Trinity Training Services
Inspection report

<table>
<thead>
<tr>
<th><strong>Unique reference number:</strong></th>
<th>55105</th>
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<tbody>
<tr>
<td><strong>Name of lead inspector:</strong></td>
<td>Cliff Rose HMI</td>
</tr>
<tr>
<td><strong>Last day of inspection:</strong></td>
<td>16 December 2011</td>
</tr>
<tr>
<td><strong>Type of provider:</strong></td>
<td>Independent learning provider</td>
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<tr>
<td></td>
<td>Christchurch Building</td>
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<td></td>
<td>Leicester Street</td>
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<tr>
<td><strong>Address:</strong></td>
<td>Wolverhampton</td>
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<td></td>
<td>West Midlands</td>
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<td></td>
<td>WV6 0PS</td>
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<td><strong>Telephone number:</strong></td>
<td>01902 712402</td>
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Information about the provider

1. Trinity Training Services (TTS) was formed in 1986 as a registered charity working predominantly with young people who have additional learning needs, social needs and special assessment requirements. The board of trustees has delegated responsibility to a chief executive to manage, direct, develop income and provide overall support within TTS on a day-to-day basis. The chief executive reports to a management committee made up of trustees and co-opted members from the local community and is supported by a senior management team of four. Within the organisation there are five qualified internal verifiers, eight qualified assessors, 10 teaching staff and eight other staff.

2. In November 2007 TTS moved to its present premises in Wolverhampton. In July 2011 the organisation opened an outreach centre in Bilston. The provider holds a contract with the Skills Funding Agency (SFA) for the delivery of work-based learning and with the Young People’s Learning Agency (YPLA) for foundation learning. Government-funded training accounts for all of the organisation’s current business.

3. At inspection, 31 learners were on apprenticeship programmes working towards qualifications in; health and social care, customer service, catering and hospitality and business and administration. A further 78 learners were enrolled on the foundation learning programme. Sixty nine percent of learners were female and 37% from a minority ethnic background.

4. In November 2011, 7.6% of the working age population of Wolverhampton was claiming job seekers’ allowance compared with 4.8% in the West Midlands and 3.8% in Great Britain as a whole. In 2010, 20% of the working age population of Wolverhampton had no qualifications compared with 15.1% in the West Midlands and 11.3% in Great Britain.

5. TTS does not currently provide training on behalf of any other organisations and does not sub-contract any of its provision.

<table>
<thead>
<tr>
<th>Type of provision</th>
<th>Number of enrolled learners in 2010/11</th>
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<tbody>
<tr>
<td><strong>Provision for young learners:</strong></td>
<td></td>
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<tr>
<td>Foundation learning, including</td>
<td>116 full-time learners</td>
</tr>
<tr>
<td>Entry to Employment</td>
<td>58 learners</td>
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<tr>
<td><strong>Employer provision:</strong></td>
<td></td>
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<tr>
<td>Apprenticeships</td>
<td>117 apprentices</td>
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Summary report

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

<table>
<thead>
<tr>
<th>Overall effectiveness of provision</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>Capacity to improve</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Outcomes for learners</td>
<td>2</td>
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<tr>
<td>Quality of provision</td>
<td>2</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>2</td>
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<tr>
<td>Safeguarding</td>
<td>2</td>
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<td>Equality and diversity</td>
<td>2</td>
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<table>
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<tr>
<th>Subject Areas</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Health and Social Care</td>
<td>3</td>
</tr>
<tr>
<td>Preparation for life and work</td>
<td>2</td>
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Overall effectiveness

6. TTS is a good learning provider. Provision in its main programme area, foundation learning, is now good following a slow start when it replaced the previously successful entry to employment (E2E) programme. In health and social care, a satisfactory proportion of apprentices gain their qualifications. In all the other vocational areas offered, the proportion of apprentices who gain their qualifications is high. In almost all cases they manage to complete the qualifications in the expected time. Learners on all programmes enjoy the training and improve their mathematics and English. They also increase their self-confidence and employability. Teaching and learning are good both in the provider’s premises and in the workplace. Learners receive particularly good care and guidance. The organisation and the learning programmes are well managed. The charity’s board of governors actively monitors the provider’s activities and ensures that it continues its main aim of helping young people from socially deprived backgrounds to reach their full potential. TTS responds well to local needs in Wolverhampton. It maintains close links with other local providers and with the Connexions service in order to provide routes for young people to enter employment or further training within their local area. It opened its recently-established successful satellite centre in Bilston in direct response to a request from the Connexions service. The provider takes good account of the
views of the learners, who are represented by a learner youth panel. Learners take part in interviewing and selecting new members of staff.

**Main findings**

- **Overall success rates for apprentices are satisfactory.** They fell from a high of 84% in 2009/10 to around 70% in 2010/11. The largest drop was in early years care where success rates fell from 86% to 61%. Overall success rates in business administration, customer service and catering and hospitality also fell in 2010/11, but all remained well above national averages.

- **Outcomes for learners on the foundation learning programme are good overall.** Learners develop their confidence and social skills well, improve their speaking and listening skills and nearly all gain a much clearer focus on their progression and career routes. Those on work placements develop very good employability skills.

- **Much teaching and learning is good.** Well-qualified teaching staff use a range of stimulating activities to engage learners, many of whom have had negative prior learning experiences. Tutors use praise and encouragement well. However, they do not always use information and learning technology sufficiently to support learning and some sessions are too tutor led.

- **The provision satisfactorily meets the needs of the users.** Learners appreciate the small size of the provider and the friendly supportive atmosphere. Programmes are particularly aimed at learners with low levels of prior educational attainment and those from deprived backgrounds. However, the range of vocational training and work experience placements currently available is limited.

- **Care guidance and support for learners are good.** Initial advice and guidance is helpful. Staff effectively guide learners onto the most suitable programme within their provision or refer them to other local providers. Pastoral support is good. The provider is particularly effective in helping learners with housing or other personal problems. A key worker, assigned to each learner, monitors them closely to identify support needs.

- **Leadership and management overall are good.** There was considerable disruption earlier in 2011 following the sudden resignation of the previous chief executive and a loss of local authority funding. The new senior management team has introduced a number of organisational and procedural changes to improve the running of the organisation and restore staff morale. However it is too early to judge the effectiveness of these changes.

- **Governance is particularly strong.** Trustees have a wide range of appropriate skills and experience. They meet with co-opted members as a management committee each month in order to monitor the provision and to provide its strategic direction. The chair of trustees and the company secretary are both very frequent visitors to the provider. The board fully supports the new chief executive.
Safeguarding arrangements are good. Staff undertook extensive safeguarding training in 2010. Staff and learners’ awareness of safeguarding is good. The procedure for reporting suspected incidents is clear. The safeguarding officer maintains appropriate records of reports, investigations and referrals as well as the single record of criminal records bureau (CRB) disclosures. In addition to widely displayed posters, all staff and learners receive a pocket-sized reminder about safeguarding.

The promotion of equality and diversity is good. Social inclusion is good. The provider’s main and outreach premises are deliberately located in areas of high deprivation, where they attract local young people as well as learners from elsewhere in Wolverhampton. TTS operates an open door policy, accepting learners onto programmes, including apprenticeships, with very low levels of previous academic achievement.

TTS collects user views from a particularly wide range of sources to improve the provision. It regularly collects and analyses the views of learners, parents or carers of young learners, employers, work placement providers, partners, and its own staff through satisfaction surveys. It also has a learner youth panel which represents the views of the learners and recently assisted in staff recruitment interviews.

Staff involvement in self-assessment is good. In addition to programme reviews and regular input through staff meetings, staff attend a self-assessment day to evaluate the provision. The resultant report is self-critical and includes many of the same strengths and areas for improvement identified by inspectors. The associated quality improvement plan addresses the areas for improvement identified through self-assessment.

Value for money is good. Learners with low starting points are completing apprenticeship frameworks. Sixty five percent of learners with GCSE grade E or below in mathematics and English achieved their apprenticeship in 2010/11. In early years care, the area with the lowest success rate, just over half of the learners completed their framework. Resource management is good and effective in maintaining tight budgetary control.

What does Trinity Training Services need to do to improve further?

Take particular care in the matching of potential apprentices to employers in order to regain the previously very high apprenticeship success rates, now that programme-led apprenticeships are no longer permissible.

Ensure that learners benefit from the elimination of the weaker elements of teaching and learning by implementing improvement actions identified through the new observation of teaching and learning arrangements.

Increase the range of vocational training and work employment opportunities by further developing relationships with existing employers and developing good relationships with more local employers.
Summary of the views of users as confirmed by inspectors

What learners like:
- the high level of support
- the friendly and helpful staff
- improving their mathematics and English
- gaining qualifications
- the accessibility of staff
- the high frequency of visits by assessors
- the work placement experience
- being able to start at any time of the year.

What learners would like to see improved:
- the availability of food and refreshments in the learners’ recreation room
- the range of books available
- the availability of handouts, guides and informative booklets.

Summary of the views of employers as confirmed by inspectors

What employers like:
- the support for their apprentices
- the regular visits by provider staff
- the good communications with TTS
- the standard of trainees’ work
- their high level of involvement in the programme.

What employers would like to see improved:
- nothing reported.
Main inspection report

Capacity to make and sustain improvement

7. TTS has demonstrated a good capacity to make and sustain improvements. It has maintained the judgements of good for overall effectiveness, leadership and management and foundation programmes awarded at the previous inspection in 2007. It has also met all the key challenges set at that inspection. Senior managers maintain an improvement log showing all the improvements introduced since the previous inspection, the reason for their introduction and an evaluation of their effectiveness. Outcomes for apprentices rose to a very high level in 2009/10 and for most subject areas remain good despite the challenging economic climate. The foundation learning programme is relatively new, having replaced the previous Entry to Employment (E2E) programme, and current in-year outcomes are good. User involvement in the self-assessment process is good and the resultant report is self critical, identifying most of the strengths and areas for improvement found by inspectors. The comprehensive quality improvement plan concentrates on the areas for improvement identified. In particular the provider has recently introduced a pre-apprenticeship programme to reduce the number of learners leaving their programme early, when they discover that they are unsuited to a career in their chosen vocational area.

Outcomes for learners

8. Overall success rates for apprenticeships are satisfactory. They rose from 72% in 2007/08 to a peak of 87% in 2009/10 but fell to a satisfactory rate of 70% by period 12 of 2010/11. However, in business administration, customer service, and hospitality and catering, overall success rates are good, at 80% or above. The overall success rate in health and social care fell from 84% to 63% with the most marked fall in early years care from 86% to 61%, whereas the social care success rate declined by only 2 percentage points from 75% to 73%. Progression from programme-led apprenticeships into employment is low.

9. Learners on all programmes develop good employability skills and improve their self-confidence. They improve their mathematics and English and all those on work placements gain valuable insights into the world of work. Progression to positive outcomes in the now discontinued E2E programme was good and this continues in the foundation learning programmes.

10. Learners feel safe and adopt safe working practices. Health and social care learners apply their knowledge of safeguarding diligently to those in their care. The programmes help learners to make good healthy lifestyle choices for themselves and to help others to do so.
The quality of provision  

11. Much of the teaching and learning is good. Tutors use a variety of stimulating activities to involve learners, many of whom have negative learning experiences from school or other training providers. The main centre provides a good learning environment in light, airy, generally well-equipped training rooms. Staff are well-qualified and are particularly dedicated to improving the life chances of the learners. However, some sessions are too tutor led with tutors doing too much for the learners and not providing them with sufficient challenge. Some tutors make insufficient use of information and learning technology to reinforce learning. Initial assessment of learners is good and effectively identifies barriers to learning. Work-based assessors make very frequent visits to the workplace. They provide the functional skills element of the framework there, which encourages both learners and employers to recognise the importance of these skills.

12. The programmes meet the needs of users satisfactorily. The provision of foundation learning in a new satellite centre in a village hall in Bilston is proving very successful and popular with a particularly hard-to-reach group. This development was at the request of the Connexions service with which TTS has a very good and close working relationship. The limited number of employers willing to provide work placements is restricting the work experience opportunities for the learners. TTS provides foundation vocational training in horticulture for a partner school and in response to local demand is developing this provision in order to increase the vocational strands in the foundation level programme.

13. Care and guidance for learners are good. A key worker, assigned to each learner, monitors them closely to identify support needs. The key workers and members of a youth learner panel also provide approachable and additional channels for learners to raise any concerns. TTS has a network of specialist support agencies to which it appropriately refers learners with support needs that cannot be met in house. Information and guidance about appropriate courses in TTS or with other local providers is effective and learners benefit from good advice on future career paths.

Leadership and management  

14. Senior managers have introduced a new management structure and a number of new procedures to improve the provision. These are planned to help the organisation recover from the disruption caused earlier in the year by the sudden resignation of the previous chief executive officer, the loss of local authority funding and a decline in staff morale. Communication with staff is good. Senior managers attend weekly subject area meetings to communicate decisions made at their monthly senior management meetings and to gather information to contribute to management decisions. Managers use accurate
performance data reports to monitor overall performance and the performance of various groups of learners. They use this information to set appropriate organisational performance targets. Managers set individual staff targets through the effective appraisal and assessment system. Staff development is good. Individual staff training plans reflect organisational needs, both immediate and for succession planning.

15. The board of trustees monitors the organisation closely and provides good strategic direction. The board meets monthly as a management committee with additional co-opted members drawn from the local community. The board has given particularly good support to the new chief executive officer. It has also strengthened the arrangements for financial oversight and control.

16. Arrangements for safeguarding are good. Staff have a good awareness of safeguarding issues and have completed extensive training. All staff who come into contact with learners have been subjected to enhanced criminal records bureau (CRB) disclosure procedures, which are repeated every three years. Learners in a care environment are subjected to the same procedures. Suspected safeguarding issues are appropriately reported, investigated, recorded and referred to the appropriate agency by well-qualified safeguarding officers. TTS issues all staff and learners with pocket sized reminder cards on safeguarding issues. The provider carries out thorough specific health and safety risk assessments on all its activities both in its centres and employers’ premises. It risk assesses all work placement sites and checks on the employers’ approach to both safeguarding and health and safety before placing learners there. The correct reporting of accidents and near misses assists the effectiveness of the provider’s risk assessment and control measures.

17. The promotion of equality and diversity is good. Social inclusion is good. Both centres are located in areas of high social deprivation and attract local residents. TTS accepts learners with very low levels of prior achievement onto its programmes. Managers use data well to identify any achievement gaps between different groups of learners and then introduce measures to close them. Both staff and learners are ethnically diverse. In addition to discrete provision at induction and reinforcement using appropriate questions to test and reinforce understanding at learners’ progress reviews, tutors also use teaching material that challenges traditional stereotyping during the teaching of functional or vocational skills. Managers have carried out equality and diversity impact assessments on all the organisation’s policies and amended them whenever they found they discriminated against any particular group. The provider makes a room in the main centre available for learners or staff of any faith to use for prayer.

18. TTS regularly uses questionnaire surveys and programme reviews to collect views from a particularly wide range of users and stakeholders in order to identify actions to bring about improvements. These include; learners, parents or carers of young learners, employers, work placement providers, partners, and its own staff. The provider has a learner youth panel, which currently has
four members and represents the views of the learners. Youth panel members recently assisted in interviews to recruit new members of staff.

19. Staff involvement in self-assessment is good. They attend a self-assessment day to evaluate the provision, undertake programme reviews and provide regular input through staff meetings. Since producing the last self-assessment report the provider has introduced a more thorough system for the observation of teaching and learning. Managers have indentified that grades awarded to lessons under the old system tended to be too generous. The associated quality improvement plan addresses the areas for improvement identified through self-assessment well.

20. The provision represents good value for money. Learners with low starting points are completing apprenticeship frameworks. Sixty five percent of learners who had previously achieved GCSEs at grade E or below in mathematics and English completed their framework in 2010/11. In early years care, the area with the lowest success rates, just over half of learners completed their framework. Resource management is good and maintains tight budgetary control.
Subject areas

Health and Social Care  Grade 3

Context

21. The main provision is apprenticeships in health and social care at intermediate and advanced levels, children and young people's workforce at intermediate and advanced levels and an award in parenting skills. Currently there are nine health and social care learners and seven early years learners. Connexions, employers and schools refer learners to TTS. Each learner is appointed a key worker who is also their assessor.

Key findings

- Success rates are satisfactory. Between 2008/09 and 2009/10, the rate of apprenticeship completion within the planned end date for the early years programme, increased significantly by 32 percentage points to 82%. The overall success rate increased by 21 percentage points to 86% for the same period. However, this improvement has not been maintained in the current year.

- Too few learners progress into employment. Actions have been taken to improve job search for learners, with key workers assisting individuals in the preparation of curricula vitae and online job applications. Key workers also accompany learners to job interviews.

- Learners effectively improve their employability and economic and social well-being through their work placements where they develop relevant knowledge and skills.

- Learners feel safe and find TTS a safe and welcoming environment. Learners use safe working practices in their placements. For example, an intermediate early years learner described the thorough health and safety risk assessments that she carried out when she took young children out of the centre.

- Teaching and training are satisfactory with an appropriate range of activities. Advanced apprentices develop independent learning through research activities. Detailed written feedback helps learners to make good progress. Effective links between theory and practice develop learners' knowledge and understanding. The use of technology to support learning is limited and internet links and guidance to relevant sites are not routinely supplied to learners.

- Some workplace visits do not exploit all potential learning opportunities. Tutors only feed back at the end of an activity, reducing the impact of learning through formative assessment. Most learners require more time to reflect and synthesise their learning following an activity before they complete paperwork and records. Some feedback is too general and is not sufficiently detailed or specific.
The provision effectively meets the needs and interests of users. Good arrangements for flexible assessment meet the needs of learners and employers. Functional skills teaching is carried out at employers’ premises. The range and content of provision provides learners with coherent progression routes.

Partnerships with employers are satisfactory. They are used effectively to develop the provision and provide work-based learning opportunities that benefit learners. Employers agree with TTS and its learners which additional National Vocational Qualifications (NVQ) units are most appropriate. Employers are kept fully informed regarding programme requirements, and provide relevant support and additional on-the-job training when required.

Care, guidance and support for learners are good. Learners receive individual guidance and support through their key worker to help them achieve their potential. Links with external welfare agencies assist learners with accommodation, drug, alcohol awareness and sexual health issues. Parents and carers are kept informed of the progress and attendance of learners under 18 years of age.

Leadership and management are effective in raising expectations and promoting ambition. Good communication between managers and staff through team and standardisation meetings help monitor individual learners’ progress and assessors’ targets. Staff fully support the provider’s mission statement and strategic objectives and understand the importance of their contributions.

Arrangements for safeguarding learners are satisfactory. Learners are introduced to safeguarding at induction when they apply for their own CRB checks. Learners are aware of how to access support if they identify any unsafe or abusive situations and understand the safeguarding implications of working in the care sector. Health and safety arrangements, incorporated into the induction process and into work-based assessments, are satisfactory.

Equality and diversity arrangements are satisfactory. Learner reviews include scenario-based questions that encourage the learner to review any issues they have faced in their work placement. In most aspects of the programme, equality and diversity are well integrated and actively promoted.

Effective contribution to the self-assessment report by all staff accurately identified that success rates for early years programmes need to improve. Analysis of available information revealed that early leavers did not enjoy working in the care sector. Action is being taken to offer a pre-apprenticeship learning programme to enable prospective early years learners to sample a work placement prior to progression onto the main programme in an attempt to reduce the number of early leavers.

What does Trinity Training Services need to do to improve further?

Improve success rates by fully establishing the new pre-apprenticeship programme to ensure all prospective early years learners sample a work placement prior to starting the apprenticeship programme in order to fully understand the commitments they are making.
• Increase the proportion of learners that progress into employment by further developing and improving the job search activities.

• Develop learning opportunities during tutors’ workplace visits so that learners reflect upon and absorb what they have learned following an activity, before they complete paperwork and records.

• Improve teaching and learning by increasing the use of ICT to support learners through relevant and effective computer-based learning activities. Improve staff ICT skills enabling them to produce online learning materials.
Preparation for life and work

Grade 2

Context

22. Of the 78 learners following foundation learning programmes, 62 are based at the main site with the remainder at a newly-opened satellite site. All learners are aged 16 to 18 years old, with 24 from a minority ethnic group. Approximately two thirds of learners are female. Learners work towards qualifications in all three functional skills and a certificate in employability and personal progression mainly at entry or foundation level. Twelve learners are on a work placement and 29 learners are on a vocational option in the areas of business administration, customer service, elderly care or early years.

Key findings

- The rate of learners achieving a positive outcome in the current year is good. The previous E2E programme was good with a steadily improving trend in positive progression rates. Attainment of key objectives and functional skills is satisfactory. However, recent success rates indicate an improving trend.

- Learners progress well in developing their confidence and social skills. They also improve their speaking and listening skills well through stimulating activities in large and small group work. Many learners have had negative prior learning experiences. They are very proud of the achievements they make while on the programme. Nearly all learners gain a much clearer recognition of their progression and career routes and have much greater self-esteem.

- Learners improve their understanding of the world of work. Those learners on work placement develop very good employability skills. All learners feel safe and know who to approach with their concerns. They gain a good understanding of health and safety through useful modules within their programme. Learners’ contribution to the community is satisfactory.

- Teaching and learning are good. Teachers generally provide learners with a range of stimulating activities such as identifying hazards in the kitchen to promote an understanding of health and safety and writing risk assessments. During their training activities learners are stretched and challenged. However, tutors do not plan sufficiently to meet individual support needs.

- The assessment of learners is good. A detailed assessment process provides staff with a clear understanding of their prior learning, academic abilities and any social issues impacting on their progress. Assessment in the workplace is regular and good. Tutors make insufficient use of the results of functional skills and learning styles assessments to improve their lesson planning.

- The satisfactory range of provision provides learners with opportunities to develop skills within the three strands of foundation learning. However, the current programme focuses too heavily on the qualification requirements. Plans are in place to review enrichment activities and provide a greater emphasis on work placement opportunities earlier in the programme.
Learners benefit well from very good range of partnerships. Staff have regular contact with housing groups, local hostels, a counselling service, welfare organisations and the Youth Offending Team to support learners. Good links to Connexions have resulted in new facilities which are having very positive benefits for learners. Regular communication with parents and carers provide them with a good level of information on learners’ progress.

Support for learners is good. All staff have a very supportive and encouraging approach and deal with barriers to learning sensitively. Where necessary, they accompany learners to job and college interviews and provide them with suitable clothing. A regular review process provides learners with good support and all learners are aware of their personal targets. In a minority of cases, target setting is too general.

Leadership and management are good. Managers have provided regular staff training on the requirements of the new programme. A review of the provision is resulting in changes to meet the needs of learners and to improve positive outcomes. The new quality manager is improving action planning for staff and the quality auditing of key processes. TTS concentrates well on safeguarding learners.

TTS has a strong culture of inclusion and ensures all learners have the opportunity to progress, regardless of their barriers to learning. Managers analyse data well and ensure no groups are disadvantaged.

Staff are fully involved in the self-assessment process. The resulting report is broadly accurate although the provider is aware that previous evaluations of teaching and learning were insufficiently thorough. The majority of actions within the quality improvement plan have been undertaken. Resources are satisfactory at the main site and plans are in place to improve resources at the satellite centre.

What does Trinity Training Services need to do to improve further?

- Fully implement the review of the provision to improve learners’ attainment of learning objectives by covering key modules earlier in the programme and ensuring sufficient time for increased opportunities for enrichment and work experience.
- Ensure the planning of teaching and learning takes sufficient account of the individual needs of all learners and the outcomes of learners’ functional skills and learning styles assessments.
- Ensure target setting is consistently good across the provision by the sharing of best practice and regular quality audits.
Information about the inspection

23. One of Her Majesty’s Inspectors (HMI) and two additional inspectors, assisted by the provider’s chief executive officer as nominee, carried out the inspection. Inspectors also took account of the provider’s most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate’s quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.

24. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They 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)

**Trinity Training Services**

**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

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**Grades using the 4 point scale**
1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate

**Approximate number of enrolled learners**

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<tr>
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<th>Overall</th>
<th>16-18 Learner responsive</th>
<th>Employer responsive</th>
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<tbody>
<tr>
<td>Full-time learners</td>
<td>109</td>
<td>78</td>
<td>31</td>
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<tr>
<td>Part-time learners</td>
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<td>0</td>
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**Overall effectiveness**

2

**Capacity to improve**

2

**Outcomes for learners**

2 2 3

<table>
<thead>
<tr>
<th>How well do learners achieve and enjoy their learning?</th>
<th>2</th>
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<tbody>
<tr>
<td>How well do learners attain their learning goals?</td>
<td>2</td>
</tr>
<tr>
<td>How well do learners progress?</td>
<td>3</td>
</tr>
<tr>
<td>How well do learners improve their economic and social well-being through learning and development?</td>
<td>2</td>
</tr>
<tr>
<td>How safe do learners feel?</td>
<td>2</td>
</tr>
<tr>
<td>Are learners able to make informed choices about their own health and well being?*</td>
<td>3</td>
</tr>
<tr>
<td>How well do learners make a positive contribution to the community?*</td>
<td>n/a</td>
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**Quality of provision**

2 2 3

<table>
<thead>
<tr>
<th>How effectively do teaching, training and assessment support learning and development?</th>
<th>2</th>
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<tbody>
<tr>
<td>How effectively does the provision meet the needs and interests of users?</td>
<td>3</td>
</tr>
<tr>
<td>How well partnerships with schools, employers, community groups and others lead to benefits for learners?</td>
<td>2</td>
</tr>
<tr>
<td>How effective are the care, guidance and support learners receive in helping them to achieve?</td>
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**Leadership and management**

2 2 2

| 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?* | 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? | 2 |
| How effectively does the provider engage with users to support and promote improvement? | 2 |
| How effectively does self-assessment improve the quality of the provision and outcomes for learners? | 2 |
| 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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