

PETA Limited

Inspection report

Unique reference number: 53861

Name of lead inspector: Janet Rodgers HMI

Last day of inspection: 23 April 2010

Type of provider: Independent learning provider

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Information about the provider

1. PETA Limited (PETA) was founded by local manufacturing companies in 1970 as Portsmouth Engineering Training Association. In 1982, it became a registered charity limited by guarantee. The company is directed by an executive council, elected from its members. PETA has extended its initial range of provision to include corporate training and consultancy. Approximately 60% of PETA's business is government funded training. PETA holds a contract with the Skills Funding Agency and Portsmouth City Council to deliver apprenticeships, Train to Gain and Entry to Employment (E2E) programmes. There are 260 learners taking qualifications in engineering, manufacturing, information and communication technology (ICT), warehousing and storage, business improvement techniques, management, customer service and administration. PETA has 123 E2E learners. It delivers training for 10 pupils from a local school taking the engineering 14–19 Diploma, 19 engineering young apprentices and 11 learners aged 14 to 16 on the E2E programme who are at risk of, or have been, excluded from school. There were too few warehousing and storage learners to inspect and grade this subject area. PETA has three training centres in Havant, Portsmouth and Winchester. Its head office is in Cosham, near Portsmouth. The company is run by a director who reports to the executive council. PETA employs 70 full-time staff. The government funded provision is managed by a work-based learning scheme manager who has a team of 45 staff.
2. Since the last inspection PETA has grown and moved into its new head office. The E2E programme has increased its learner numbers. The engineering facilities have been developed. PETA now has a direct Train to Gain contract. The programme for learners aged 14 to 16 has grown and diversified. PETA is also taking part in the pilot programmes for foundation learning and functional skills.
3. Hampshire, and particularly Havant and Winchester, has higher proportions of the population that are White British than in England. The areas in which PETA deliver training include Portsmouth, a very urban area, and the Winchester area where almost 60% of the population live in rural areas. Unemployment in Havant and Portsmouth is higher than in Hampshire and the south east of England and is closer to the national rate. Unemployment in the Winchester area is relatively low.
4. The provider provides training on behalf of the following providers:
 - Portsmouth City Boys School
 - SETA
5. The following organisations provide training on behalf of the provider:
 - Chichester College
 - Fareham College

- Highbury College
- SETA
- Southampton City College
- South Downs College.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	52 part-time learners
E2E	497 full-time learners
Employer provision: Train to Gain Apprenticeships	258 learners 249 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	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3
Subject Areas	
Engineering and manufacturing technologies	2
Information and communication technology	2
Foundations for learning and life	3
Business, administration and law	2

Overall effectiveness

6. Apprentices achieve well and engineering and manufacturing apprentices have outstanding achievement. Train to Gain learners have satisfactory achievement. Too few E2E learners achieve or progress into employment, further education or training. Learners enjoy their learning and make good progress. They acquire good skills and knowledge which they use well at work and to improve their employment prospects. Learners produce good quality work. They feel safe, but their trainers do not sufficiently discuss health and safety with them during progress reviews.
7. Engineering and manufacturing, ICT and business administration and law learners receive good, well-planned training. They have regular assessment that is efficient and flexible. Their trainers give them useful feedback that helps them improve. Learners are not set sufficiently clear or measurable targets. PETA's learning programmes meet the needs of learners and employers well. Employers and partners have excellent involvement in devising programmes

that are highly relevant. Learners aged 14 to 16 have good individual programmes that capture their interest. Learners receive good care, guidance and support from their trainers, assessors and employers.

8. PETA has good business planning and sound financial management. Its capacity to improve is good. Staff are set realistic targets for improvement that are thoroughly monitored. PETA's extensive partnership work contributes significantly to meeting local and regional priorities. Staff and resource development are good. Safeguarding is well managed and a high priority in the organisation. PETA's equality and diversity arrangements are satisfactory. Managers do not sufficiently analyse achievement by different groups. Self-assessment is satisfactory. Managers make good use of learner and employer views, informally, for improvement. PETA has effective and thorough quality assurance arrangements, including a well-established system for observing the quality of teaching and training. Managers provide useful feedback to teachers, but do not sufficiently focus this on improving learning.

Main findings

- Apprenticeship and advanced apprenticeship success rates are consistently high, and in engineering and manufacturing are outstanding. In 2008/09, 89% of advanced apprentices and 84% of apprentices achieved their full qualifications, which is significantly above national rates. Learners make good progress. Achievement by Train to Gain learners is satisfactory.
- The proportion of E2E learners who progress onto further education, training or employment is low and declining, at 39% in 2008/09. Progression rates are better for E2E learners in Winchester and on the pre-apprenticeship programme. E2E learners' achievement of their planned objectives is low.
- Learners acquire good skills and knowledge, improving their employment opportunities and prospects. They produce work of a high standard. Engineering learners develop good, industry standard practical skills. ICT and business administration and law learners greatly improve their working practices. E2E learners gain communication, self-presentation and teamwork skills that better equip them for the world of work.
- Engineering and manufacturing, ICT and business administration and law learners have good quality on- and off-the-job teaching and learning. Teaching and learning are well planned and trainers use good teaching methods and strategies. Learners receive good on-the-job training from their employers. PETA has good quality learning resources and facilities.
- Assessors provide very efficient, thorough and effective assessment. They plan particularly well to maximise learners' use of opportunities from work in assessment. Assessors are flexible around the needs and priorities of the workplace. Learners receive detailed feedback helping them to improve their performance.
- Learners are not set sufficiently useful targets in their individual learning plans or during progress reviews. Their targets are often too vague and not

measurable. Although learners' progress is satisfactorily reviewed, ICT and E2E trainers and assessors do not keep effective records of these discussions.

- Employers have excellent involvement in devising programmes that are highly relevant to their business and learners' development needs. They collaborate well with PETA staff to devise well-structured learning programmes. Learners aged 14 to 16 attend good, individually tailored courses. E2E learners in work placements develop good skills, but too few learners experience work placements.
- Learners receive good support, care and guidance from their trainers, assessors and managers. Potential apprentices are supported well by PETA to prepare them for job interviews. PETA has good links with a wide range of specialist support agencies that provide help for learners. Connexions staff give learners regular advice and guidance through being on site at PETA's learning centres.
- PETA has good strategic, business and succession plans. Directors and council members provide sound direction and financial management. Managers set their staff and teams realistic targets for improvement which they regularly monitor. Staff receive very effective training and development that is aligned closely to appraisal and the business plan.
- PETA's extensive partnership working contributes significantly to meeting local and regional priorities. Managers have greatly increased the number of learners aged 14 to 16 that now receive training from PETA through good collaborative working with other training providers, external groups and schools. The early involvement in pilot projects places PETA in a sound position for future delivery.
- Safeguarding is well managed and is a high priority in the business plan. Staff are well trained and supported by safeguarding champions. PETA has been particularly active in introducing safeguarding initiatives. Learners have an adequate understanding of health and safety, although trainers do not sufficiently reinforce this, including the safe use of the internet, during learners' progress reviews.
- PETA has effective equality and diversity arrangements. Staff training is good. Trainers promote equality and diversity well in teaching and training sessions. Learners' awareness of diversity is insufficiently developed during progress reviews. Managers regularly monitor recruitment by different groups, but do not sufficiently analyse data to identify underachievement by these groups.
- PETA's quality assurance systems and audits are thorough and effective. Managers use a well-established system to observe teaching and learning, but place insufficient focus on improving learning or providing constructive feedback to trainers. PETA does not have a process to standardise or challenge the grades given by observers.

What does PETA need to do to improve further?

- Improve progression and achievement rates for E2E learners by increasing the number of work placements.

- Identify and share good practice more effectively through existing quality assurance and observation arrangements to improve the quality of teaching, learning, assessment and target setting across subject areas and learning centres.
- Improve learners' awareness of diversity, safeguarding and health and safety during learner progress reviews through making the topics discussed more relevant to the learner and the workplace.
- Make better use of success, progression and achievement data by diverse groups to identify trends and implement actions.

Summary of the views of users as confirmed by inspectors

What learners like:

- trainers and assessors, who are patient, knowledgeable and very supportive
- the way they are treated as adults and with respect
- the help they are given with finding work placements and voluntary work
- being able to improve their maths and English to help them with employment
- the improvements in their productivity at work and opportunities for promotion
- the easy atmosphere where they don't feel afraid to make mistakes
- the support from their manager that helps them with their qualification
- the better understanding they have of their job role.

What learners would like to see improved:

- the information that they receive about their programme at the start, particularly about what is involved in an NVQ
- the amount of paper documentation and written work that is used during assessment
- some of the induction which duplicates what they have already done
- the opportunities to progress onto other practical tasks when they complete the set work.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the benefits to their business and improvement in learners' work practices and skills through the training provided by PETA
- the communication, which is excellent, informal and regular
- the way they worked to establish the 14–19 Diploma, which was professional and logical
- PETA's flexibility around changes that employers have to make
- the good follow up by PETA of learners on work experience

- the way the staff consult with them about additional units learners could complete and organise qualifications to suit their needs
- the way they respond to their concerns and make improvements
- the way assessors work with them to identify suitable projects.

What employers would like to see improved:

- the continuity in support for learners when there are changes in assessor
- the nature of some of the tasks given to learners to complete, particularly on work experience and in workshops, which could be more challenging and specific to the workplace
- the involvement they have in learners' progress reviews.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. Leaders and managers place a strong strategic business focus on improvement. Associated risks and issues are accurately assessed and action planned. The executive council is particularly active in challenging senior managers and promoting improvement. Financial management is very sound and significant investment is made in staff and resource development that meet the business priorities and needs of the programmes offered. The organisation has strong links between the business plan, staff development, appraisal and target setting. Managers closely monitor progress and success towards targets. Overall success rates are consistently high, and outstanding in some areas. PETA has significantly improved success within the planned time since the last inspection. However, the E2E progression and achievement rates have declined over the last four years and are too low. PETA recognises some of the reasons behind this and there has been recent improvement in some achievement rates. Managers use data effectively, although the analysis of performance by different learner groups is not sufficiently thorough. The self-assessment report provides a useful and accurate analysis of strengths and areas for improvement. Some self-assessed strengths are over stated as they do not yet have a demonstrable impact on learners. PETA has generally improved or maintained the grades since the last inspection. Managers make good informal use of learner and employer views towards improvement..

Outcomes for learners

Grade 2

10. Apprenticeship and advanced apprenticeship overall success rates and within planned time scales are consistently high and above national rates. In 2008/09, overall success rates for advanced apprentices are 89% and for apprentices are 84%. Overall success rates are outstanding on the apprenticeship in engineering at 90%. Train to Gain overall and timely success rates are satisfactory. In 2008/09, the level 3 overall success rate of 96% is significantly above the national rate of 80%. However, the level 2 overall success rate of 79% is slightly below the national rate of 83%. Overall and timely success rates are similar for men and women, but in 2008/09 the rates dipped in engineering for learners aged 16 to 18 and in business administration for learners aged 19 to 24.
11. E2E progression rates are low and declining, from 55% in 2006/07 to 39% in 2008/09. E2E learners in Winchester and on the pre-apprenticeship programme have better progression rates than at other learning centres. Over the last two years, learners who have declared they have a disability on the pre-apprenticeship programme have lower progression rates than those without a disability. Progression rates are similar by men and women. The proportion of leavers achieving their objectives is low at 33%. However, in the current year achievement rates are showing early signs of improving and are good in engineering, motor vehicle and ICT.

12. Learners make appropriate progress towards achieving their qualifications. They are highly motivated to succeed, and ICT learners make very rapid progress. Many business administration and law learners take on increased responsibility at work and improve their opportunities for promotion. A high proportion of engineering E2E learners progress onto apprenticeships.
13. Learners develop good workplace skills and self confidence. They produce work of a high standard. Engineering and manufacturing learners successfully apply the practical skills they have developed into the workplace. ICT and business administration and law learners demonstrate improved working practices. They enjoy the challenge of their projects. E2E learners significantly develop their communication skills, self-presentation and teamwork. E2E learners in work placements develop good skills and an improved work ethic.
14. Learners are safe and appropriately protected against harassment and bullying. They receive a satisfactory introduction to health and safety at induction. Learners use safe working practices. They develop a suitable understanding of their rights and responsibilities. Trainers do not sufficiently reinforce learners' awareness of health and safety in the workplace, including safe use of the internet, during progress reviews.
15. Learners who attend PETA's centres have good opportunities for participating in sport. E2E learners learn useful cooking skills and have drug and sexual awareness lessons improving their health and well-being. Trainers make good use of local expertise for specific E2E projects that contribute to the community, including through learners working on allotments. Although PETA promotes volunteering in all their learning centres, too few learners take this up.

The quality of provision

Grade 2

16. Engineering and manufacturing, ICT and business administration learners receive good teaching and training. Trainers carefully plan training sessions and use good teaching methods and strategies. Learners receive good on-the-job training from their employers. Employers and trainers work productively to plan learners' programmes and increase opportunities for developing new skills. ICT trainers use technology well to enhance learning. Business administration and law trainers use their extensive industry knowledge to coach learners and identify relevant learning and project opportunities. Engineering and manufacturing learners benefit from the good links that trainers make between theory and practical sessions. Their trainers make good use of actual components to reinforce learning. Learners who finish the tasks they have been set early are not given additional activities to extend their skills and knowledge.
17. E2E teaching and learning is well planned and satisfactory. In the best lessons, learners are appropriately engaged in group work and they develop their literacy and numeracy skills well. Trainers are good at managing learners' behaviour. Trainers produce clear group lesson plans, but do not use the results of initial assessment to plan for the needs of individual learners in lessons.

18. PETA has developed good teaching and learning resources and facilities. Generally, trainers and learners make good use of technology within learning. The ICT training rooms at PETA's head office in Cosham offer a very good learning environment with up-to-date facilities.
19. Assessors provide good, regular and flexible assessment. They plan assessment well around the learners' work environment and maximise the opportunities learners have to use evidence from work towards their qualifications. Learners receive clear and detailed feedback from their assessors about how they can improve. In the best assessments, assessors use technology well and learners produce evidence using a range of media with confidence. Customer service and ICT assessors make insufficient use of technology in assessment. At times, learners produce too many written statements and answers to pre-set questions, duplicating work or slowing their progress.
20. Learners have regular reviews of their progress. Employers are effectively involved in the process and have a good awareness of their learners' progress. Learners have insufficiently detailed, realistic or measurable targets. ICT assessors do not effectively record learners' ongoing progress. E2E trainers do not sufficiently identify learning steps or record learners' increased confidence and the development of skills outside the requirements of accredited qualifications.
21. Learners' needs and interests are satisfactorily met through their learning programmes and for ICT and business administration and law learners this is good. ICT and business administration and law employers, trainers and learners collaborate very effectively at the start of the programme to agree a highly relevant programme. Learners aged 14 to 16 have good, individual programmes. E2E learners have a good range of options on the non-vocationally specific programme. However, PETA offers too few vocational options to attract young women.
22. PETA has outstanding partnerships with employers which they use particularly well to devise programmes. On-the-job training is well planned and highly relevant to learners' courses and aspirations. PETA has very good links enabling them to deliver a successful programme to learners aged 14 to 16, increasing their interest in subjects like engineering. Staff work very effectively with employers to help them recruit and select new apprentices. Employers provide a structured programme for E2E learners on work placement where they develop confidence, skills and a good work ethic. However, insufficient E2E learners have the opportunity for work placements.
23. Learners receive good support, advice and guidance. They benefit from having access to the wide range of support agencies that PETA has links with. Potential apprentices are supported well through recruitment to prepare them for interview and employment. Employers and assessors provide very flexible and useful help for learners to aid their progress. E2E learners receive good individual support and advice from their mentor and the on-site Connexions staff.

Leadership and management

Grade 2

24. Council members, the director and senior managers provide a clear strategic direction. Business, strategic and succession planning are very thorough. Managers at all levels set good, realistic targets and key objectives. They closely monitor progress and success towards targets. Managers use data effectively to maintain and improve learner performance. They pay close attention to success rates, leavers and financial targets at meetings. Staff effectively identify areas causing concern and agree actions to address these. Since the last inspection, PETA has significantly improved overall and timely success rates. Communication at all levels and across PETA is good. PETA has a good, well-managed, range of policies covering all the important aspects of its work that are closely linked to the company-wide integrated management system. Staff have access to good training and development that are very effective and closely linked to business planning. They receive well-planned and clearly recorded appraisals.
25. PETA's managers and director are involved in extensive partnership work that is adding significantly to achieving local and regional priorities. The local funding bodies' need to reduce the number of unemployed young people is clearly met through PETA's business and strategic plans. The director is actively involved in regional and national groups that lobby and influence policies. PETA's staff are fully engaged in many aspects of the 14–19 Diploma provision, including delivering training. Their participation in the functional skills and foundation learning pilot schemes prepares them well for delivering future programmes.
26. Managers place a high priority on safeguarding, including within business planning. Safeguarding is well managed, with very clear responsibility and comprehensive procedures. PETA has safeguarding champions at each of the centres who enthusiastically raise awareness of issues. The lead designated person appropriately contacts the Local Safeguarding Children Board and Social Services when issues arise. PETA has devised an impressive risk assessment for all job roles that identifies the level of training and disclosure needed. Over half the staff are trained to level 2 in safeguarding. All staff and the executive council members have received awareness training. Staff and volunteers are suitably checked with the Criminal Records Bureau and thorough records are held centrally. Staff work productively with employers to raise their awareness of safeguarding in the workplace and routinely monitor employers' premises. Some systems are still evolving, including those for reporting issues to the director and executive council. Learners feel safe and PETA has recently introduced a confidential online system for them to report bullying and harassment issues. Although trainers regularly check learners' awareness of health and safety during progress reviews, this is insufficiently thorough.
27. The development, promotion and management of equality and diversity are satisfactory. Staff have good training in equality and diversity and promote these effectively in lessons. In particular, E2E trainers incorporate racism and homophobia well as a core element of their teaching. PETA has up-to-date policies and procedures, but no current policy specifically for learners. Managers

use good promotional materials with positive images to address stereotypical job roles, such as in administration. They regularly monitor recruitment by different groups, but do not analyse comparative learner performance data to identify underachievement by specific groups. Trainers operate an effective no-tolerance policy for bullying, harassment and the use of inappropriate language. They promote and discuss equality and diversity well with learners during induction. Learners complete a useful questionnaire about equality and diversity in the working environment. However, trainers and assessors do not consistently or effectively reinforce equality and diversity, especially through learner progress reviews. Although PETA makes alternative arrangements for learners with mobility difficulties, the learning centres at Portsmouth and Winchester are not fully accessible.

28. PETA has appropriate systems for collecting learner feedback. Staff make good use of informal feedback from learners and employers to make changes to programmes and prioritise improvement. However, too few learners return the formal feedback questionnaires and these are not sufficiently used to identify areas for improvement.
29. PETA's quality assurance arrangements, including internal verification, are thorough and enable managers and staff to effectively monitor and measure performance. However, these arrangements focus more on compliance than on improving learning. Staff contribute well to an effective self-assessment process. PETA's self-assessment report is satisfactory and presents an accurate picture of the provision. However, some key strengths and grades are overstated. Managers regularly observe training and assessment through a well-established system. Their reports focus more on the teaching process and insufficiently on learning and the learners' experience. Trainers do not receive sufficiently constructive feedback to help them improve. PETA does not have a process to standardise or challenge the grades given by observers.
30. PETA provides good value for money. Trainers and assessors are well-qualified and trained. Teaching and learning facilities and resources are good. Learners make good progress towards achieving their qualifications. Managers have improved and sustained high overall and timely success rates which are well above national rates. They recognise that the E2E learner progression rates into further education, training and employment are too low and are implementing action that is showing some initial improvement in the current year.

Subject areas

Engineering and manufacturing technologies

Grade 2

Context

31. PETA has 86 advanced apprentices and 34 apprentices. Eleven apprentices are on a programme-led pathway, where they are studying for their apprenticeship at PETA while finding a placement or employment. There are 25 Train to Gain learners taking manufacturing qualifications. Additionally, 19 engineering young apprentices and 10 engineering 14–19 Diploma learners attend PETA for part of their training. Learners attend the learning centre in Havant or a local college for off-the-job training.

Key findings

- Overall success rates on the apprenticeship and advanced apprenticeship programmes are outstanding at 90% in 2008/09. Timely success rates are also very high. Overall and timely success rates have improved steadily over the last three years and are significantly above national rates. However, the rate of improvement for learners aged over 19 is greater than for learners aged 16 to 18.
- Train to Gain overall success rates at level 2 were below national rates for 2008/9, mainly due to local company closures and learners being made redundant. In the current year, there are early signs of improvement with overall and timely success rates close to last year's national rate.
- Learners develop good practical skills and progress their trade skills to industry standard. They successfully apply these skills in the workplace. Most learners benefit from individual development plans which provide for planned experience in different areas of their company, enabling them to achieve their full potential. Learners produce work, particularly in their portfolios, of a high standard.
- Trainers provide good teaching, learning and assessment. The learning centre is well equipped for theory and practical sessions. Learners benefit from the good links that trainers make between theory and practical sessions. Trainers make good use of actual components to reinforce learning in lessons. Learners who attend the learning centre are set good individual targets each day. They are supported well by their trainers.
- Assessors provide good and flexible assessment for learners in the workplace. They plan assessment activity very effectively to maximise the opportunities learners have to use evidence from work. Internal verification of assessment is very thorough and improves assessment practice.
- Learners have a very well-structured learning programme. They value the opportunities they have to acquire practical skills. However, learners who finish their work early have to wait for the rest of the group to complete before progressing onto the next activity. Trainers do not set additional activities for the more able learners to extend their skills and knowledge.

- Learners have very regular reviews of their progress. Trainers do not effectively use the review process to reinforce learners' understanding of health and safety and equality and diversity. Some learners have insufficiently clear or precise targets set for them during progress reviews.
- Learners benefit from the good partnerships that PETA has with their employers. On-the-job training is well planned and highly relevant to the learners' course and aspirations. PETA has established good links enabling young people and learners aged 14 to 16 to participate in engineering learning. Employers particularly value the support PETA provides in helping them recruit and select new apprentices.
- Management of the engineering subject area is good. Communication between staff is good with regular formal meetings. Staff receive good training and development in line with the company business needs. Managers and staff routinely use data to monitor trends in success rates, but individual assessors' information about learners' progress is not collected centrally or used for improvement.
- Managers place a strong emphasis on improvement and self-assessment accurately reflects the provision. Staff are fully involved in the self-assessment process. PETA swiftly improved issues identified at the last inspection and many of the areas for improvement are now strong.

What does PETA need to do to improve further?

- Make better use of the data that assessors have about learners' progress so that more learners successfully complete their programme by their planned end date.
- Develop additional workshop tasks enabling learners to extend their learning and practical skills.
- Strengthen the learner review process so that target setting, health and safety and equality and diversity are more rigorously covered.

Information and communication technology

Grade 2

Context

32. PETA has 37 ICT learners. Twenty-eight learners are following a Train to Gain programme at level 2 for ICT users. Nine learners are on apprenticeships taking the ICT practitioners' qualification. Almost all learners are aged over 19. Most learning and assessment takes place at work through PETA staff visiting learners. Learners occasionally attend workshops on specific topics at PETA's head office in Cosham.

Key findings

- Overall success rates for Train to Gain learners are high at 82% in 2008/09. The proportion of those who complete in their planned time is also very high at 72% and well above the national rate of 50%. Only one of the three apprentices who left in 2008/09 achieved their full qualification.
- Train to Gain learners make very good progress. Most learners complete their programmes within five months. Learners are well motivated to succeed through the rapid progress they make. They are fully involved in their programme.
- Learners develop good employment skills, including communication and increased self confidence. This contributes well to their economic and social well-being. Learners have a good understanding of their rights and responsibilities at work.
- Learners feel safe in their learning and employment. Assessors introduce health and safety well at induction. Learners are confident in using safe working practices. However, assessors do not sufficiently promote internet safety measures with learners.
- Learners receive good teaching, training and support. Trainers carefully plan formal training sessions and use good methods and strategies. They use technology particularly well to enhance learning. Learners have good quality learning resources. They have ample opportunities in learning sessions to practise the skills they have learned. Learners quickly develop independent learning skills, enhancing their progress.
- Assessors provide good, very flexible assessment in the workplace for learners. They encourage learners to routinely email work so they can give immediate support. Learners make good use of the constructive feedback they receive to help them progress and improve.
- PETA has developed good quality resources. The training rooms in Cosham are a good learning environment with up-to-date facilities. Trainers make good use of technology when developing sustainable learning materials. However, assessors rely too heavily on paper-based forms during assessment.
- Assessors regularly review learners' progress towards achieving their overall qualification. Employers are well informed about learners' progress. However,

assessors do not record sufficiently detailed targets or the learners' progress when completing review paperwork. Assessors seldom reinforce learners' understanding of health and safety or equality and diversity during their progress reviews.

- Employer and learner needs are particularly well met through the good, flexible training arrangements. Learners, employers and assessors collaborate very effectively at the start of the programme to ensure the course is relevant. Learners select training from a wide range of available modules to meet their work and development needs.
- PETA has good partnerships with employers which are used well to develop the provision. Managers make suitable changes in response to employer feedback and have recently introduced an advanced level course. Employers provide learners with good quality on-the-job learning which has led to improved learner productivity, reduced company costs and more open working relationships between employees.
- Management of the ICT programme is good. New staff receive particularly good support from their managers. Communication is good and staff regularly attend standardisation meetings to share best practice. Staff training and development opportunities are readily available and strongly focused on raising the standard of teaching and learning. Self-assessment and quality improvement are satisfactory.

What does PETA need to do to improve further?

- Ensure that learners' individual targets are time constrained, realistic, achievable and appropriately recorded.
- Develop a more sustainable approach to assessment, making better use of electronic media for recording and gathering evidence.
- More widely promote internet safety with learners at induction, during reviews and off-the-job training.

Foundations for learning and life

Grade 3

Context

33. PETA has 123 E2E learners and 11 learners aged 14 to 16 at risk of, or having been, excluded from school. Programmes are run at learning centres in Portsmouth, Havant and Winchester. Learners attend flexible programmes at entry and level 1. All programmes are accredited and include a small range of vocational options, literacy, numeracy and employability skills. Some learners have work experience or voluntary work.

Key findings

- Achievement and progression rates are low. Progression rates fell to 39% in 2008/9. However, progression to engineering apprenticeships is good. Achievement rates declined significantly with the introduction of new suites of qualifications, but are showing early signs of improvement and are good in engineering, motor vehicle and ICT.
- Learners make good progress in developing their employability skills and confidence. They improve their attendance and punctuality. Learners significantly develop their communication skills, self presentation and teamwork. Their understanding of numeracy improves and many make progress in literacy. Learners are well motivated by PETA's learner of the month award which recognises their on-going achievements.
- Teaching and learning are satisfactory. In the best lessons, learners are engaged appropriately in group work. Trainers embed literacy and numeracy skills well. Learners often make good contributions and work with concentration. Behaviour management is good. Trainers make effective use of technology in lessons. However, they do not always correct learners' common spelling mistakes in their activity plans.
- Learners complete a thorough initial assessment that is helpful in identifying skills, areas of development and potential vocational directions. However, trainers do not sufficiently use the results to influence how they plan for individual learners in lessons.
- Trainers do not sufficiently record learners' individual progress in lessons. Their records focus too much on the tasks learners complete rather than skills learned. Some learners have unrealistic targets in their E2E passports. Trainers do not sufficiently identify learning steps and miss opportunities to record increased confidence and the development of skills outside the requirements of a qualification.
- Learners' needs and interests are satisfactorily met through the programme. They have a good range of options on the non-vocationally specific programme and well-structured vocational paths. Learners aged 14 to 16 have good, individual programmes tailored to their needs. PETA offers insufficient vocational options to attract young women.

- PETA has good relationships with partners and employers offering voluntary and work placements. Employers provide a structured programme of tasks to develop learners' skills and support learners in developing confidence and a good work ethic. PETA prepares learners well for work placements and responds promptly to any problems. However, insufficient numbers of learners participate in voluntary work or work experience.
- Learners receive good support. They benefit from problem solving in small counselling groups. Learners have access to a wide range of external specialist support agencies including those that provide emergency housing and crisis funding. Connexions staff provide regular individual advice and guidance at each learning centre. Learners value the good individual support they receive from their allocated mentor.
- Management of the programmes is satisfactory. ICT resources are good. Communications are effective, with frequent regular meetings and opportunities to share good practice. Staff have good professional development opportunities. Learners' progression and achievements are regularly monitored, but are still low. Learner target setting remains a key issue in limiting achievement.
- Managers appropriately analyse data to monitor learners' progress and achievements and are aware of the issues affecting this. They more thoroughly record achievement and this is starting to improve. Managers do not sufficiently follow up learners who progress into further education, training or employment to reflect the complete picture of progression.
- The promotion of equality and diversity is satisfactory. Trainers incorporate racism and homophobia well as a core element of their teaching. They do not tolerate inappropriate language. Managers routinely monitor recruitment by different groups, but the recruitment of learners from minority ethnic groups remains low.
- Quality improvement is satisfactory. Managers regularly carry out audits of learners' progress reviews. Staff contribute well to the self-assessment process, which accurately recognises some key areas for improvement, but the strengths and grade are too generous. Managers frequently observe lessons and provide useful action points, but actions do not have completion dates and are not monitored for implementation.

What does PETA need to do to improve further?

- Increase achievement of qualifications by identifying realistic targets for learners on their E2E passports.
- Improve progression rates by ensuring that all forms of learner progress during the programme and progression from the programme are taken into account and that learners moving into employment are followed up appropriately.
- Ensure that the results of initial and diagnostic assessments are used to plan for individual learning in group lessons.

- Improve the programme offer by increasing the number of work placements, extending the vocational offer for young women and increasing voluntary work opportunities.

Business, administration and law

Grade 2

Context

34. PETA has 31 Train to Gain learners taking business improvement techniques, eight taking customer service and six taking team leading qualifications. Twenty-three apprentices and eight advanced apprentices are taking business administration qualifications. Learners attend off-the-job training for their technical certificate and key skills at the learning centre in Portsmouth.

Key findings

- Overall success rates for apprentices and advanced apprentices are very high and well above national rates. Train to Gain overall success rates are satisfactory at intermediate level and high at advanced level. Timely success rates are very good on all programmes. Learners produce extensive, well-researched, and well-presented work. They enjoy the challenge of the projects they complete.
- Learners develop good occupational skills and demonstrate improved working practices. They have increased confidence and take a more measured approach to problem solving. Learners have greatly improved their understanding of their job roles. Many learners take on increased responsibility and improve their opportunities for promotion. Learners are well-motivated and have high aspirations.
- Learners feel safe and are appropriately protected. They have a satisfactory awareness of safeguarding, but assessors do not effectively reinforce health and safety and equality and diversity during the programme. Some Train to Gain learners are not aware of PETA's bullying and harassment policies. Not all learners receive information about the confidential helpline.
- Learners receive very well-planned and interesting training. Business improvement techniques learners learn particularly well from working together in project teams. Trainers and assessors use their extensive industry knowledge to coach learners and identify relevant project and assessment opportunities. However, the pace of learning in workshops is too slow for some learners.
- Assessments are very thorough and particularly well organised. Assessors carry out accurate observations that are effectively recorded. Learners receive clear and detailed feedback about how they can improve. Assessors and employers work particularly well together to support learners. However, assessors make insufficient use of technology in learning and assessment and rely heavily on written work.
- Learners complete a very thorough initial assessment including a detailed job analysis to identify learning and assessment opportunities. Their literacy and numeracy levels are routinely assessed. Learners with identified additional needs receive appropriate support. Learners have satisfactory progress reviews, with their line managers contributing well to discussions. They complete a useful self-assessment before their progress review.

- Assessors set weak targets for learners that are not sufficiently detailed or stretching. Learners' targets are not sufficiently focused on the work that would enable them to complete specific units. Many Train to Gain learners are unclear about their targets and do not have copies of their individual learning plans.
- Learners' and employers' needs are met particularly well, especially on the business improvement techniques course. Managers have a good knowledge of the labour market and offer an appropriate range of qualifications with good opportunities for learners to progress. PETA has good promotional materials that use positive images. Assessors work flexibly to accommodate employer requests.
- PETA has excellent partnerships with employers who are very effectively involved in the planning of training and assessment and contribute well to programme design. Employers and assessors work closely together to identify meaningful projects for learners. Managers are closely involved in the delivery of programmes and provide good on-the-job training. Communication with employers is particularly good.
- Learners receive good information, guidance and support. Potential learners are supported well to prepare them for interview and employment. Learners receive effective support from assessors, managers, and colleagues in the workplace, many of whom have completed similar qualifications themselves. Where learners' jobs have changed, employer staff support learners well by amending their programme.
- Management of the programme is good. Managers use data well to manage and monitor improvement. They have clear departmental objectives that are firmly linked to staff targets. Staff development is good. Communications within the department and across the company are good. New staff have a well-planned and thorough induction.
- Managers make effective use of action plans to improve the provision. The new department manager swiftly implemented improvement following a comprehensive review of the programme. Self-assessment is inclusive and thorough. Feedback from learners is routinely analysed and used to improve the provision. Although feedback from employers is promptly actioned, it is not systematically collected or analysed.

What does PETA need to do to improve further?

- Improve target setting by assessors to identify specific and time-bound targets for the learners' qualification. Ensure all learners receive and understand their individual learning plan.
- Review and improve the process for developing learners' understanding of health and safety and equality and diversity issues, linking this more effectively to their job role and level.
- Strengthen the use of technology and online resources in training and assessment.

Information about the inspection

35. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's work-based learning scheme 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.
36. 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)

PETA Limited

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	383		123	260
Part-time learners	40	40		
Overall effectiveness	2	3	3	2
Capacity to improve	2			
Outcomes for learners	2	3	3	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
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?*	2			
How well do learners make a positive contribution to the community?*	3			
Quality of provision	2	2	3	2
How effectively do teaching, training and assessment support learning and development?	2			
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?	1			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	2	3	3	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?*	2			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
How effectively does the provider engage with users to support and promote improvement?	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?	2			

*where applicable to the type of provision

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