) as a subcontractor to Oakmere Community College. At the previous inspection NWCS held a direct contract with the LSC for E2E. Currently, there are 59 E2E learners. The provider delivers childcare vocational training for 29 14 to 16 year old learners at two of its training centres through contracts with local schools.
3. The proportion of learners in training from minority ethnic groups is 1.7% compared with 2.5% of the resident population; 3.9% of learners are male. Approximately 50% of apprentices are in employment and 50% of all learners have additional learning needs.
4. NWCS provides training on behalf of the following providers:
 - Oakmere Community College (Preparation for life and work – E2E)
5. The following organisation provides training on behalf of the provider:
 - HCTS Ltd (Health, public services and care)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16 Entry to Employment	26 part-time learners 123 learners
Employer provision: Train to Gain Apprenticeships	230 learners 287 apprentices

Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Subject Areas	
Health, public services and care	3
Preparation for life and work	3

Overall effectiveness

6. The overall effectiveness of NWCS' provision is satisfactory. NWCS has implemented a range of effective recent improvements. Good arrangements are in place to monitor learners' progress and to identify those requiring additional support to enable them to achieve within planned end dates. Success rates for apprentices and E2E learners are satisfactory and improving. Success rates are good on Train to Gain and for learners aged 14 to 16 years. The quality of teaching, training and assessment is satisfactory. Arrangements to assess learners at work are flexible, efficient and well managed. NWCS works particularly well with a wide network of local training providers to enable referrals to other programmes and to provide additional vocational routes. Programmes meet the needs and interests of learners and employers very well. Senior managers provide effective leadership that has successfully raised expectations and promoted ambition for learners. They work well with the four programme coordinators to develop the provision. It is too early to judge the effectiveness of the recently revised strategy for integrating literacy and numeracy into session planning. The monitoring of the subcontracted provision is satisfactory and communication is good. Arrangements to safeguard learners are good. They identify the most vulnerable learners and meet their needs very well. Learners confirm that they feel safe and protected from abuse. NWCS promotes equality and diversity effectively. The provider is

successful in its aim to create a culture of respect and care for learners and staff. However, managers do not systematically measure the achievements of different groups of learners to identify actions for improvement. The quality improvement plan does not have sufficiently clear actions to improve teaching and learning in subject areas. The arrangements for the observation of teaching and learning do not sufficiently identify actions to improve learning.

Main findings

- Outcomes for learners are satisfactory. Learners' success rates on Train to Gain are high, with 84% of learners completing within planned end dates. Overall apprenticeship success rates are satisfactory and improving. Provider data indicate that current apprentices are making good progress.
- Outcomes for E2E learners are satisfactory and improving. E2E learners develop satisfactory literacy and numeracy skills. However, targets set in reviews are insufficiently specific to measure learners' progress effectively. Outcomes for learners aged 14 to 16 are good; 81% of learners achieved their level 1 qualification in 2008/09.
- Learners develop a high level of confidence and communication skills. Many learners raise their aspirations and identify realistic career aims. Young learners who benefit from a work placement or taster enjoy the experience and gain useful insights into the world of work. Apprentices improve their knowledge and make good contributions in the workplace.
- Learners feel safe at work and in NWCS training centres. Induction is effective in promoting health and safety as well as learners' rights and responsibilities. Learners have a good understanding of the NWCS procedures to keep themselves safe. Apprentices have a satisfactory understanding of safe working practices.
- Teaching and learning are satisfactory overall and a minority of sessions are good. A few sessions do not promote independent learning effectively. Assessment and verification are satisfactory overall. However, assessment feedback for many apprentices does not provide sufficient detail to challenge learners or promote improvement.
- The provision meets the needs and interests of learners and employers particularly well. A wide range of childcare and health and social care programmes at different levels meets learners' and employers' needs very effectively. Placements for E2E learners are across a good range of vocational areas to improve their employability skills and increase their understanding of work options.
- Care, guidance and support are good. Individual care and support for E2E learners are particularly effective in overcoming barriers to progress. Good

systems are in place to identify learners who are not progressing sufficiently and to provide additional support. Induction provides good information and guidance to enable learners to enrol on the right level of programme.

- The managing director and senior team have a good vision of the development of the company and share this effectively with staff. The NWCS board provides good support to the senior management team. The strategy for literacy and numeracy is recently developed but it is too soon to judge its effectiveness. The monitoring of subcontracted provision is satisfactory.
- NWCS has good arrangements for ensuring the safety and safeguarding of learners. Arrangements to safeguard the most vulnerable learners are very effective.
- Arrangements for equality of opportunity are satisfactory. Plans are in place to improve staff training in equality and diversity. However, while NWCS routinely collect data on the performance of all learners they are not used sufficiently well to monitor any variations in performance across different learner groups.
- The self-assessment process is satisfactory but does not rigorously evaluate data or the impact of actions. The quality improvement plan is too narrow in its scope and individual action plans are not in place for subject areas. The system for observing teaching and learning is well established but insufficiently focused on evaluating learning.
- NWCS provides satisfactory value for money.

What does NWCS need to do to improve further?

- Monitor progress more thoroughly so that learner success rates continue to improve and more learners complete their qualifications within the planned end dates.
- Implement an effective strategy for Skills for Life to ensure that literacy and numeracy are clearly identified in session planning.
- Develop the use of data to monitor the performance of different groups of learners so that variations are identified and strategies put in place to rectify these.
- Implement plans for staff training in equality and diversity to improve understanding and better promote equality and diversity to learners.
- Develop more comprehensive and robust quality improvement arrangements to promote continuous improvement across all aspects of the provision, including improvement plans for each subject area and an observation process that has a clear focus on improving the quality of teaching, learning and assessment.

Summary of the views of users as confirmed by inspectors

What learners like:

- being helped to build confidence and communication skills
- learning through discussion and activities
- the high level of support provided by tutors and assessors
- attending the training centre and making new friends
- the approachable staff.

What learners would like to see improved:

- more use of computers during training sessions
- earlier access to work placements on E2E
- more external activities and speakers on E2E.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the helpful and responsive assessors who visit at flexible times
- the highly effective communication with NWCS
- learners gaining new skills and ideas to improve their work practice
- the highly professional and supportive staff
- learners making good improvements in their confidence and team skills.

What employers would like to see improved:

No issues identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. NWCS demonstrates satisfactory capacity to make and sustain improvements. Since the previous inspection, NWCS has made satisfactory improvements to the provision. Good arrangements are now in place to improve overall success rates within planned end dates; managers and staff set and monitor challenging targets effectively. Overall success rates have improved for most learners since the previous inspection. For current learners, provider data indicate that retention and success rates are improving. NWCS has expanded its provision to include Train to Gain and employability training programmes in many deprived areas and has developed a good range of partnerships that support social inclusion and widen participation. Good arrangements are in place to identify learners' support needs at induction. Support is highly individualised and meets learner needs very well.
8. The managing director and senior team have a good vision for the development of the company. Safeguarding arrangements are good and prioritised well across the organisation. Managers use self-assessment in a satisfactory manner to improve the quality of provision but do not rigorously evaluate data or the impact of actions taken. They make satisfactory use of the learner and employer feedback to evaluate and improve the provision. The quality improvement plan, while satisfactory, is too narrow in scope and individual subject area action plans are not in place. The system for observing teaching and learning is well established but insufficiently focused on evaluating and improving learning. NWCS recognises its shortcomings in some key areas of quality improvement planning.

Outcomes for learners

Grade 3

9. Outcomes for learners are satisfactory. Learners' success rates on the Train to Gain programme are high at 89% in 2008/09, with 84% of learners completing within planned end dates. Learners' success rates on apprenticeships are satisfactory. Successful management action has brought about a steadily improving trend from 49% in 2006/07 to 70% in 2008/09, which is just below the national rate. Success rates for advanced apprentices are four percentage points above the national rate in the same year. Provider data indicate that current apprentices are making good progress within planned end dates.
10. Outcomes for E2E learners are satisfactory. In 2007/08, 58% of learners progressed to further education, training or employment. However, target setting on E2E is insufficiently developed. Provider data indicate an improving trend to 63% in 2008/09. Outcomes for learners aged 14 to 16 are good; 81% of learners achieved their level 1 qualification in 2008/09. However, NWCS does not systematically use data to monitor the performance of different groups of learners.

11. Learners develop a high level of confidence and good communication skills. They take part in lively discussions and generally express their opinions well. Many learners, who join the programme with no clear plans for their future, raise their aspirations and identify realistic career aims. Young learners who benefit from a work placement or taster enjoy the experience and gain useful insights into the world of work. Apprentices improve their knowledge and make good contributions in the workplace. E2E learners develop satisfactory literacy and numeracy skills through small group and individual sessions. The standard of learners' work is generally satisfactory and in some cases good.
12. Overall, learners improve their economic and social well-being satisfactorily at NWCS. However, E2E learners develop significantly improved economic and social well-being through a range of activities and community projects that support the development of teamwork, budgeting and money skills.
13. Learners feel safe at work and in the NWCS training centres. Induction is effective in promoting health and safety as well as learners' understanding of their rights and responsibilities. Learners have a good understanding of the NWCS procedures to keep themselves safe. Apprentices have a satisfactory understanding of safe working practices.
14. NWCS promotes health and well-being effectively to learners. Learners have a satisfactory understanding to enable them to make informed choices. Fruit and water are readily available to learners in the NWCS centres. Learners on apprenticeship programmes learn about healthy eating and the negative effects of drugs and alcohol. The E2E personal social and development sessions are very effective in promoting health and well-being to learners. Sessions provide a good focus on planning healthy meals on a budget.
15. Overall, learners make a satisfactory contribution to the community. Apprentices and E2E learners are involved in a satisfactory range of fundraising events for charity such as the Haiti disaster fund. E2E learners make a good contribution and develop increased understanding through planning and organising community events and supporting others.

The quality of provision

Grade 2

16. Teaching, training and assessment are satisfactory overall. In the minority of good sessions, learners contribute effectively to a wide range of interesting activities or discussions. A few sessions do not promote independent learning effectively. In E2E, the range of learning activities is adequate to meet learners' needs. However, learning objectives do not focus sufficiently on the development of individual skills and knowledge identified in learners' passports. Equality and diversity are promoted well in sessions.
17. Teaching and learning for learners aged 14 to 16 are satisfactory overall. The learners, who include those at risk of dropping out of school, receive a good introduction to childcare provision. Sessions are satisfactory with many good

features. Learners increase their motivation and aspire to progress onto other courses. Tutors plan sessions effectively to make learning enjoyable.

18. Assessment and internal verification are satisfactory. The basic skills initial assessment is effective in identifying the additional learning needs of all learners. Assessment visits are sufficiently flexible to meet the needs of most learners and employers. However, assessment feedback for many apprentices does not provide sufficient detail to challenge learners or promote improvement. The internal verification process adequately identifies assessment issues and actions for improvement. Arrangements for assessors to discuss and share assessment practices are satisfactory.
19. For most learners, progress reviews are adequate to monitor their progress and identify clear targets. Most learners are aware of the tasks that they need to complete following the progress review meetings. On the E2E programme, targets set in reviews are insufficiently specific to measure learners' progress effectively. During these meetings, tutors adequately check that learners are safe from abuse or bullying and harassment. Discussions on equality and diversity during these meetings are satisfactory.
20. Tutors and assessors have satisfactory qualifications and experience. The use of technology is satisfactory overall. However, insufficient use is made of technology to promote learning in E2E. Clear plans are in place for staff development to better promote its use. The quality of learning resources is satisfactory.
21. The provision meets the needs of learners and employers particularly well. Tutors and assessors have a good understanding of employers' needs. A very wide range of childcare and health and social care programmes at different levels meets learners' and employers' needs. NWCS offers apprentices and Train to Gain learners additional qualifications such as manual handling and food hygiene. Placements for E2E learners across a wide range of vocational areas improve their employability skills and increase their understanding of work options. Learners are involved in a good range of enrichment activities.
22. Partnership working is effective. NWCS works particularly well with a wide network of local training providers to enable referrals to other programmes and additional vocational routes. On the E2E programme, a broad range of external links are established and used very effectively to develop learners' work-related skills and knowledge as well as overcoming barriers to learning. NWCS has a good partnership with the Knowsley Family and Community Education (FACE) collegiate for provision for 14 to 16 year olds. This focuses on developing shared paperwork and learner progress review across all partners. Partnerships with schools are effective.
23. Care, guidance and support are good. Approximately half of the current learners have additional learning needs. Many learners have significant social barriers to overcome. Individual care and support for E2E learners are particularly effective in overcoming barriers to progress. Key workers provide

E2E learners with a high level of regular support. Learners value the high level of support provided by their tutors and assessors. Good systems are in place to identify learners who are not progressing sufficiently and to provide additional support. Apprentices receive additional numeracy sessions to support their key skills development. E2E learners have good access to an external mentoring and counselling service as well as weekly advice and guidance sessions by the Connexions adviser. Induction provides good information and guidance to enable learners to register on the right level of programme. Good links are in place with specialist external agencies to provide support for issues such as housing, dyslexia, depression and anxiety.

Leadership and management

Grade 3

24. Leadership and management are satisfactory. NWCS' objectives are clear and specific, and based on developing a business that meets the needs of learners, employers and local community. The managing director and senior team have a good vision of the priorities and direction for NWCS' development. They adequately share this vision with staff. Good arrangements are in place to monitor challenging targets and improve learners' success rates and retention. The management of the subcontractor is satisfactory. A revised Skills for Life strategy is recently in place but it is too soon to judge its impact across the provision.
25. The NWCS board provides good support to the senior management team of its training company. They receive generic reports and up-dates from the director of learning. However, there is little direct challenge outside business contractual targets to support the improvement and development of the provision.
26. NWCS has good arrangements for ensuring the safety and safeguarding of learners. Arrangements to safeguard the most vulnerable learners are very effective. Learners feel safe and staff respond quickly to meet learners' individual needs. All staff are Criminal Records Bureau (CRB) checked and NWCS maintains appropriate records centrally, including those of subcontracted staff. NWCS' strong approach to identifying learners' individual needs ensures that staff quickly identify indicators of vulnerability or when learners are in need of additional pastoral, vocational, welfare or financial support. NWCS prioritises health, safety and safeguarding and manages these areas very well. Staff and learners' training in these areas are effective. The provider reviews and updates its safeguarding policy and procedures regularly. Plans are in place to strengthen the safeguarding arrangements in relation to visitors. NWCS has four designated members of staff responsible for safeguarding. Staff are consistently clear about NWCS' disclosure arrangements.
27. Arrangements for equality and diversity are satisfactory overall. NWCS is effective in widening participation to vulnerable learners, providing good support to meet individual needs and helping learners to overcome barriers to progression. A wide range of partnerships is highly effective in promoting

inclusion in deprived local communities and developing career pathways for learners. Training programmes aimed at meeting employer and funding body priorities have expanded the provision effectively in deprived areas and increased employers' engagement and adult learners' participation rates. NWCS creates a positive, caring learning environment for all learners and staff based on mutual respect. Promotion of equality and diversity is satisfactory overall and good across E2E programmes. Staff and learners' working understanding of equality and diversity is satisfactory. E2E learners increase their understanding of equality issues through a wide range of community activities and projects. Learners are aware of bullying and harassment and how to deal with these issues. Equality and diversity training for NWCS staff is basic but arrangements are in place to improve the training of all staff. While NWCS routinely collate data on the performance of all learners these data are not used sufficiently to monitor any variations in performance across different learner groups.

28. Arrangements for the collection of learners' and employers' feedback through questionnaires are satisfactory. Surveys are adequately analysed and confirm a good level of satisfaction with the training. NWCS responds promptly and appropriately to issues raised by learners and employers. Arrangements to work, support and engage with local partnerships are good.
29. The self-assessment process is satisfactory but does not rigorously evaluate data or the impact of actions taken. The self-assessment report is generally clear and informative. It indicates a representative view from learners. However, the quality improvement plan is too narrow in its scope. Individual subject area action plans are not in place. The system for observing teaching and learning is well established but insufficiently focused on evaluating and improving learning. The monitoring of the subcontracted provision is satisfactory and a recent quality audit was effective in identifying areas for improvement.
30. NWCS has satisfactory resources for teaching, training and assessment with good accommodation at its subcontractor's premises. Adequate arrangements are in place to support the continuing professional development of staff and particularly new staff to ensure they are up-to-date with changing technology and competent in its use. The provision represents satisfactory value for money.

Subject areas

Health, public services and care

Grade 3

Context

31. NWCS offers Train to Gain courses leading to NVQs at levels 2 and 3 as well as apprenticeship programmes in health and social care and child care, learning and development. Of the 302 learners currently enrolled, 80 are on Train to Gain provision, 180 are on apprenticeships and 42 are on advanced apprenticeships.

Key findings

- Overall success rates are good on the Train to Gain programmes at 89% in 2008/09, which is above the national rate; 84% of learners achieve within planned end dates.
- Overall success rates on the apprenticeship programmes are satisfactory at 70% in 2008/09, which is near the national rate; while 54% of learners achieved within planned end dates. Current data indicate that success rates are improving and learners on programme are making good progress.
- Learners develop good personal and social skills, particularly confidence and communication skills. They improve their knowledge and apply theory to practice well. Learners develop clear career plans which reflect their raised aspirations and improve their economic and social well-being satisfactorily. They make good contributions in their workplace.
- Learners use safe working practices in learning and at work. Learners feel safe and have a satisfactory understanding of how to keep themselves safe following the lone working policies provided by NWCS.
- NWCS promotes health and well-being satisfactorily and learners have a satisfactory understanding to enable them to make informed choices. Learners on apprenticeship programmes learn about healthy eating and the negative effects of drugs and alcohol. NWCS celebrates learners' work well through a good range of displays in the centres. Fruit and water are readily available in all training centres.
- Learners make satisfactory positive contributions to the community. They are involved in an appropriate range of events to raise funds for different charities such as the Haiti disaster fund.
- Teaching, training and assessment are satisfactory. In the better sessions, learners contribute well to a range of interesting activities or discussions. Less effective sessions are overly tutor or assessor dominated. Progress reviews are satisfactory. In the better reviews, learners and employers are involved in

productive discussions. Action plans are clear and detailed and learners know what they need to do.

- The challenge to learners is insufficient. Assessment feedback lacks the detail to help learners improve their performance. In many cases, this includes insufficient detail on specific strengths and areas for development. In portfolios, staff do not routinely correct grammar and spelling errors. Assessors and tutors do not challenge learners sufficiently to improve their work and develop their ideas.
- A good range of programmes at different levels meets learners' and employers' needs very well. Good external links enable referrals to other courses. Programmes are very responsive to the needs of employers and schools. Learners have the opportunity to take additional qualifications such as manual handling and food hygiene. They are involved in a good range of enrichment activities.
- Support for learners is good. Tutors and assessors offer a high level of support to meet learners' individual needs. Particularly effective systems are in place to identify learners who are not making sufficient progress. Good information and guidance on career pathways and training opportunities support learners to increase their aspirations. A few learners plan to progress into higher education.
- Safeguarding arrangements are effective. Assessors and tutors have had recent and relevant safeguarding training. Training centres have very effective procedures in place to ensure the safeguarding of learners. Learners' understanding of NWCS safeguarding arrangements develops well at induction.
- The promotion and reinforcement of learners' understanding of equality and diversity are satisfactory. Assessors have had satisfactory equality and diversity training and throughout the organisation there is a culture of mutual respect. Equality and diversity are promoted satisfactorily in sessions and reviews.
- The identification of actions to improve the quality of learning processes is insufficient. Observations of teaching and learning lack sufficient focus on learning. The self-assessment report is not sufficiently evaluative and strengths are overstated.

What does NWCS need to do to improve further?

- Ensure success rates continue to improve on apprenticeship programmes by setting and monitoring challenging targets for learners.
- Improve the quality of teaching and learning by providing appropriate training to staff, enabling them to use a range of activities that are learner led.
- Develop the skills of assessors and tutors to ensure that the outcomes of assessment are clear and provide learners with detailed information on what they need to do to improve their written work or practice. Draw attention to grammatical errors in written work.

- Develop the skills of observers to ensure that the observation of tutors and assessors focuses on learning as well as teaching, so that staff get detailed feedback and specific actions so that they clearly understand what they need to do to improve their performance.
- Improve the quality and robustness of the self-assessment report by increasing reliance on clear and valid evidence. Use information from improved quality monitoring procedures to develop a more accurate report and action plan.

Preparation for life and work

Grade 3

Context

32. NWCS held a direct contract for E2E until the end of 2007/08. It currently delivers E2E through a sub-contract with Oakmere Community College at its two training centres located in Belle Vale and Aintree in Liverpool. An assistant director works with a coordinator based in each centre to lead and manage the programme. Fifty-nine learners are currently on the E2E programme across both sites. They are on the programme for an average of 22 weeks.

Key findings

- Outcomes and progression rates for E2E learners are satisfactory. In 2007/08, 58% of learners progressed into further education, training and employment. Of those learners, 29% progressed on to apprenticeships at level 2. Current data indicate that the progression rate continues to improve. E2E learners develop good levels of self-confidence, motivation and personal skills. Their attendance and behaviour improve.
- Learners develop satisfactory literacy and numeracy skills through small group and individual sessions. However, while a revised Skills for Life strategy is recently in place, the integration of literacy and numeracy skills development is not sufficient across all aspects of the E2E provision.
- Target setting is underdeveloped. Targets in progress reviews are not sufficiently specific or challenging and many are too vague to measure progress effectively. Links with agreed goals on learners' passports are not sufficiently developed. Very few learners have targets for developing specific vocational skills.
- Many session aims and objectives do not state sufficiently the specific skills and knowledge that learners will develop.
- A very wide range of different work placements are available for E2E learners to improve their employability skills. Learners can experience placements and tasters in a range of areas including hairdressing, childcare, construction, sports, mechanics, engineering, retail and business administration. Enrichment and community based activities are good and meet the needs of individual learners very well.
- NWCS has particularly effective partnerships with a broad network of local training providers to develop learners' work related skills, to promote informed decisions about careers and to enhance their career aspirations. Strong links are in place with the local Connexions service including a weekly support session and a local job club.
- Guidance and support for learners are highly effective. Learners have significant barriers to overcome in order to progress. Key support workers in each centre carry out regular support and review meetings and provide a high level of individual support. E2E learners also receive impartial advice and guidance from

external mentoring and counselling agencies. Learners value this support greatly.

- Management of the programme is satisfactory. Regular meetings discuss learner progress, contract and operational issues. The programme coordinators in each centre manage the day-to-day organisation of the programme effectively. However, there is no specific quality improvement plan linked to the self-assessment report that promotes continuous improvement of the E2E programme.
- Promotion of safeguarding is good. NWCS gives it high priority. All staff have received recent and relevant training. Highly effective procedures are in place for staff to identify and prioritise support for the most vulnerable E2E learners at induction. NWCS monitors safeguarding issues very effectively during training sessions, at reviews, on community outings and through visits by external agencies.
- The promotion of equality and diversity is good. Learners develop a good understanding of equality and diversity issues, through visits to diversity centres or the slavery museum, as well as involvement in fund raising projects. Tutors skilfully challenge learners' views and stereotypes in personal and social development sessions. The E2E provision is inclusive and NWCS does not tolerate bullying.

What does name of NWCS need to do to improve further?

- Further improve the progression rates on E2E by ensuring that all learners have specific, measurable and challenging targets agreed at reviews so that they make appropriate progress and complete their programme within planned end dates. Improve staff skills in target setting.
- Improve staff skills in planning for learning to ensure that the aims and objectives of each activity and training session identify clearly the specific learning that will take place, so that individual learning can be measured and developed.
- Review, strengthen and implement the Skills for Life strategy, ensuring that literacy and numeracy is integrated fully across the E2E provision so that learners have a range of opportunities to develop these skills fully.
- Develop an E2E quality improvement plan as part of the self-assessment process, ensuring regular monitoring of actions to continuously improve all aspects of the provision.

Information about the inspection

33. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's director of learning 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 LSC or 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.
34. 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 offers.

Record of Main Findings (RMF)

North West Community Services (Training) Ltd

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	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	361	0	59	302
Part-time learners	29	29	0	0
Overall effectiveness	3	3	3	3
Capacity to improve	3			
Outcomes for learners	3	2	3	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	3			
How safe do learners feel?	3			
Are learners able to make informed choices about their own health and well being?*	3			
How well do learners make a positive contribution to the community?*	3			
Quality of provision	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	3			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
How effectively does the provider engage with users to support and promote improvement?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

*where applicable to the type of provision

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