

Haydon Training

Inspection report

Unique reference number: 52150

Name of lead inspector: Diane Stacey HMI

Last day of inspection: 30 July 2010

Type of provider: Independent learning provider
Haydon Training Services Ltd
Unit 14, Triangle Business Park
Quilter's Way
Stoke Mandeville
Aylesbury
HP22 5BL

Address:

Telephone number: 0129 6612401

Information about the provider

1. Haydon Training Services (Haydon) was established in 1992 and is a private limited company. The provider uses the name Haydon Training Business College while retaining the previous name for contractual purposes. It contracts with the Skills Funding Agency to provide apprenticeship and Train to Gain programmes in health, public services, care and accounting. It also offers a foundation learning programme. At the time of the inspection, Haydon had 204 learners and of these 19% are from minority ethnic backgrounds. Haydon also provides alternative school provision for young people between 14 and 16 years of age who have been excluded from school. This provision was not in scope for this inspection.
2. Haydon has recently relocated to a business park in Stoke Mandeville just outside of Aylesbury and attracts learners from a wide area. The training centre provides training rooms and computer suites which are used primarily by foundation learners during the day. The majority of training for apprenticeships takes place on employers' premises. The training centre provides bespoke training for childcare learners throughout the year, with accounting learners attending afternoons and evenings.
3. There are 28 full-time staff and 12 part-time staff, managed by a three-strong senior management team and three team managers.

Type of provision	Number of enrolled learners in 2007/08
Provision for young learners:	
Entry to Employment	83 learners
Employer provision:	
Train to Gain	72 learners
Apprenticeships	130 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
Child development and well-being	3
Preparation for life and work	3
Accounting and finance	3

Overall effectiveness

4. The overall effectiveness of Haydon is satisfactory. Outcomes for learners are satisfactory. Success rates are improving for apprentices and adults on Train to Gain programmes with the majority at least satisfactory. Success rates though are low for learners over 19 on accounting and finance programmes. Learners develop good standards of practical vocational skills. Learners on Entry to Employment (E2E) programmes make good progress in developing personal skills, increase their confidence, and have satisfactory progressions routes.
5. The quality of training and assessment is satisfactory overall. Learning resources are satisfactory. The teaching and support for literacy and numeracy skills require further improvement. Reviews of learners' progress are regular but targets set are insufficiently detailed. Programmes satisfactorily meet the needs of learners and employers. Haydon has maintained its strong partnership links. Personal support for learners is good, but advice and guidance aspects need further development.

6. Leadership and management are satisfactory. Managers and staff share the company's vision and managers set clear objectives for future development within its business plan. Informal communication between managers, staff and employers is effective. Arrangements for safeguarding and equality and diversity are satisfactory. Arrangements for improving the quality of the provision are inadequate.

Main findings

- Learners' outcomes are satisfactory. Success rates have improved significantly since the last inspection, although were still below national averages in 2008/09. In-year success rates for the majority of apprentices and Train to Gain learners are showing improvement and are around, or slightly above, national averages. However, success rates for adult accounting learners are low. Progression rates for E2E foundation learners are satisfactory.
- The overall standard of learners' work is good and learners develop good practical skills. Learners increase their confidence, communication and team working particularly well in their workplaces.
- Teaching, learning and assessment are satisfactory. Learners participate well and assessment methods are flexible to meet employers' needs. Most staff hold, or are working towards, a teaching qualification and are appropriately skilled in their vocational areas. Support for the literacy and numeracy skills of learners needs further development. Target setting for learners is insufficiently detailed.
- Apprenticeship and Train to Gain programmes are effectively tailored to learners' job roles. There is a broad range of programmes on the E2E programme, with bespoke modules developed in response to learners' requests.
- Partnership working remains a strength. Learners benefit from strong partnerships with regional and local third party agencies and employers.
- Care, guidance and support for learners are satisfactory overall. Learners on E2E programmes receive particularly good pastoral support. Support for learners on work-based learning programmes is satisfactory.
- Arrangements for careers advice and guidance are not sufficiently developed. While there are established links with the local Connexions partnership, key action points following on from the provider's Matrix award have not been addressed. No member of staff is qualified in advice and guidance.
- Managers use business planning effectively to set strategic targets for the organisation. Haydon has successfully planned and relocated to new premises. The provider plays an effective role in local and national initiatives to engage learners in education, employment and training.
- Safeguarding arrangements are satisfactory and adhere to government requirements, but formal training for staff is not up to date. Although learners develop appropriate awareness and understanding of safeguarding issues during training, it is not introduced early enough.

- The promotion of equality and diversity is satisfactory. Haydon successfully engages learners, who have particular and significant barriers to learning, in training. The use of data has improved to inform the company of any differences or gaps in provision for different groups of learners. However, staff have not received up to date equality and diversity training.
- Arrangements for obtaining feedback from E2E foundation learners have improved. A useful learner forum meets regularly and reports to managers on issues and suggestions for improvements. However, this is not replicated for work-based learners. Obtaining the views of employers relies heavily on individual staff initiatives.
- Arrangements for improving the quality of training is not sufficiently well coordinated and well planned. Teaching and learning observations do not sufficiently focus on learning activities. Records from observations are insufficiently evaluative and helpful in identifying actions for staff to improve.

What does Haydon Training Services Ltd need to do to improve further?

- Improve success rates on apprenticeship programmes by using the outcomes of initial assessment more effectively to develop individual and systematic literacy and numeracy support for learners.
- Improve the quality of targets set for learners so that they know what they need to do and the deadlines for work to be completed to further improve success rates on apprenticeship programmes and progression rates for E2E learners.
- Improve staff knowledge in advice and guidance by providing appropriate training and qualifications to help learners make accurate and well-informed choices for progression and career development.
- Ensure that learners are informed about safeguarding topics and arrangements at an earlier stage in their training by introducing it fully during induction.
- Ensure staff have up-to-date information and understanding of safeguarding arrangements and equality and diversity by providing formal training at the earliest opportunity.
- Develop arrangements to obtain the views of all learners and employers to inform improvements in provision.
- Develop improvement planning through formal arrangements, better coordinated quality checks and revised procedures for observing teaching and learning to identify and make more rapid improvements where required.

Summary of the views of users as confirmed by inspectors

What learners like:

- the good communication and bond they have with their learning advisers
- the very enjoyable classes

- the knowledgeable tutors who are approachable and helpful if you are struggling
- the firm support from assessors which helps them to achieve
- the easy contact with assessors.

What learners would like to see improved:

- the accessibility of the current site using public transport
- the high use of acronyms on professional courses which employers and learners do not understand
- the pace of some lessons which are too fast for some learners
- being better informed of future careers opportunities as a result of gaining a qualification.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the clear and regular communications with assessors
- the close work with assessors to resolve any issues with training or progress
- the skills gained by their employees through sharing experiences with other learners.

What employers would like to see improved:

- receiving information about the course content in advance to know what employees will be studying.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. Haydon's capacity to improve is satisfactory. Success rates of learners are improving. There is a trend of steady progress particularly for 16- to 18-year-old learners on accounting and finance and child development and well-being programmes. These are now mostly in line with, or slightly above, national success rates and are satisfactory. Haydon has improved its analysis and use of data, effectively identifying differences in enrolments or successes of learners and taking action where there are any. While there has been a focus on developing arrangements to support the literacy, numeracy and language needs of learners, these arrangements are not yet fully effective for work-based learners. Haydon has not sufficiently developed its quality improvement arrangements. Managers make insufficient use of self-assessment to identify areas that need to improve the quality of its provision. Staff are suitably consulted during the self-assessment process, but feedback is not obtained from all learners or employers to evaluate and improve the provision. The current self-assessment report is insufficiently self-critical or evaluative. It does not fully represent the company's current strengths and areas for improvement, although it does link adequately to the quality improvement plan.

Outcomes for learners

Grade 3

8. Learners' outcomes are satisfactory. Since the previous inspection, overall success rates have improved significantly, although in 2008/09, they were still below national averages. Success rates for apprentices and Train to Gain learners in the current year have continued to improve significantly to around, or slightly above, national averages. Although success rates for the 16 to 18 accounting apprentices have significantly improved, they are still low for adult learners. Learners are making considerable improvements in completing their programmes within agreed timescales. Progression rates for E2E are satisfactory. However, the attendance rate at the time of inspection was low at around 50%.
9. The overall standard of learners' work is good. Learners develop good practical skills. Employers comment on the rapid improvement in confidence, communication and team working which learners make during work experience and in their employment, and the way in which they use their initiative and become useful members of the team. Learners enjoy sharing experiences with other learners about different practices in their workplaces. They feel safe and apply safe working practices in lessons and at work. They are familiar with protocols for lone working, internet safety and security of data. Staff celebrate the achievements of learners well in displays at the centre and presentations of awards.
10. Learners are encouraged to lead healthy lifestyles. Haydon uses its good links with external agencies to provide sessions on aspects of relationships, safe sex,

healthy eating, drug and alcohol abuse. Childcare learners are well informed about healthy eating for children. The canteen provides healthy food options, and the leisure facilities for learners are good.

11. Learners are aware of their rights and responsibilities through well-presented handbooks which cover citizenship, culture, religion and employment. E2E learners have visited Uganda, which has increased their understanding and empathy for other cultures.

The quality of provision

Grade 3

12. Teaching, learning and assessment are satisfactory. Assessment methods are particularly flexible and responsive to employers' needs and learners' work patterns. Learners participate enthusiastically in their learning programme. Most staff hold a teaching qualification or are working towards one. All are appropriately qualified in their vocational areas and draw on wide industry experience in developing learners' skills and knowledge.
13. While there has been focus on improving literacy and numeracy support for E2E learners, there is no structured systematic support in place to help learners on work-based learning programmes. Learners rely on individual assessors to find ways to support them through the qualification. The results of initial diagnostic assessment are not sufficiently well used to effectively plan support. Individual learning plans do not record the outcomes of diagnostic assessment. Insufficiently detailed target setting does not adequately inform learners and employers of what needs to be done to improve learners' skills.
14. Apprenticeship programmes are effectively tailored to learners' job roles. Assessors visit frequently and at convenient times, for instance to take account of quieter periods in a nursery day. A broad range of programmes are available for E2E learners, with bespoke modules developed in response to learners' and providers' requests. For example, Haydon has developed a new fashion and design course and a junior sports leaders award.
15. Partnership working remains a strength. Learners benefit from strong partnerships with regional and local third party agencies and employers that enhance the breadth and training experience.
16. Care, guidance and support for learners are satisfactory overall. Pastoral support is good on E2E programmes and satisfactory for work-based learners. Tutors on the E2E programme understand very well the challenges facing many of the learners and deal with issues sensitively and respectfully. Learners' attitudes to their work improve, as does their self-esteem.
17. Arrangements for effective careers advice and guidance are not fully implemented. The Matrix accreditation gained in November 2008 has made little impact on positive progressions in E2E and too many learners are unclear of future career opportunities and further study. While the local Connexions personal adviser visits the centre regularly for the E2E learners, there is no

qualified member of staff in advice and guidance to help support other learners. Key action points following on from the Matrix award have not been addressed.

Leadership and management

Grade 3

18. Senior managers promote a clear vision that is shared by staff. The one-year business plan sets clear strategic targets for the organisation that are regularly reviewed during senior management team meetings. Haydon has initiated a major change since the last inspection. The company has relocated to new premises within a business park on the outskirts of town and made transport arrangements to ensure foundation learners have easy access to the centre.
19. There is much informal communication between managers and staff. Formal meetings are arranged for senior staff, team managers and for quality reviews, but course team meetings are either not held or are not regularly timetabled. Information and actions from senior management team meetings are well recorded but not from all other meetings. Managers set targets for staff relating to learner enrolments and outcomes, which are used to review and evaluate staff performance.
20. Safeguarding arrangements are satisfactory and meet government legislative requirements. Safeguarding is satisfactorily promoted during training and reviews but there is limited promotion during the induction phase. However, Haydon is currently developing safeguarding booklets to meet the needs of the different groups of learners. Satisfactory procedures for the vetting of Haydon's staff are in place. Haydon undertakes risk assessments of employers prior to commencement of training. Two designated members of staff act as safeguarding officers and have attended appropriate external training. Staff receive briefings on safeguarding, but formal training for all staff was last provided two years ago.
21. The promotion of equality and diversity is satisfactory. Haydon successfully provides training, and opportunities to experience work, for learners who have a range of barriers that impacts on their ability to sustain attendance in education. Satisfactory attention is given to checking and reinforcing equality and diversity during training and reviews. Haydon makes adjustments for individual learners when required. For example, a private space is provided for prayers; training and exam materials are transcribed into learners' first language and good attention is given to the cultural requirements of learners. Procedures for incidents and complaints are adequately followed. A small number of staff have been trained in dyslexia, but training in equality and diversity for staff is not up to date.
22. Data relating to enrolments, participation and outcomes for different groups of learners are collated and analysed satisfactorily to identify any shortfalls in performance. Specific marketing activities are arranged where these are identified. Managers are aware that adults on the accounting and finance programme are succeeding at a lower rate than the younger learners and have put in place a strategy to address this.

23. Haydon satisfactorily engages with users. A learner forum is well established to seek the views of learners on foundation learning programmes. Senior managers diligently respond and action any issues from meeting notes. Views from work-based learners though are not so well obtained. Responses to questionnaires are low. Employers provide limited formal feedback.
24. The self-assessment process is inclusive of the views of staff but does not make sufficient use of evidence from all learners and employers. The report is overly descriptive and, although it includes some of the strengths identified by inspectors, it does not identify all the areas for improvement. The quality improvement plan clearly links to the self-assessment report and is regularly reviewed and updated. However, quality improvement arrangements are not sufficiently well planned. An annual quality cycle regularly reviews policies and procedures. Planned observations of teaching happen at least annually but the process is insufficiently robust. Quality audits concentrate on compliance and not on the quality of all learners' activities. The provider failed to identify the key weaknesses found during inspection.
25. Haydon manages its resources well and provides satisfactory value for money. The relocation to the current site has benefited the company's financial management. Haydon has invested in a range of information learning technologies that benefits learners.

Subject areas

Child development and well-being

Grade 3

Context

26. Currently, 93 learners are working towards qualifications in child development and well-being. Of these, 29 are apprentices, 50 are advanced apprentices and 14 learners are on a Train to Gain programme. All learners are employed in nurseries. Assessors visit learners in the workplace regularly to provide training, assessments and to review progress.

Key findings

- Outcomes for learners are satisfactory with an improving trend in the success rates for all apprentices. Success rates are at, or slightly above, the national averages. Success rates for Train to Gain level 2 learners are satisfactory and for level 3 learners are good. Staff closely monitor the progress of learners and current in-year data indicate significant improvements in learner success.
- The standard of learners work is good. Learners' portfolios are well organised. Learners work well independently and carry out effective research activities. Their written work demonstrates good understanding of equality and diversity issues and of early years theory. Learners have effective vocational skills, for example preparing a bottle feed with safe hygiene practices.
- Learners enjoy their work and training. They make an effective contribution through their work in their nursery setting. Learners demonstrate good understanding of the importance of a healthy lifestyle. Learners feel safe during their training and in their workplaces.
- Teaching and learning are good. Learners are knowledgeable about early years theoretical perspectives. Each learner has one three-hour teaching session with their assessor each month. Nursery staff and assessors work closely to identify any gaps in knowledge and this forms the basis of a teaching session. Learners are highly motivated and demonstrate enthusiasm for their work.
- In the better assessment sessions learners are given clear information about what needs to be done and the resources available to help them. In others, feedback is vague and does not provide adequate guidance to learners. The use of initial assessment information is poor with insufficient details of learners' literacy and numeracy support needs recorded on individual learning plans.
- During progress reviews, learning plans are not always completed fully and lack detailed targets to identify clearly what learners have to do and the date by which the work has to be completed. Targets are not systematically reviewed and reset when necessary. However, communication and relationships with employers are very effective with employers being kept informed of learners' progress.

- The provision to meet the needs of learners and employers is good. The flexible timetabling of teaching sessions effectively meet both learners' and employers' needs very well.
- Partnership working is good. Haydon has well-established relationships with nurseries. Nursery staff attend accredited courses provided by Haydon to extend their knowledge of the new early years curriculum framework. Haydon's programme manager successfully applied for funding to develop innovative software to electronically link aspects of the National Vocational Qualification (NVQ) and the technical certificate.
- Care, guidance and support is satisfactory. Individual care and pastoral support for learners is effective and enables learners to remain motivated, make progress and achieve their qualification. Individual advice and guidance are satisfactory. Assessors inform learners of the new qualifications in a reassuring, knowledgeable manner. Learners are keen to make progress and undertake higher-level qualifications.
- Leadership and management are satisfactory. The programme area is well managed by a competent, enthusiastic manager who supports staff well and carries out annual appraisals where training needs are identified and implemented. Innovative work has ensured funding for software development.
- There is effective promotion of equality and diversity which is an integral part of training. Internal verification and standardisation meetings are satisfactorily in place. Although safeguarding forms part of learners' training programme, it is not included during learners' induction.

What does Haydon Training Services Ltd need to do to improve further?

- Improve the support for learners' literacy and numeracy identified needs to help improve success rates.
- Improve the monitoring of the quality of individual learning plans and the effectiveness of target setting so that learners know what they need to do to progress and achieve their qualification.
- Improve assessment procedures so that all feedback clearly informs learners about what it is they need to do and resources available to them.
- Improve learners' understanding of safeguarding at an early stage in their training by introducing it during induction.

Preparation for life and work

Grade 3

Context

27. There are currently 86 learners enrolled on the E2E programme. They attend classes in basic mathematics, English and information and communication technology (ICT) and can choose from a range of accredited courses including childcare, health and beauty, fashion and design and sports leadership. Other learning opportunities include outward-bound activities, a construction safety certificate scheme, the driving theory test and accredited courses in healthy living and personal and social relationships. A manager, supported by 14 tutors, delivers the programme.

Key findings

- Progression rates into employment, further education or training are satisfactory. In 2008/09 the progression rate was 53%, similar to that in 2006/07, but improved on the rate of 34% in 2007/08. In 2008/09, a third of learners achieved a key skill qualification at level 1 or 2 and the majority of learners achieved an externally accredited vocational qualification.
- Learners are well motivated and develop much increased confidence and personal and social skills. They satisfactorily improve their skills in English, mathematics and ICT. Learners widen their knowledge of the world around them and gain useful practical skills to help them progress further. The standard of learners' work is satisfactory, and is good in the fashion module.
- Learners enjoy the friendly learning environment and feel safe. Effective arrangements are in place to help vulnerable or shy learners participate in all activities. Learners have a good understanding of what action to take in case of bullying and harassment. They gain a good awareness of safe working practices and apply these effectively when on work placement.
- Good attention is given to the health and well-being of learners who develop an awareness of the dangers of unhealthy lifestyles with the support of specific workshops. The centre's refectory provides breakfast and hot lunches for learners. Learners' involvement in community activities is satisfactory.
- The quality of teaching and learning is satisfactory. Courses are generally well planned. Learning resources are appropriate and well produced and learners make good use of laptops to research information. However, not all learners are equally engaged in classes. Tutors rely too heavily on learning packs and do not use a sufficiently wide range of learning strategies and activities.
- Target setting is insufficiently detailed. Personal objectives are too general to meet the needs of individual learners. Targets do not relate to the personal circumstances of the learner. The reviews of progress are insufficiently rigorous. Small steps in progress are too often not recorded and new targets are often not set.

- The initial assessment process is satisfactory with information effectively used to plan learners' literacy and numeracy support. Tutors plan differentiated activities for learners in specific support workshops and keep careful track of the progress. However, literacy and numeracy are not sufficiently embedded across the provision. Tutors do not give sufficient attention to correcting spelling and grammatical errors in workbooks.
- The E2E programme meets the needs and interests of learners very well. Learners choose from a wide range of practical and stimulating learning opportunities. Most courses provide externally accredited awards and increase the potential of learners gaining qualifications, often for the first time. Access to work placements is satisfactory.
- Working links with partners are good. The provider communicates very effectively with other organisations who are involved in supporting the learners, such as the youth offending team and social services. Responses to queries and concerns are prompt and carefully recorded. Assessors establish good links with employers who value the level of support provided to learners on placements.
- Individual support for learners is good. Staff are very accessible to learners who wish to discuss personal issues or circumstances. Haydon provides a very efficient transport service for learners to attend the centre and this significantly reduces a potential barrier for many learners. Links with local Connexions personal advisers are well established. However, not all learners are fully confident about what they will progress onto when they leave the programme.
- Leadership and management are satisfactory. The team work together well and internal communication is very effective. Staff are appropriately skilled and qualified and opportunities for staff development are satisfactory. Operational management relies too heavily on informal processes. There are infrequent team meetings and no formal systems in place to monitor and track the progress of learners.
- Equality and diversity are very effectively promoted across the curriculum. The induction programme for learners includes a stimulating accredited learning pack. Tutors thoughtfully organise trips to locations which are new and interesting to learners and which help them to challenge their prejudices. Learners develop a good understanding of how to identify and implement equal opportunities in the workplace.
- The self-assessment report is insufficiently evaluative. Staff do not sufficiently contribute to the self-assessment process. Quality improvement arrangements are insufficiently planned. There is no annual course review that formally involves staff, learners, employers or other partners. A learner focus group does however enable E2E learners to provide feedback to managers.

What does Haydon Training Services Ltd need to do to improve further?

- Improve the target setting for learners, identifying more meaningful personal objectives and review regularly to assist in removing barriers to improve the progression rates of learners.

- Develop teaching skills to ensure tutors have a better understanding, and provide a greater variety, of, teaching and learning strategies and approaches to engage all learners.
- Ensure that literacy and numeracy support is fully embedded across all the E2E programme and courses so that the needs of all learners are more effectively planned and provided for.
- Develop formal management systems and procedures that make better use of data to monitor the performance of the programme.
- Develop and implement quality systems, including course reviews, to inform the self-assessment process more accurately and provide the quality improvement plan with specific and measurable targets.

Accounting and finance

Grade 3

Context

28. At the time of inspection, 25 learners are working towards qualifications in accounting at levels 3 and 4. All learners sit external exams for the Association of Accounting Technicians (AAT). Of these, nine are advanced apprentices, four are on higher-level apprenticeship programmes, and twelve are Train to Gain learners. The majority of learners are female, and there are no learners from minority ethnic groups. Courses start twice a year and learners attend Haydon's training centre for weekly off-the-job training. Assessors carry out regular progress reviews in the workplace.

Key findings

- Pass rates for AAT external exams are high. Success rates for 16- to 18-year-old apprentices are very good, but low for learners aged over 19. In 2008/09, many adult learners left the programme early and only 33% completed their frameworks. However, current learners are making good progress and framework completion rates are improving. Success rates for Train to Gain are satisfactory.
- Learners develop good personal and accounting skills. Their time management, organisation, communication and team working skills improve quickly. Many learners are taking on additional responsibilities and a few learners achieve promotions. The standard of learners' work is good. Level 4 learners produce excellent projects on managing people and systems, and put their ideas into practice in the workplace.
- Learners feel safe. Haydon carries out thorough risk assessments of the workplace. Learners work safely and observe protocols for lone working, data protection and internet safety. Learners have a good understanding of how to raise issues and feel protected from bullying and harassment.
- Vocational training and coaching are satisfactory. Staff use their wide commercial experience well to explain difficult accounting concepts. Learners enjoy sharing their workplace practices with each other. However, the pace of some lessons is too fast for slower learners. Initial assessment is not used sufficiently to inform lesson planning. Individual coaching is good. Tutors give constructive feedback on homework.
- Resources are satisfactory. Tutors prepare professional handouts, and all learners have appropriate textbooks. Some tutors make effective use of technology for teaching, but others lack confidence. Staff have good professional qualifications and experience.
- Initial assessment processes have recently improved but the results are not used effectively to plan individual learning. Individual learning plans (ILPs) do not always record the results nor how needs are identified and support planned. Short-term action planning in reviews is mainly effective and well

focused but does not always encompass all parts of the programme. Discussions about equality and diversity aspects are often superficial.

- The range of programmes is satisfactory. Learners enrol on advanced apprenticeships or Train to Gain programmes at levels 3 and 4. Attendance modes include day and evening. Although Haydon does not currently offer level 2 programmes, learners can attend an intensive bridging course to accelerate their completion of the intermediate AAT exams. Employers provide good training opportunities for learners.
- Haydon has longstanding partnerships with employers, including the local authority and employers. They approach Haydon as their first point of call when requiring training. Haydon works well with other AAT trainers, providing mutual support and sharing best practice. Haydon has good links with the apprentice matching service and Connexions. Assessors have very good relationships with learners' employers.
- Care, advice and guidance are satisfactory. Tutors provide good pastoral support to learners who change jobs or who have personal issues. Induction is satisfactory. Initial advice and guidance have improved and now adequately inform learners about the intensive nature of the programme. Exit guidance on career and study pathways is satisfactory.
- Operational management is satisfactory. Internal communications are generally good, although mainly informal. New staff are effectively supported through shadowing and mentoring. Managers monitor progress monthly against targets. Staff development is satisfactory, but no staff yet have advice and guidance or key skills qualifications. Records of team meetings are poor.
- Equality and diversity are satisfactory, with most learners having an acceptable level of understanding. Equality and diversity are promoted adequately during induction and throughout training. Following the high dropout of older learners in 2008/09, improvements made in initial assessment and providing a bridging course have resulted in improved retention.
- Improvements made in the last year include better monitoring and support for learners who are falling behind in their coursework. Internal verification is satisfactory. Paperwork is audited regularly, but for compliance only. The observation of teaching and learning takes place at least annually, but focuses too much on teaching and insufficiently on learning. Progress reviews are not observed.

What does name of provider/college need to do to improve further?

- Continue to monitor and support learners at risk of leaving early in order to improve success rates.
- Improve the use of initial assessment results to plan individual learning which better supports slower learners and challenges faster learners.
- Ensure that progress reviews cover the whole of learners' programmes and that ILPs and review documentation fully identify any areas needing further support.

- Increase learners' understanding of equality and diversity by discussing issues in more depth at reviews.
- Improve the recording of team meetings and course reviews to formalise and standardise the dissemination of information.

Information about the inspection

29. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's contract manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, 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.
30. 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)

Haydon Training Services 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			
Full-time learners	204	86	118
Part-time learners			
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	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?	2		
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	3	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?	3		
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?	3		
Leadership and management	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?*	na		
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?	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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Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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