

Rolls-Royce North East Training Centre

Inspection report

Unique reference number:	54170
Name of lead inspector:	Margaret Hobson HMI
Last day of inspection:	14 May 2010
Type of provider:	Independent learning provider
Address:	Rolls-Royce Newcastle Scotswood Road Newcastle Upon Tyne NE15 6LL
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Information about the provider

1. Rolls-Royce North East Training Centre (RRNETC) is a medium-sized training provider that offers apprenticeships in mechanical, fabrication and general engineering. The company is a commercial business unit within Rolls-Royce Newcastle. RRNETC contracts mainly with the Skills Funding Agency in the North East. It works with a very diverse range of 81 companies in the region that range from major international organisations to local small engineering enterprises.
2. Of the 227 current learners, 60 learners are unemployed and are based in RRNETC's training centre. Forty-six of these learners completed their level 2 apprenticeship in March 2010 and a further 14 are working on completion of their level 3 technical certificates until they gain employment. Partner companies employ 167 advanced apprentices.
3. At RRNETC's last inspection in 2006, overall effectiveness was judged as satisfactory; equality of opportunity and quality improvement were found to be inadequate.
4. Around 2% of learners are from minority ethnic groups, which is similar to the local population. The unemployment rate in Newcastle in September 2009 was 11.5% compared with 7.4% nationally. The proportion of school leavers gaining five or more GCSEs at grade C or above, including English and mathematics, is 41.9%, compared with national rates of 49.8%.
5. The following organisation provides training on behalf of the provider:
 - Newcastle College

Type of provision	Number of enrolled learners in 2008/09
Employer provision: Apprenticeships	302 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	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	Grade
Engineering	3

Overall effectiveness

6. The overall effectiveness of RRNETC's provision is satisfactory. Success rates are satisfactory. Advanced apprentice success rates have declined since 2006/07 and are now below the national rate. RRNETC now has good arrangements in place to monitor learners' progress and to identify those at risk of failing. Current learners are making good progress. Learners develop effective communication, employability and engineering skills. Advanced apprentices gain a good range of additional qualifications in their workplaces.
7. Teaching, learning and assessment are satisfactory. Targets set in learners' progress reviews are not always sufficiently clear and challenging. Facilities in the training centre are good. Teaching and learning provided by the college subcontractor is good. RRNETC provides effective individualised learning programmes that meet the needs of learners and employers very well. Partnerships with employers are satisfactory. Support for learners, particularly with job seeking, is good.
8. The managing director and operations manager work well together to provide both satisfactory leadership and good management of training centre resources. The trainers' and assessors' teams meet monthly; however, the operations manager and team leaders do not hold regular formal meetings to

share information and to review the provision. Arrangements to safeguard learners are satisfactory. Learners feel safe in their work environment and adopt safe working practices. The promotion of equality and diversity is satisfactory; however, understanding is not sufficiently reinforced during learner progress reviews. RRNETC works well to help unemployed apprentices to participate in training and to overcome barriers to progression.

Main findings

- Outcomes for learners are satisfactory. Apprentice success rates declined to around the national rate in 2008/09. Advanced apprentice success rates declined to below the national rate in the same period. Good arrangements are now in place to monitor and improve success rates. Current learners are making good progress.
- Learners make good progress in developing communication and employability skills; they also develop a good level of engineering skills. Advanced apprentices gain a good range of additional qualifications in the workplace. Learners adopt safe working practices.
- The quality of teaching and learning in the training centre is satisfactory. Learners enjoy training sessions and resources are good. Teaching and learning delivered by the college subcontractor are good; however, formal session plans are not in place in the training centre. Although progress reviews take place regularly, the quality of targets set varies.
- Programmes meet the needs of individual learners and their employers well. RRNETC works very flexibly with employers to identify the mix of units to match specific workplace requirements. Learners make good progress into sustainable employment.
- Partnerships with employers are effective and result in a range of opportunities for learners to visit company plants abroad. RRNETC works satisfactorily with some companies to train their internal assessors. However, formal networking between RRNETC and other regional and local training providers to share good practice and to develop beneficial links is underdeveloped.
- Guidance and support for learners are good, particularly in relation to job seeking. Many learners have good facilities at work to complete their portfolios with good support from mentors. RRNETC provides highly effective support to apprentices who are unable to secure employment on completion of their level 2 frameworks, enabling them to continue in learning.
- Leadership and management are satisfactory. The management of resources is good. Insufficiently regular, formal meetings are held between the operations manager and team leaders to share information and to review the provision. Training centre tutor and assessor teams now meet formally each month. However, opportunities for staff to meet and share good practice are insufficient.
- Arrangements for safeguarding learners are satisfactory and learners feel safe. Relevant staff have completed a Criminal Records Bureau (CRB) check and a

central record is in place. All staff have received recent appropriate training. Links with the local safeguarding board to secure external guidance are underdeveloped.

- The promotion of equality and diversity is satisfactory. Training for staff and learners is effective. Learners have a satisfactory understanding of equality and diversity and their rights and responsibilities. A recently developed equality and diversity action plan is satisfactory but it is too soon to judge its effectiveness. The reinforcement of equality and diversity during learner progress reviews is insufficient.
- Quality assurance arrangements are now satisfactory. A tracking system monitors learners' progress very effectively and identifies those at risk of failing. The process for observing teaching, learning and key learner processes remains underdeveloped. While some observations take place, the process is not sufficiently comprehensive or systematic.
- RRNETC provides satisfactory value for money. Learners' success rates are satisfactory and they develop a good level of skills that meets the needs of local employers very well. The training centre is very well resourced and provides a good learning environment. All staff have suitable vocational experience and qualifications.

What does Rolls-Royce North East Training Centre need to do to improve further?

- Continue to monitor learner progress thoroughly so that success rates improve and learners continue to complete their qualifications within the planned end dates.
- Develop formal session plans for workshop activities to ensure a more consistent approach by tutors.
- Broaden staff experiences by extending their opportunities to attend external networking events, raising awareness of national and local area benchmarks, encouraging the sharing of good practice and promoting creative curriculum development.
- Develop a structure of regular minuted staff meetings to enable clear management communication and to provide opportunities for ongoing review and development of the provision and the sharing of good practice.
- Further develop the safeguarding arrangements by strengthening the links with the local safeguarding board. Raise employers' awareness of RRNETC's policy and procedure on safeguarding to further protect learners during work trials.
- Continue to develop and implement the equality and diversity action plan to ensure consistent reinforcement of equality and diversity across the provision including during progress reviews, and to make better use of data to promote improvement.
- Further develop systems for the systematic evaluation of the quality of teaching, learning and reviews, including subcontracted provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- the high level of support across the provision
- that the training offers a good pathway to a career
- the development of greater confidence and communication skills
- the individual training by experienced tradesmen
- the training in different sections in a well-equipped training centre
- learning new skills in their job
- the good additional qualifications.

What learners would like to see improved:

- to have an increased proportion of training for advanced apprentices on employers' premises
- less repetition of health and safety in the training centre
- the introduction of pay during first year training
- better access to computers at the college
- the poor parking at the college.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the professional manner adopted by Rolls-Royce
- the reliability of Rolls-Royce staff.

What employers would like to see improved:

- no suggestions made.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. RRNETC demonstrates a satisfactory capacity to make and sustain improvement. Since the last inspection, RRNETC has made satisfactory improvements to the provision. The performance development review is now effective in identifying staff training and development needs to support curriculum development. Trainer and assessor teams now hold satisfactory monthly meetings with an effective focus on monitoring learner progress and identifying those at risk of failing. However, the formal sharing of information between the operations manager and the team leaders remains underdeveloped. Promotion of equality and diversity is now satisfactory; an appropriate action plan is in place to promote further improvement.
10. Strategic management of the provision remains effective and leads to clear improvement. Management of the training centre resources remains highly effective and the engineering and technology facilities are good. Partnerships with employers are effective and enhance the training opportunities available to advanced apprentices.
11. Quality assurance arrangements are now satisfactory; however, the process for observing teaching, learning and key processes remains underdeveloped. Revised learner and employer feedback processes identify areas for improvement. Monitoring of the subcontractor college is strengthened. Good arrangements are now in place to monitor and improve success rates. Current learners are making good progress. Increased staff involvement strengthens the revised self-assessment process. The self-assessment report is broadly satisfactory; it identifies most strengths and some areas for improvement accurately but fails to identify some of the additional areas for improvement found by inspectors.

Outcomes for learners

Grade 3

12. Outcomes for learners are satisfactory. The overall success rate has declined from 81% in 2006/07 to 72% in 2008/09 which remains slightly above the national rate. However, the success rate for advanced apprentices has declined over recent years to 65% in 2008/09 which is below the national rate. Progression between the apprenticeship and the advanced apprenticeship programme is very good. Timely success rates are satisfactory. Good arrangements are now in place to monitor and improve learner timely framework completion. Current learners are making good progress.
13. Learners make good progress in improving their communication and employability skills; they develop good engineering skills. Advanced apprentices gain a good range of additional qualifications in the workplace. Unemployed apprentices, who are unable to progress fully onto the advanced apprenticeship, gain a wide range of additional skills and qualifications to improve their employability.

14. Learners feel safe in their work environment and adopt safe working practices. Displays and notices within the training centre promote health and safety effectively. Tutors reinforce health and safety very well in RRNETC's workshop through the use of modern manufacturing techniques to promote safe and effective working.
15. Learners have a positive presence in the local community through their training and employment in the extensive range of local and reputable manufacturing companies.

The quality of provision

Grade 3

16. Teaching and learning in the training centre are satisfactory. Learners enjoy training sessions and resources are good. Formal session plans are not in place in the training centre. Teaching and learning delivered by the college subcontractor are good. Assessment of learners in the workplace is thorough and is available on demand. Internal verification is rigorous. RRNETC's tutors and assessors are appropriately qualified and experienced. While progress reviews take place regularly, the quality of target setting varies. Reinforcement of equality and diversity during reviews is insufficient.
17. Programmes are tailored to meet company and individual learner needs very well. RRNETC works flexibly with employers to identify the mix of units to match specific workplace demands. Learners make good progress into sustainable employment. Many learners who have progressed through apprenticeship programmes in recent years are still in their initial places of employment. Some have achieved qualifications at higher levels and gained promotion within the company.
18. Partnerships with employers are effective. These partnerships provide a range of opportunities for learners to visit company plants abroad. RRNETC works satisfactorily with some companies to train their internal assessors. RRNETC and employers work well together to encourage learners to study for qualifications at a higher level than required. However, formal networking with other regional and local training providers to share good practice and to develop beneficial links is underdeveloped.
19. Guidance and support for learners are good, particularly in relation to job seeking. Induction is satisfactory. Many learners have good facilities at work to complete their portfolios. Support provided by many trained mentors in the workplace is good. The high level of support includes the development of curriculum vitae, as well as interview and job search skills. For learners who are unable to gain a job after completion of the level 2 framework, RRNETC provides highly effective support to enable these learners to continue on their programme. Such support enables learners to complete the level 3 technical certificate and to enhance their engineering skills through additional unit certificates.

Leadership and management

Grade 3

20. Leadership and management are satisfactory. The managing director and operations manager provide effective oversight and strategic management. The strategic management of training centre resources is highly effective. The monitoring of staff performance against challenging organisational targets is effective through the professional development review. This process now satisfactorily identifies a range of staff training and development needs. Internal communications do not sufficiently engage staff in the review or improvement of provision. The operations manager and the team leaders do not meet formally, although regular informal communication occurs. Satisfactory monthly minuted meetings now take place for training centre tutor and assessor teams. Insufficient opportunities exist for all staff to meet and share good practice.
21. Arrangements for safeguarding learners are satisfactory and learners feel safe. Relevant staff have CRB checks and a central record is in place. Two assessors have completed level 2 certificates in safeguarding and act as designated contacts within the centre. All staff have received recent appropriate training. Detailed posters in the training centre and information cards promote learners' awareness of the policy and procedure. Links with the local safeguarding board are underdeveloped. While RRNETC undertakes effective health and safety checks on employer premises prior to young learners going on work trials, there is no routine checking of employers' safeguarding arrangements.
22. Arrangements to promote equality and diversity are satisfactory. RRNETC has a highly inclusive approach to helping unemployed apprentices to participate in training and to overcome barriers to progression into jobs. These learners receive very effective support to enhance their employability. The recently revised equality and diversity statement is satisfactory. A recent equality and diversity action plan is adequately detailed but it is too soon to judge its impact. Learners have a satisfactory understanding of equality and diversity, their rights and responsibilities, and the bullying and harassment policy. Induction satisfactorily covers equality and diversity matters. Tutors and assessors do not reinforce equality and diversity sufficiently during progress reviews.
23. Equality and diversity training for staff and learners is satisfactory. One staff member has achieved a level 2 certificate in equality and diversity. Marketing activities promote positive images of female engineers and target a wide range of schools. Of 20 learners offered a place on the programme for August 2010, three are from minority ethnic groups and one is female. In the current year, participation by learners from minority ethnic groups reflects the local population. RRNETC now evaluates the individual performance of all learners and provides good support for those at risk of failing.
24. Quality assurance arrangements are now satisfactory. Effective learner and employer feedback mechanisms are now in place. RRNETC has taken timely action to rectify two key issues identified from learner feedback. A tracking system monitors learners' progress very effectively and identifies those at risk

of failing. The service level agreement with the subcontracted college is now well managed through formal monthly meetings. The self-assessment report is broadly satisfactory. The process for involving staff in the development of the report is now strengthened and fully inclusive. An updated development plan is satisfactorily detailed, indicates some improvement but does not rigorously evaluate the impact of actions taken. The process for the observation of teaching, learning and key learner processes remains underdeveloped. While some observations take place, the process is not sufficiently comprehensive or systematic.

25. RRNETC provides satisfactory value for money. Learners' success rates are satisfactory; learners develop a good level of skills that meets the needs of local employers very well. The training centre is very well resourced and provides a good learning environment. All staff have suitable vocational experience and qualifications. Staff development effectively supports the provision. Clear and specific corporate targets are set for waste reduction and recycling. RRNETC meets these targets satisfactorily.

Information about the inspection

26. One of Her Majesty's Inspectors (HMI) and four 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 Skills Funding Agency, 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.
27. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. 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)

Rolls-Royce North East Training Centre

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	Employer responsive
Approximate number of enrolled learners	227	227
Full-time learners	0	0
Part-time learners		
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	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?	3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
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?*	3	
Quality of provision	3	3
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?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	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?	3	
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?	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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