

Rocket Training Ltd

Inspection report

Unique reference number: 54158

Name of lead inspector: Howard Foster HMI

Last day of inspection: 19 February 2010

Type of provider: Independent learning provider

Address: Unit R1b Rocket Trade Centre
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Information about the provider

1. Rocket Training Ltd (RTL) was founded in 1981 as the Brothers of Charity Youth Training Workshop. In 1992, the name of the organisation was changed to Rocket Training, after the area of Liverpool in which it is based, and in 1994 it became a limited company wholly owned by its director. RTL offers apprenticeships and advanced apprenticeships in motor vehicle engineering, business administration and customer service. It also offers Entry to Employment (E2E) training. None of the training is subcontracted. In total, RTL has 121 apprentices, 7 advanced apprentices, 17 Train to Gain learners and 56 E2E learners. In addition, 11 school pupils receive training although this was not inspected. The company has four training centres; three in Liverpool and one in the Wirral. It works with 120 Merseyside employers.
2. The programmes are funded through a contract with Greater Merseyside Learning and Skills Council (LSC). Liverpool is one of the most deprived areas in England. The unemployment rate in Merseyside was 8.4% in 2009, compared with the national rate of 6.9%. The proportion of the working age population in Merseyside with no qualifications is 17.4%, compared with 12.4% nationally. The proportion of the population from minority ethnic groups is 5.7%.

Type of provision	Number of enrolled learners
Provision for young learners: 14 to 16	11 part-time learners
E2E	56 learners
Employer provision: Train to Gain	17 learners
Apprenticeships	128 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
Subject Areas	
Engineering and manufacturing technologies	3
Preparation for life and work	2
Business administration and law	3

Overall effectiveness

3. Overall effectiveness of RTL is good. RTL enables young people from deprived areas of Merseyside to gain qualifications and enter employment. The proportion of learners who complete their programme has risen to a satisfactory level in 2008/09 from the low level two years earlier. A high proportion of learners take longer than expected to complete the programme. Within the current year, a significant number of learners have left the motor vehicle engineering programme early.
4. Overall, the quality of the provision is good. Teaching and learning are satisfactory. The teaching resources are good but some of the motor vehicle workshop resources are poor. The provision meets the needs of the learners very well. The support they receive from tutors and assessors is good. RTL has very good partnerships with employers and the training of their apprentices meets their needs. Very effective partnerships also exist with other training providers, schools, parents and other key organisations in the area.

5. Leadership and management are good. The strategic direction of the company is focused on meeting the needs of young people in deprived areas. Some aspects of quality assurance, such as the system of observation of teaching and learning, are areas for improvement. RTL has demonstrated that it has a good capacity to improve in the way it has substantially improved outcomes for learners. Equality of opportunity is good and the company's approach to safeguarding is sound.

Main findings

- Outcomes for learners are satisfactory overall. Apprenticeship success rates have improved substantially in 2008/09, compared with 2006/07. Significant numbers of apprentices have left early in the current year. A high proportion of apprentices take longer than expected to complete their programmes.
- The majority of E2E learners progress to apprenticeship training with RTL. A low proportion of apprentices progress to advanced apprenticeships.
- Learners in E2E gain good personal and work-related skills. They increase their confidence. They enjoy their learning and are well motivated. RTL enables learners from highly disadvantaged backgrounds to achieve qualifications and gain employment.
- Apprentices gain valuable employability skills. The standard of their work is satisfactory in motor vehicle engineering and is good in business administration and customer service.
- Teaching, learning and assessment are satisfactory in all subject areas. In practical sessions, learners are actively involved in their learning. In classroom sessions, tutors take account of learners' individual needs but use an insufficiently wide range of teaching methods to maintain learners' interest.
- The teaching resources are good, with good facilities in the classrooms. One training centre is built to a high standard but the others offer unattractive accommodation to learners. The cars and equipment in the motor vehicle workshops are insufficient.
- RTL's provision is very effective in meeting the needs and interests of learners. It is designed to help learners from deprived areas gain qualifications and a job. It does this well. It also meets the needs of the employers by providing apprentices who are able to learn and are well supported.
- RTL has very good partnerships with employers, schools, parents and other organisations which benefit learners. Managers work in close cooperation with relevant organisations throughout Merseyside and have an influential voice in work-based learning.
- Support for apprentices is good. Support for E2E learners and monitoring of their individual development are also good. Initial assessment is thorough and detailed. Learners are not always given sufficiently specific targets at their progress review meetings.

- Managers effectively promote ambition and high standards. Strategic direction is clearly focused on young people from disadvantaged areas. Plans have clear measurable objectives which lead to improvement. The provision is responsive to local and national priorities.
- The promotion of equality of opportunity is good. Very good progress is being made against an equality and diversity action plan. The success rates of different groups of learners are compared. Learners' understanding of equality and diversity is effectively reinforced during progress reviews. RTL's arrangements for safeguarding are satisfactory.
- Aspects of quality assurance are weak. Written outcomes of observations are too descriptive and have insufficient judgements. A range of quality audits are carried out but the findings are not used effectively.

What does RTL need to do to improve further?

- Maintain and increase the overall success rates by improving the retention of learners.
- Increase the proportion of apprentices who progress to advanced apprenticeships by working with employers to identify suitable apprentices and opportunities for them to gain advanced skills.
- Improve the quality of target setting and monitoring at progress review meetings to ensure learners complete their programme on time.
- Improve the system of observations so that judgements are more evaluative and lead to improvements in teaching and learning.
- Improve the workshop resources in motor vehicle engineering to enable apprentices to work on more recent cars and to use a ramp.
- Develop further the safeguarding arrangements by extending the training of staff to the next level.

Summary of the views of users as confirmed by inspectors

What learners like:

- being able to learn at work
- being able to learn at their own pace
- the supportive training staff
- opportunities to gain a recognised qualification
- the feeling that everyone is equal at RTL
- getting prepared for the world of work
- building confidence
- the sociable environment.

What learners would like to see improved:

- the comfort of the chairs in the classrooms
- the quality of the cars in the motor vehicle workshops
- availability of ramps in the motor vehicle workshops
- more variety in the meals available at lunchtime
- improvements to the fabric of some of the training centres.

Summary of the views of employers as confirmed by inspectors

What employers like:

- training matched to the learners' job roles
- being able to influence the choice of units
- the frequent visits to the workplace by assessors.

What employers would like to see improved:

- training in more advanced motor vehicle maintenance and repair, such as diagnostics
- a choice of applicants to interview for apprenticeships.

Main inspection report

Capacity to make and sustain improvement Grade 2

6. RTL has resolved most of the areas for improvement found at the last inspection. Very good improvements have been made to overall apprenticeship success rates which were very low at 37% in 2006/07 but are now satisfactory at 70% in 2008/09 and in line with the national average. A significant minority of learners make slow progress. Progression of E2E learners into apprenticeships is high at 78%. Most learners make good gains in confidence and skills. Very good monitoring of learner performance is supported by accurate and timely data which effectively informs managers' decisions. A few aspects of quality assurance are insufficiently developed.
7. Self-assessment is very effective in improving the quality of provision and outcomes for learners. The self-assessment process involves all staff and incorporates the views of learners. Employers and other stakeholders are consulted. The self-assessment report is suitably evaluative and self-critical but it does not identify the low proportion of learners who do not complete within the agreed time. Judgements are generally well supported by the evidence. The findings of the self-assessment report have been validated through peer review involving other providers. Inspectors agree with most of the key judgements. Some grades awarded in the self-assessment report are overstated and were graded lower by inspectors. The self-assessment report and other quality processes contribute to an effective quality improvement plan.

Outcomes for learners Grade 3

8. Outcomes for learners are satisfactory. The proportion of learners who complete their apprenticeship framework was satisfactory in 2008/09 and had improved substantially compared with previous years. Many E2E learners progress to apprenticeships. Learners are drawn from areas of Merseyside with low levels of educational attainment. From a low base, they make great strides in developing their employability skills as well as in gaining the vocational skills they need to sustain a career. Learners' work in engineering is satisfactory and in business administration it is good. In E2E, learners increase their confidence and learn how to behave constructively, as well as gaining qualifications in key skills. Apprentices take longer than expected to complete their programme. Retention in the current year has been seriously affected by learners who have been made redundant. Success rates for learners with learning difficulties and/or disabilities and minority ethnic groups are lower than that for all learners, although the numbers of learners in these groups are too small to make judgements.
9. Learners feel safe in their workplace and in the training centres. They are aware of their responsibilities for health and safety and they apply safe practices well. Learners at RTL are able to improve their economic and social well-being by

gaining qualifications and sustaining jobs in an area where many young people have neither.

The quality of provision

Grade 2

10. The quality of the provision is good. Teaching and learning are satisfactory. Learners are actively involved in practical sessions in the workshops and develop skills effectively. Most classroom sessions are well planned and use a range of resources to stimulate and engage learners. In some sessions, tutors do not all use a sufficiently wide range of teaching and learning activities. Too much use is made of tutors talking to the learners without sufficient participation by learners. Some sessions are too long. The learning resources in teaching rooms are good, particularly at one of the centres. Initial assessment is thorough and detailed. Assessment in the workplace takes place frequently. Progress reviews contain insufficiently specific targets.
11. The range of provision gives learners and employers a choice of relevant subjects. Programmes are planned to meet learners' and employers' needs, which they do very effectively. The provision is well matched to the needs of learners from the deprived areas of Merseyside, developing skills and enabling them to gain qualifications which are of benefit to them in sustaining a job in the local economy.
12. RTL has excellent partnerships with employers and with local schools. The company works effectively with local special schools to deliver vocational training to school pupils. Managers and staff play a key role in partnership meetings with other Merseyside providers. These meetings offer opportunities to share good practice and ideas. The provider has good links with a wide range of external support agencies, information and guidance services and health services. Partnerships with parents are also strong.
13. Support for learners is good. Support requirements are carefully monitored as part of the learners' review process. Rocket staff provide very effective pastoral support to learners including support to overcome poor attendance, health problems and redundancy. Learners feel respected by their tutors and well supported by their employers.

Leadership and management

Grade 2

14. Managers effectively promote ambition and high standards in the provision. Over a three-year period they have been highly successful in driving up success rates and improving the quality of provision. Strategic direction is clearly focused on making the provision accessible to young people from some of the most disadvantaged areas in Merseyside. A purposeful strategic plan effectively contributes to the annual business plan. Plans have clear measurable objectives which lead to improvement. The provision is responsive to local and national priorities. All aspects of the training are now delivered in-house which has improved attendance. Despite thorough systems to optimise improvements,

- targets are not used sufficiently to monitor progress. Sound systems of performance management are used effectively to improve staff performance and capability. RTL has a strong commitment to staff training to improve the quality of teaching. A wide range of training has helped staff improve their skills. Internal and external communications are good. Management of the subject areas are satisfactory. Staff work well within their teams.
15. RTL's arrangements for safeguarding are satisfactory. A high priority is given to safeguarding in the strategic plan. A designated manager for safeguarding has been identified. Managers have received level 2 safeguarding training. All staff have received introductory training and level 2 training is planned. A no bullying and taunting promise is made to all learners. Learners feel safe and know what they need to do if they suffer abuse. Specific guidelines for learners on the safe use of the internet are not yet in place. Staff are clear on how to identify abuse and deal with disclosures. All training centres have controlled access to the general public. Clear guidance to staff on physical intervention stresses that a minimum degree of force will be used. All staff including volunteers have had enhanced Criminal Record Bureau (CRB) checks. A single central list of CRB checks is maintained. Safe recruitment practices ensure staff appointed are not allowed to commence until a CRB check has been completed.
 16. The promotion of equality of opportunity is good. Very good progress is being made against an equality and diversity action plan. Discrimination, when encountered, is strongly challenged. RTL has correctly identified that it needs to improve the participation of under-represented groups. Good reports and monitoring arrangements have been established. The number of learners with learning difficulties and/or disabilities has increased but the number of learners from minority ethnic groups is below that in the local population and there are no females on motor vehicle courses. Good initiatives to widen participation have enabled pupils from special schools to achieve vocational qualifications and have reduced the number of young people not in education, employment or training. Learners' understanding of equality and diversity is effectively reinforced during progress reviews. The monitoring of equality of opportunity in the workplace is satisfactory. All staff have received training relevant to equality of opportunity in the last year.
 17. Partnership working is highly effective and has a positive impact on learners. RTL has played a key role in the formulation of 14 to 19 strategy and curriculum development. It has very effectively raised the profile of work-based learning which ensures that it is seen as equal value and an integral part of local provision. The provider makes a very good contribution to its peer review group and network groups. Good links have been established with a wide range of employers which helps source work placements. Learner focus groups have recently been established and have given learners the opportunity to express their views. User feedback is collected through learner and employer surveys. The feedback is effectively analysed and actions identified. The actions taken to improve the provision are not routinely fed back to users. Feedback on the quality of training is good.

18. An appropriate quality assurance policy is in place. Sharing of good practice internally and with other providers has helped to improve the provision and that of other providers. Internal verification ensures the reliability of assessment. Complaints are dealt with appropriately. Managers do not have a clear picture of the quality of teaching and learning. Observation of key learner processes is in place. Appropriate observations of teachers in training are carried out by the university but the grading of these is unclear. Observations of qualified teachers are carried out by team leaders during the current year but these are not routinely shared with managers. Written evidence from the observations generally supports the grade but a few are too descriptive and have insufficient judgements. No arrangements are in place to ensure the accuracy of grades and consistency of judgements. A range of quality audits are carried out but the process is not sufficiently formalised. Audit reports are not consistently produced and the findings are not routinely discussed between managers. It is not clear how the audits have led to improvements.
19. Value for money has improved and is satisfactory. Success rates are broadly in-line with national averages but too many learners make slow progress. RTL has achieved most of its learner number targets and has experienced year-on-year growth. Resources overall are satisfactory. Disposable resources, like paper, are recycled.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

20. Fifty-four learners are working towards engineering apprenticeship qualifications in motor vehicle maintenance and repair. Three of them are advanced apprentices. Almost all apprentices are aged 16 to 18 and all of them are male. Most apprentices work in small garages receiving on-the-job training. They attend one of the training centres for one day a week to learn theory and to gain practical skills in the motor vehicle workshops.

Key findings

- Success rates in the apprenticeships are now satisfactory, having risen from 28% to 67% over a three-year period. Only 20% of learners completed the framework on time in 2008/09.
- The progress of learners is slow. Some learners' progression has been delayed by late internal verification caused by staff illness. The progression rate from apprenticeships to advanced apprenticeships is low.
- The quality of learners' engineering work is satisfactory. In addition, they develop good employability skills in the workplace, many from a low level of employability skills. They complete maintenance procedures to a high standard and quickly develop sufficient skills to work effectively and independently.
- Learners feel safe in their workplace and in RTL's training centres. They are aware of their responsibilities for health and safety and they apply safe working practices well. Aspects of safety are discussed and reinforced effectively throughout learners' training and at progress reviews. Employers emphasise the importance of working safely and they provide and replace personal protective equipment regularly.
- Teaching and learning are satisfactory. In practical lessons, learners are actively involved in their learning and they develop skills effectively. In theory sessions, a good range of teaching styles are used to engage learners but there is insufficient checking of learners' knowledge and understanding.
- Learning resources in teaching rooms are good, particularly in the Wirral training centre. Employers' resources used for training in practical activities are also good and well maintained. RTL's workshops contain insufficient modern vehicles, equipment for fume extraction and vehicle ramps. Learners have good access to information technology as a learning tool.
- Learners receive good vocational and pastoral support from tutors and assessors although the targets agreed at learners' progress reviews are often insufficiently challenging. They are too general and do not encourage learners to progress in a timely fashion.

- The results of initial assessment of learners' literacy and numeracy skills are recorded. When support needs are identified, effective actions are taken to provide support by specialist key skills practitioners. Learners facing redundancy have received good support to help them gain alternative employment in order to complete their apprenticeships.
- Internal verification of learners' work during, and at the end of, their programme is thorough. Assessors work well with employers and workplace supervisors to ensure that, where possible, the training is linked to learners' work activities. Assessment is regular and learners are able to contact assessors to arrange for assessment when an appropriate work activity occurs in their garage.
- The range of provision is satisfactory and provides learners and employers with a choice of relevant subjects relating to vehicle maintenance and vehicle body repair. Programmes are planned to meet learners' and employers' needs. Staff work well with employers to select the most appropriate units of the NVQ.
- Good partnerships exist between RTL and the employers and with local schools. RTL works effectively with a local special school to deliver vocational training to a group of 78 school pupils. They have successfully completed full qualifications or units towards a foundation level qualification.
- Leadership and management are satisfactory. The new programme leader has set a realistic agenda for improvement and is monitoring progress effectively. Although actions for improvements in some of the areas identified in self-assessment have been planned, the low timely success rate was not identified and no improvement plan is in place.
- Managers and assessors meet regularly to discuss learners' progress and to agree actions to resolve any problems that arise. Staff are appropriately experienced to carry out their duties effectively. Many new staff are currently undertaking teaching qualifications.

What does RTL need to do to improve further?

- Maintain the overall success rate of apprentices at the level achieved in 2008/09 and improve it further by retaining learners on the programme.
- Increase the rate of completion within the planned time by ensuring learners make more rapid progress, so that most learners achieve their award in the time originally specified.
- Encourage a higher proportion of learners to progress to advanced apprenticeships by identifying those learners for whom it is appropriate at an early stage and working with their employers over a period of time to identify an opportunity.
- Improve the learners' progress review process by developing clearer and more specific, measurable targets to enable learners to know what they need to complete before the next review.

- Improve the quality of the resources in the motor vehicle workshops to enable all learners to experience practical activities that more closely relate to those in the workplace.

Preparation for life and work

Grade 2

Context

21. Fifty-six learners are on RTL's E2E programme at two training centres, one in Liverpool and the other on the Wirral. The majority of learners are male. The programme offers preparation for work in motor vehicle engineering, business administration and customer service. Arrangements are made for learners with other occupational interests. The team is managed by a course team leader supported by five tutors.

Key findings

- Outcomes for learners are good. The majority of learners progress to apprenticeship training with RTL. During 2008/09, 78% of learners progressed onto the company's motor vehicle apprenticeships training.
- Learners enjoy their learning and are well motivated. They develop good personal and work-related skills such as increased confidence, effective team working and good communication skills. Positive behaviour is also a significant gain for many learners. They identify and assess their own progress during their review meetings and gain qualifications in key skills.
- Initial assessment is thorough and detailed. Tutors use application forms, questionnaires, a computer-based assessment and initial assessment teaching sessions to collect information about learners' educational backgrounds, personalities, barriers to work, their preferred learning styles and their goals. A significant number of learners have learning disabilities. A learning questionnaire is used to identify specific issues that relate to learning disabilities.
- Teaching and learning are satisfactory. In the better sessions, tutors use a range of activities and resources to stimulate and engage learners. They also take account of learners' individual needs and interests and incorporate these into sessions. In other sessions, there is too much focus on tutor exposition and an insufficiently wide range of teaching and learning activities.
- There is good monitoring of learners' personal development and progress. Reviews are well planned, regular and structured. Tutors provide detailed feedback to learners about their personal development, barriers and issues that affect their learning. Detailed feedback about progress is recorded in the review documents. However, targets are not sufficiently precise.
- Regular and ongoing diagnostic assessments are used to identify and monitor learners' specific learning needs and progress in relation to literacy and numeracy. Tutors use the results of these assessments to identify appropriate support and training for learners.
- Partnerships are used very effectively to support learners. The provider has good links with a wide range of external support agencies, information and

guidance services and health services. These are used effectively to inform the development of the curriculum and to support learners. Good relationships and communication with parents and carers are also used well to provide a supportive framework for learners.

- Placements with local employers and on-the-job training in RTL's motor vehicle workshops provide opportunities for learners to develop both their vocational and work-related skills.
- Provision is responsive to local and national needs and well matched to the needs and interests of users. The majority of learners enrol on the motor vehicle programme. Apprenticeship training is also available in business administration and customer services. Other training opportunities to meet the specific needs of learners are provided as required by the involvement of other providers.
- Learners receive very good individual support. Learners feel respected by their tutors and receive good individual support from them. Staff are highly committed to supporting learners and have a very good understanding of the barriers faced by learners.
- Management of the programme is good. Communication is good and team meetings are used very effectively to discuss individual learners' progress and to identify learners at risk of not completing the programme.
- The self-assessment report is broadly accurate. Few quality improvement issues are recorded in the minutes of team meetings. The system of observing teaching and learning is insufficiently robust.
- Promotion of equality and diversity is good. Regular and good reinforcement of equality and diversity takes place at review meetings and during training sessions. Equality and diversity issues are discussed by staff at team meetings. The promotion of safeguarding is satisfactory.

What does RTL need to do to improve further?

- Improve the quality of targets set at progress review meetings so that they are precise, measurable and specific to the needs of individual learners.
- Continue to encourage learners to assess their own progress but ensure that the monitoring of progress against learning targets and the judgement about progress against targets are carried out by tutors.
- Raise the overall quality of teaching and learning to ensure all sessions include a range of activities that meet the needs and interests of learners.
- Improve the quality of observations to ensure that both teaching and learning are evaluated and that judgements are informed by evidence.

Business administration and law

Grade 3

Context

22. RTL has 74 learners working towards apprenticeship frameworks in business administration and customer services. Four learners are on advanced apprenticeships. Fifty-six learners are female and 18 are male. Learners attend a training centre for up to 12 weeks to complete their technical certificate and key skills elements of the apprenticeship programme. Learners are visited in the workplace by RTL's staff, who monitor and assess their progress.

Key findings

- Learners develop good skills, knowledge and confidence. They enjoy learning, and use their new knowledge in, for example, communicating more effectively with customers. Learners' work is of a good standard. A number of learners have secured full-time positions with placement providers and aim to progress to advanced programmes.
- Overall success rates are satisfactory. In each of the years 2007/08 and 2008/09, 70% of learners achieved the full apprenticeship framework. This marked a substantial improvement since the year 2006/07, when the framework success rate was 39%. Many learners fail to complete their qualification in the intended period and the timely success rate is low.
- The planning and monitoring of programmes are satisfactory. Assessors visit learners in the workplace at least once every two weeks to plan training and monitor their progress. Individual learning plans are updated to record progress. However, targets agreed with learners are not always specific, measurable and time-bound.
- Teaching and learning are satisfactory. Formal training sessions are carefully planned against an agreed scheme of work. Some individual sessions are of three hours duration, which is too long. Resources are satisfactory and good use is made of technology.
- Assessment, including initial assessment, is satisfactory. On joining a programme, learners complete an assessment of their literacy and numeracy skills. If a support need is identified, this is referred to a dedicated team of staff within RTL, who provide support on an individual basis. Staff use an appropriate range of assessment methods, including observation of workplace performance. There is insufficient written feedback provided to learners following assessment.
- The provision very effectively meets the needs and interests of learners and employers. Employers are involved in selecting optional units for the programme and judge them as providing a sound basis for learners' work roles. Learners value the provision as part of their career path and believe it increases their mobility in the job market.

- Partnership arrangements are good. RTL's staff play a key role in partnership meetings with other Merseyside providers. These meetings offer opportunities to share good practice and ideas. A recent decision by administration providers to use a common awarding body for business administration frameworks aims to ease the transition for learners moving between providers.
- Support for learners is good. Support requirements are carefully monitored as part of the learners' review process. RTL staff provide very effective pastoral support to learners including support to overcome poor attendance, health problems and redundancy.
- Appropriate information on the requirements of the apprenticeship framework is provided at learners' induction to the training. Induction also includes advice and guidance on equality and diversity and health and safety. Good progression information is given to learners prior to the completion of their qualification.
- Leadership and management are good. Managers responded very effectively when the whole team in business administration moved to a different provider. Staff now in post are well supported and are actively involved in agreed management strategies to improve the provision. Staff performance is supported through relevant staff development, including assessor training and attendance at university for a teacher training qualification.
- Staff are actively involved in self-assessment and the process is well understood. As part of this process, staff identify the strengths and weaknesses in their area of learning and present them to a panel of peers and outside advisors.

What does RTL need to do to improve further?

- Reduce the time taken by learners to complete their programme by the early identification of learners making slow progress and by providing appropriate additional support.
- Improve the quality of teaching and learning by the use of observation and better planning of sessions.
- Agree specific, measurable and time-bound targets with learners which are specific to elements of the NVQ, including the knowledge and understanding requirements.
- Provide prompt written feedback to learners following assessment and check learners' understanding of this feedback to enable them to improve their performance.

Information about the inspection

23. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's operations manager, 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 Learning and Skills Council (LSC), 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.
24. 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)
Rocket 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	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners	201	56	145
Full-time learners			
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	3	2	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?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*			
How well do learners make a positive contribution to the community?*			
Quality of provision	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	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*			
How effectively does the provider promote the safeguarding of learners?	3		
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?	3		
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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