

Training 2000 Ltd

Not for profit organisation

Inspection dates		2–6 February 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- the large majority of apprentices achieve their qualifications, develop high-level vocational skills and produce work of a very high standard
- most learners on study programmes and traineeships progress to apprenticeships, further education or full-time employment
- highly experienced and knowledgeable staff have high expectations of their learners and they develop good, relevant employability skills
- the good personal support for learners on study programmes helps them effectively to overcome significant barriers to success
- careers advice and guidance are particularly effective in enabling learners to make informed choices about their futures
- leaders, managers and governors are relentless in their pursuit of excellence and this led to rapid improvements following a dip in performance
- managers have developed initiatives to widen participation and increase the proportion of young people from disadvantaged backgrounds in training
- outstanding partnerships with employers and stakeholders ensure that courses are designed well to meet local and national skills shortages, particularly in engineering and dental health
- the observation of teaching and learning is rigorous in raising standards and sharing good practice
- safeguarding arrangements for learners are outstanding.

This is not yet an outstanding provider because:

- not all teachers ensure learners make excellent progress and the development of their English skills is not of a consistently high standard
- success rates are not outstanding in administration, accounting and transport operations
- the promotion of equality and diversity in lessons is not consistently good.

Full report

What does the provider need to do to improve further?

- Share existing excellent practice to provide outstanding teaching, learning and assessment for all learners and ensure consistent high-quality promotion of equality and diversity and development of learners' English skills.
- Raise success rates on the small minority of courses where a few learners are less successful, by implementing the planned improvement strategies, and closely monitor the performance of those courses to ensure the actions are having rapid impact.

Inspection judgements

Outcomes for learners	Good
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- Training 2000 has around 2,000 learners studying apprenticeships to level 4 and pre-employment programmes at level 1. The large majority of learners are aged 16 to 18. Most learners are on apprenticeship courses with a small minority on study programmes including a small number on traineeships. The large majority of apprentices are studying at advanced level. The subject areas reported on represent the most significant provision and between them account for over three quarters of all learners. Dental health and engineering apprentices account for the very large majority of the apprenticeship provision. Other subject areas were sampled, but not reported on, and contributed to the overall grade.
- Apprenticeship success rates are high. Following a decline in 2012/13, the success rates for the large majority of apprentices improved considerably in 2013/14 to the previous high levels. For apprentices in dental health and engineering provision and for those on intermediate-level manufacturing technologies, advanced-level accounting and advanced-level customer services the 2013/14 success rates are outstanding. However, for the small minority of learners on intermediate- and advanced-level administration, intermediate-level accounting and advanced-level transport operations, apprenticeship success rates declined from previously high rates to around national rates.
- Managers analyse data on learners' achievements carefully to identify any differences in the success of different groups. Where differences are identified, the actions taken are reducing or removing these gaps successfully.
- Study programme progression is good. Most learners on the level 1 pre-employability study programme progress into apprenticeships, further education or full-time employment. However, for a minority of learners this successful and rapid progress, and consequent withdrawal from the study programme, has an adverse impact on their achievement of qualifications during their time on the study programme. Most learners on traineeships move to sustained apprenticeships, further education or employment.
- The majority of apprentices make good progress and continue from intermediate- to advanced-level programmes. All dental apprentices progress to advanced level, although only a minority of learners on administration and motor vehicle programmes progress.
- A strong emphasis is placed on developing employability skills and instilling good working practices. Attendance rates are high. Engineering apprentices spend their first year attending the training centre for off-the-job training. During this time their hours of attendance are typical of that expected in industry with learners using a clocking system to record their timekeeping.
- The achievement of functional skills qualifications is good. Most learners completing their functional skills courses achieve successfully at an appropriate level on the first attempt. The promotion and development of learners' functional skills is not of a consistently high quality across all subject areas.

- Learners on the pre-employability study programme benefit from good additional training opportunities. For example, learners on the military preparation course attend residential weeks with the Army and Royal Marines and undertake personal development assessments at Army barracks to equip them with the necessary skills, attitudes and fitness levels to be successful in entering their intended careers.
- Many apprentices achieve relevant, externally accredited qualifications in addition to their apprenticeship frameworks. For example, first-year engineering apprentices achieve the Duke of Edinburgh bronze award and the Institution of Safety and Health qualification while automotive apprentices achieve an additional certificate in refrigerant handling.
- Since 2013, learners have had good success in the World Skills competitions at regional, national and international level. Accounting and engineering apprentices have won bronze, silver and gold medals.
- Learners make valuable contributions to local and regional communities, developing their understanding of the benefits of community cohesion and of being a good citizen. Many learners engage successfully in fund-raising activities for nominated charities such as the North West Air Ambulance and Macmillan Cancer Support. Learners contribute to community activities such as a local canal clean-up project and a local authority initiative aimed at improving personal safety for local residents.
- The celebration of learners' success is good. Monthly awards recognising effort and progress are motivational for learners. Annual awards nights provide a good celebration of learners' achievements.

The quality of teaching, learning and assessment	Good
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- The good teaching, learning and assessment are reflected in the high proportion of learners achieving their intended qualifications or learning goals in the planned time. Tutors and assessors use appropriate teaching strategies and assessment methodologies to suit the programme level and abilities of the learners, who range from entry-level learners to higher-level apprentices. Tutors use classroom and workshop sessions well to facilitate the development of learners' practical skills and theoretical knowledge.
- Almost all tutors and assessors are vocationally experienced and knowledgeable and hold appropriate teaching or assessment qualifications or are working towards them. Arrangements to assure and improve the quality of teaching, learning and assessment are rigorous and robust. A small core team of experienced observers ensures a common standard for observation of teaching and learning by conducting joint observations and moderation events. Since the introduction of the current arrangements in 2013/14, teaching and learning have improved. A large majority of teaching and learning sessions are good or better and very few are inadequate.
- Managers set challenging targets for tutors and assessors. All have high expectations for learners. The highly motivated and enthusiastic staff ensure that almost all learners are fully engaged and involved in learning with an appropriate level of challenge. This results in learners' work being predominantly of a high standard.
- Learners receive very effective support, when needed, from well-qualified learner support officers as well as from their tutors and assessors and from their employers. Consequently, many who would otherwise have left their apprenticeship or other programme have stayed and completed their qualifications and gone on to successful careers. The support ranges from emotional, for those lacking confidence, through practical help, such as assistance with housing or childcare advice, to additional coaching sessions for those with a particular learning support need.
- Initial assessment is thorough. Tutors draw on the results of initial assessment to match the training to individual learners' needs. Good advice and guidance ensure that learners enrol on the most appropriate programmes and at the correct level. Tutors, assessors and employers

monitor learners' progress closely. They use reviews well to set challenging targets and to motivate their learners.

- Tutors' and assessors' verbal feedback to learners on their work and progress is frequent and constructive, giving learners a clear understanding of what they need to do to improve but it is not always recorded well and written feedback is not always as useful.
- An action group of functional skills tutors seeks to improve the development of learners' skills further, particularly in the vocational teaching and learning sessions. Vocational tutors often develop learners' mathematics skills relevant to the subject area. For example, in scaffolding, learners convert units used in load bearing calculations so that they have a better understanding of the size and significance of the figures. Learners develop their English skills well and particularly their ability to discuss vocationally relevant topics using appropriate vocabulary. However, tutors do not always help learners improve their accuracy in spelling, punctuation or grammar mistakes in their written work and very occasionally, in-house learning materials contain errors.
- Information, advice and guidance are particularly good. Training 2000 staff are extremely active in schools in Lancashire giving independent advice and guidance to pupils on future education, training and career opportunities. Prospective learners receive excellent advice on the appropriate course and level to suit their needs and aspirations. The effects of this contribute to the high levels of retention and achievement of those enrolled. Advice and guidance for learners whilst studying at Training 2000, enables them to make informed choices on what to do next.
- An action group seeks to improve all aspects of equality and diversity, including their promotion within teaching and learning sessions. So far, the group's actions have not been completely effective. Learners' general awareness of bullying and harassment is good. At reviews, staff are still using outdated banks of questions. Learners' understanding and discussions on this topic are not recorded well in review documentation.
- Health and safety arrangements are very thorough and effective. Learners feel safe. They are well aware of whom they should contact if they have a safeguarding concern.

Dental health

Apprenticeships

Outstanding

Teaching, learning and assessment in dental health are outstanding because:

- a very high proportion of learners complete their apprenticeships successfully; all apprentices progress to advanced programmes and subsequent progression to higher education is very good
- learners develop very high levels of knowledge and skills in dental care, preparing them very well for the next stage in their training and employment
- tutors plan learning sessions very effectively; they include a good range of highly stimulating and challenging activities, ensuring that learners are fully engaged
- learners are highly motivated to achieve; in a very effective lesson on oral hygiene they used textbooks and dental equipment very effectively to identify the most accurate methods to test pulp vitality and explored the risks of high sugar content in popular food and drink products
- assessment of learners' work is highly effective; assessors ensure that learners understand fully what they need to do to improve their work because they are provided with clear and detailed verbal and written feedback
- frequent observation of learners' practical work, together with good monitoring and challenging targets, ensures that their progress is very good
- employer engagement is outstanding; they are involved fully in planning training and reviewing the progress made by learners, ensuring that they move onto more complex work as soon as they are able

- frequent and highly skilled tutors' questioning checks how much learners are learning; during an observation of equipment decontamination procedures the tutor used questions very effectively to test the learners' knowledge of safe working practices
- support is highly effective in helping learners to overcome any problems which might otherwise slow their progress
- a broad range of high-quality resources, including a fully operational dental theatre, are used very well and frequent homework ensures that learners develop very effective knowledge and understanding inside and outside of lessons
- the development of learners' skills in using mathematics, Roman numerals and English in dentistry is highly effective
- the attention to health and safety is excellent; learners adopt the highest standards of hygiene, safety and patient care
- tutors promote equality and diversity very effectively in the classrooms and in the workplace; learners ensure that all patients have equal access to information and treatment for their dental care.

Engineering and manufacturing technologies

Apprenticeships

Outstanding

Teaching, learning and assessment in engineering and manufacturing technologies are outstanding because:

- high expectations of learners lead to a very high proportion of learners completing their apprenticeships successfully and developing excellent standards of practical work and work-related, personal and social skills
- tutors use an excellent range of interesting activities in practical teaching sessions that challenge the large majority of learners constantly to progress very effectively; learners can relate their activities in the training centre with their workplace responsibilities
- tutors use very good training centre and workplace resources very effectively to ensure that learners have the necessary skills valued by their employers; for example, learners in an electro-biomedical department modify a sensitive vital organs machine accurately and to a very high standard
- employers are supported particularly well to ensure that their employees complete the right units of study, at the right level to meet business needs; learners study additional qualifications that are selected carefully to give the learners the very best opportunity to progress in the workplace
- assessors, tutors and employers support learners very well, including those with additional support needs
- progress reviews are thorough; learners have challenging targets and consequently make very good progress
- staff provide highly effective advice and guidance to learners and employers; learners have a good understanding of the high standards expected of them and of their potential progression routes into further and higher education
- staff use initial assessment results well to ensure that learners are studying on the right programme at the right level
- the development of learners' mathematical skills is very strong; they calculate bending allowances, feeds and speeds, program computer numerically controlled machine tools, and work with the precision expected of them by tutors and employers

- health and safety are given a particularly high priority; good use is made of tool-box talks at the start of workshop sessions to reinforce good practice
- learners have a good understanding of safeguarding and receive good guidance relating to equality and diversity during induction although questioning during progress reviews does not always develop their further understanding in sufficient detail.

Employability Training	Good
16-19 study programmes	
Traineeships	

Teaching, learning and assessment in employability training are good because:

- learners make rapid progress in developing employability and vocational skills and consequently a high proportion of learners progress when they are ready into apprenticeships, full-time employment or further education
- learners benefit from high expectations; tutors are enthusiastic and inspire and motivate their learners to engage positively in the learning experience using teaching strategies that encourage learners to mix and work together after short periods of time on programme
- in employability skills lessons tutors' good knowledge of their learners is used well to individualise tasks according to learners' previous experience; the good development of independent learning skills and effective questioning challenges learners, and consequently, they make good progress
- the military preparation programme prepares learners well for entry into and service in the armed forces; through a variety of well-planned activities, both on-site and during residential courses, learners develop physical fitness and essential qualities such as integrity and perseverance
- work placement arrangements are good and good use is made of its extensive employer network to provide high-quality work experience opportunities to meet learners' future career aspirations
- care and support for learners are good; support from tutors and specialist external agencies help those learners with significant personal barriers to learning and employment to stay on their course and progress
- for the large majority of learners, functional skills courses are planned well with a good variety of activities to maintain learners' interest during discrete lessons and through good integration in vocational lessons
- teachers and career development advisers provide highly effective, timely information, advice and guidance through regular one-to-one meetings, and pastoral support that assists learners onto their next steps in training, education and employment
- the needs of learners are met well; staff organise programmes flexibly, enabling learners to start promptly on their course of choice, and programmes are tailored to meet individual needs and aspirations
- good personal development sessions on the pre-employability course very effectively develop learners' understanding of pertinent current issues such as sexual exploitation, stereotyping, cyber-bullying, forced marriage and female genital mutilation
- for the large majority of learners, equality and diversity are promoted well in lessons; in an outstanding lesson, a well-managed class discussion explored different cultural and religious beliefs very effectively around the drinking of alcohol.

Employability training is not yet outstanding because:

- a small number of programme activities do not meet the individual needs of a minority of learners
- a minority of learners are insufficiently aware of how to improve their English skills and not enough emphasis is placed on this by a few vocational teachers
- the promotion and exploration of aspects of equality and cultural diversity is not consistent across all lessons; in one lesson, learners' use of inappropriate language was not sufficiently challenged.

Administration, accounting and finance

Apprenticeships

Good

Teaching, learning and assessment in administration, accounting and finance are good because:

- learners make good progress and current accounting learners are achieving outstanding success rates in external examinations following a decline in framework success rates in the previous year
- the large majority of learners progress to higher-level qualifications
- tutors, together with employers, plan individual coaching sessions and assessments very well; learners are motivated, challenged and engaged and are able to link learning to their job roles
- enthusiastic and knowledgeable tutors plan and deliver very effective learning sessions for higher-level accounting and finance apprenticeships; learners are highly motivated and challenged to understand fully the importance and relevance of financial tools such as funds flow statements and ratio analysis
- learners' independent learning skills are developed well, making good use of resources available through the shared computer drive to improve their understanding of accounting and administration concepts; learners learn useful shortcuts when using spreadsheets and share these with their work colleagues
- staff support learners very well to help them remain in learning and progress at work; learners receive frequent workplace visits and additional support is targeted to meet their individual needs well
- careers advice and guidance is good; consequently, learners make the correct choice about the programme to take and the choice of units to study; they are well informed about option choices for further study and higher education
- learners and their employers are involved very well in planning learning and assessment opportunities and setting challenging targets; these are often closely linked to learners' existing work-related targets set by their employer
- the monitoring of learners' progress is good; learners, employers and tutors use electronic portfolios effectively and ensure that learners make good progress.

Administration, accounting and finance are not yet outstanding because:

- a few learners receive insufficient written feedback to help them improve the standard of their work
- staff do not promote or reinforce correct spelling, punctuation and grammar consistently and a few of the learning materials given to apprentices contain errors
- learners' knowledge of current equality and diversity legislation is not developed consistently well in learning sessions or at progress reviews and some information used is out of date.

The effectiveness of leadership and management**Outstanding**

- Senior leaders and managers provide excellent strategic direction and ensure high-quality training and performance that exceeds national rates on most programmes. Managers, staff and learners all have demanding targets, and these, with a strong work ethic and clear organisational vision, make a significant contribution to maintaining high standards and identifying areas for further improvement. Management of subcontracted provision is thorough and effective.
- Governance arrangements are extremely good at ensuring challenge to managers to achieve and maintain high standards of performance. An educational standards committee oversees the quality of the learners' training experience and contributes well to identifying improvements that are required to the management and delivery of training.
- Training 2000 meets local, regional and national priorities very successfully, particularly focusing on improving the skills of young people and meeting the needs of employers. Senior managers are represented well on a wide variety of community and industry-related committees and groups including the local enterprise partnership. Engagement with local, regional and national employers is particularly good in engineering and dental health and these excellent working relationships ensure the provision is up to date and responsive to the needs of employers.
- Initiatives to widen participation are excellent, targeting schools across Lancashire. Training 2000 has been particularly successful in attracting potential learners to open events, Saturday clubs and single-sex taster programmes to promote apprenticeship and pre-employability training opportunities, especially targeting under-represented groups.
- Staff are managed well and this is reflected in the high levels of competence and staff commitment. New staff are supported well following a thorough induction. An established and effective appraisal system informs robust performance management and links well to staff training and development.
- Managers use management information and performance data very effectively. They collect, analyse and use statistical information to monitor closely all aspects of the learners' experience. Where underperformance is identified, prompt action is implemented to ensure that the issues of concern are addressed and improvements are established, as seen in the significant improvement in success rates in 2013/14.
- Managers use feedback from learners, staffs, employers and other stakeholders very well to review the quality of training and identify further improvements. This has had a positive impact on learners' and employers' satisfaction and ensured that they feel that their requirements or concerns are taken seriously and their contributions highly valued.
- Self-assessment and improvement planning are highly effective, utilising a wide range of evidence to inform judgements. The most recent self-assessment report identified nearly all of the judgements made during the inspection. The accompanying improvement action plan has realistic, measurable targets with clear accountability given to the individuals responsible.
- The promotion of equality and diversity is a high priority for leaders and managers at Training 2000. Mutual respect and careful consideration of the needs of others is evident across working relationships and staffs' and learners' interaction. Staff take learners' welfare very seriously and identify, act on and resolve appropriately and promptly any breach of the equality and diversity policies and expectations. Training 2000 recruit learners from a very wide range of social and cultural backgrounds and the respect agenda is established during induction and reinforced throughout the training programme. The development of pre-employability study programmes in new locations has increased the accessibility to training to more vulnerable learners.
- Safeguarding arrangements for learners are outstanding. Staff follow detailed and comprehensive policies and procedures diligently and the Board receives regular updates. Six designated safeguarding officers deal with issues and concerns sensitively and swiftly and they are brought to a satisfactory conclusion. Staff development and specific training for staff

includes a wide range of topics such as: child sexual exploitation; forced marriages; honour-based abuse; and self-harm. Current planned training includes radicalisation. Managers ensure that all training and work environments are risk-assessed for safety and that learners receive appropriate training to raise their understanding of personal safety. Training 2000 is well represented on a wide range of local safeguarding boards and committees in the community and local region. Learners have a good understanding of the potential dangers posed by the use of the internet and social media and staff reinforce this awareness continually. Health and safety are given high priority with very good working practices, underpinned by a comprehensive range of policies and procedures.

Record of Main Findings (RMF)

Training 2000 Ltd

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate										
	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning	
	Overall effectiveness	2	N/A	N/A	2	N/A	N/A	1	N/A	N/A
	Outcomes for learners	2	N/A	N/A	2	N/A	N/A	2	N/A	N/A
	The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	N/A	1	N/A	N/A
	The effectiveness of leadership and management	1	N/A	N/A	2	N/A	N/A	1	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Nursing and dental health	1
Engineering	1
Manufacturing technologies	1
Employability training	2
Accounting and finance	2
Administration	2

Provider details

Type of provider	Not for profit organisation							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	3657							
CEO	Mr Stephen Gray							
Date of previous inspection	March 2011							
Website address	www.training2000.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	315	69	93	169	N/A	12	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	242	120	563	465	7	35		
Number of traineeships	16-19		19+		Total			
	27		11		38			
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Blackpool and the Fylde College ▪ Practical Refrigeration Training Centre 							

Contextual information

Training 2000 Limited is a Group Training Association. The company is a registered charity governed by a non-executive board drawn from its member employers. The board is responsible for the strategic oversight of the company; a chief executive officer is responsible for the strategy and operation of the company. He is supported by five directors and around 280 staff. The company's headquarter is in Blackburn and it has training centres in Carlisle, Burnley, Nelson, Blackpool, Preston and Bury. Approximately 80% of the company's income is government funded.

Lancashire is a large and economically diverse county with a mix of urban industrial areas, rural economies and centres of tourism. It has areas of relative prosperity with significant concentrations of unemployment and deprivation. The structure of the economy is similar to that of the UK. However, within Pennine Lancashire the rate of employment in engineering with manufacturing is twice the national average with a high concentration of large multi-national companies particularly in engineering and defence.

Across Lancashire, some 6.6% of the population are from minority ethnic groups. However, in some districts in Pennine Lancashire the proportions are higher, for example, in Blackburn with Darwen and Pendle, where Asian-heritage communities make up 31% and 15% of the population respectively.

Information about this inspection

Lead inspector

Mike White HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Director of Business and Educational Standards as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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