

Project Management (Staffordshire) Training Limited

Inspection report

Unique reference number: 53992

Name of lead inspector: Derrick Spragg HMI

Last day of inspection: 28 January 2011

Type of provider: Independent learning provider

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Information about the provider

1. Project Management (Staffordshire) Limited, trading as PM Training (PM) was established in 1982 and in 2008 became a part of the Aspire Housing group. PM is a social enterprise with learners training in the private and public sector mainly in Stoke-on-Trent and Staffordshire and with a few large companies located throughout England and Wales.
2. PM holds contracts with the Skills Funding Agency and the Young Persons Learning Agency that account for just over 50% of its turnover. PM provides Entry to Employment (E2E) and Foundation Learning; apprenticeships and Train to Gain programmes in agriculture, engineering, construction, information communications technology (ICT), retail and commercial enterprises and business administration and law. Inspectors considered all aspects of the provision and reported on three subject areas; engineering, construction and, within business administration and law, administration and customer services.
3. Most learners are from Stoke-on-Trent or Staffordshire with many living in disadvantaged areas with higher than average unemployment levels and low educational attainment. The proportion of people from non-white British groups in the area is lower than the average for the region.
4. The following organisations provide training on behalf of PM:
 - Stoke-on-Trent College (construction)
 - Rebus (construction)
 - Stepping Stones (administration and customer service)

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners:</p> <p>Foundation Learning, including Entry to Employment</p>	<p>223 full-time learners</p>
<p>Employer provision:</p> <p>Train to Gain Apprenticeships</p>	<p>61 full-time learners 134 apprentices</p>

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Engineering and manufacturing technologies	2
Construction and the built environment	2
Administration and customer service	3

Overall effectiveness

5. PM provides good training. Learners enjoy their experience and progress well with high numbers of them moving into work. The training centre is good and has a very positive atmosphere. Skills training is good; learners are treated very well by staff, work safely and feel safe. The training centre provides free breakfast and hot drinks. Practical help and advice on healthy living is provided. Many of the training projects make a big contribution to improving the local area.
6. Learners particularly enjoy the training at the centre where the staff use their experience and skill to develop learners' employability skills and confidence. Practical training starts straight away and learners are well prepared for each stage of their programme. Good work placements and job opportunities are provided and employers work very well in partnership with PM to achieve good outcomes for learners. Support for learners by PM staff is outstanding.
7. Overall the training is well-organised and managers and staff have a clear sense of what they are trying to achieve. Staff are very helpful and take an interest in each individual. They want learners to do well and expect the best of them.

8. Learners get involved too in the way PM is organised and staff listen to their ideas. PM uses any surplus profit it makes to support learners in their training and to improve the resources.

Main findings

- A high proportion of learners in E2E progress to further training and employment and attain their learning goals. Learners achieve qualifications in E2E and Foundation Learning at a good rate. Attainment is satisfactory overall for apprentices and Train to Gain learners. Progress towards the completion of programmes was slow for many learners in 2009/10 but is now improving.
- Many learners make an outstanding contribution to their local community through the work they carry out in deprived areas. Learners develop their employment skills particularly well and are motivated. Learners feel safe and use safe working practices. Learners have a good appreciation of healthy living.
- The quality of provision is good. Training at the centre is good. Staff use their expertise very well to benefit learners. Employers provide good training for learners to develop their skills and confidence. Planning for learning at reviews is underdeveloped.
- The range and content of programmes meets the needs and interests of learners and employers well. After careful screening of the learners' current ability, tutors work effectively with the learners to plan their individual learning programme.
- PM uses partnerships in an outstanding way to develop its provision to meet the needs of learners. PM has developed a network of over 400 companies by working closely with key partners from both the public and private sector. Other partnerships also benefit learners. For example strong links with local schools enable pupils to benefit from taster programmes and work experience.
- Care, guidance and support for learners are outstanding. Learners value the highly motivational support from staff who understand the needs and challenges facing the learners. Learners value frequent regular and supportive visits by PM staff to the workplace to help them progress and to deal with any barriers to learning. PM provides practical and financial support for learners where necessary.
- Leadership and management are good. PM has a clear purpose as a social enterprise organisation applying a strategic and community based approach to training from which many disadvantaged young people from areas of high unemployment benefit. PM contributes in a significant way to local and regional initiatives. Operational management arrangements are good. Staff teamwork is good. Governance arrangements are good.
- Safeguarding arrangements are good and are given a high priority. Learners develop a good understanding through the comprehensive four week induction. Appropriately qualified staff conduct risk assessments and the extent of staff training in respect of safeguarding is good.

- PM's approach to the promotion of equality and diversity is good. The organisation's key purpose is based on principles of social inclusion. The provider's open door policy promotes inclusion. PM has achieved the Investors in Diversity standard. No identifiable gaps in achievement between different groups are apparent.
- The provider has very effective strategies to engage with users to support and improve the provision. PM has been particularly successful in engaging with a large number of employers. PM training has established forums for learners and employers and addresses suggestions for improvement effectively.
- Self-assessment is satisfactory. Leaders and managers have implemented significant improvements over the past two years. Staff are involved in planning and carrying through improvements. However, the approach to quality improvement planning overall is insufficiently systematic.
- Value for money is outstanding. Resources are used particularly well to secure value for money. Many learners who enter at foundation level make very good progress through apprenticeships into jobs. Resources support all learners very well. PM applies good practices with regards to sustainability. Money generated by PM as surplus is donated to an endowment fund that is used to support learners and to fund training initiatives.

What does Project Management (Staffordshire) Training Limited need to do to improve further?

- Increase the number of successful apprentices in all programmes within the agreed time for completion. In order to achieve this, continue to embed management strategies to monitor progress and continue to provide good training.
- Improve the self-assessment arrangements by adopting a more systematic approach that links quality improvement activities together more coherently. Furthermore provide a clearer overall approach that is more manageable and for which directors, managers and staff can be accountable more visibly.
- Improve the effectiveness of the planning that takes place with learners at progress reviews by considering and recording progress more thoroughly. Further improve recording at reviews by specifying much more clearly the training required and the objectives on which learners need to work in order to progress in the short term.

Summary of the views of users as confirmed by inspectors

What learners like:

- the helpful and supportive staff
- the help in getting an apprenticeship
- the way they are treated with respect
- the practical nature of the training
- being prepared for employment

- the good balance between work and training
- the free breakfasts.

What learners would like to see improved:

- the money they receive
- the frequency of assessors' visits
- the number of training centres
- the variety of apprenticeships available.

Summary of the views of employers as confirmed by inspectors

What employers like:

- being involved in the design of the course
- the way the training and standards achieved by learners meets their needs
- their close involvement in learners' reviews
- the good attitudes and quality of work of their apprentices
- the good communications with PM staff
- PM help with recruitment
- the very good relationship with assessors.

What employers would like to see improved:

- nothing reported.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. PM has made significant improvements over the past two years. Partnerships, the contribution made to the community and value for money have improved significantly. Support for learners is maintained at a very high standard. Strategic management, governance and resources have improved. Progression by learners to positive destinations has improved. In most subject areas success rates for apprentices have improved.
10. Management arrangements, introduced at the commencement of the 2010/11 contract year, are making an impact on improving apprentices' success rates and more of them are completing successfully and within the agreed time in the current year. Self-assessment is satisfactory. Some aspects of self-assessment have improved. However a systematic approach to quality improvement planning and evaluation at all levels is underdeveloped.

Outcomes for learners

Grade 2

11. Outcomes for learners are good overall. A high proportion of learners in E2E progress to further training and employment at a rate that is much higher than usually expected for the local area or region. The proportion of learners who achieve qualifications in E2E and Foundation Learning is high. In all programmes learners develop good levels of literacy, numeracy, employability and key skills. Standards of work produced by learners in the workplace and the community are good and this is recognised by employers, the public and in a few cases by achievement of national awards and recognition.
12. Attendance and punctuality are good across all programmes. Attainment is satisfactory overall for apprentices and Train to Gain learners. There are no significant variations in attainment between different groups. Progress towards the completion of programmes was slow for many apprentices and Train to Gain learners in 2009/10 but is now improving.
13. Learners improve their economic and social well-being and their employment skills particularly well. Many learners join the programme at 16 with low levels of prior attainment and from disadvantaged backgrounds. PM very often provides their first experience of work and of gaining a sense of direction. Learners feel safe and use safe working practices. Learners enjoy their programmes.
14. Learners have a good appreciation of healthy living and make good use of the promotional activities such as free breakfasts and hot drinks at the training centre. Others benefit from support to stop smoking, taking part in health screening and other practical activities that contribute to healthy lifestyles.

15. Many learners make an outstanding contribution to their local community. Learners contribute in a major way to regeneration and building projects in areas of high deprivation. Many learners live in these areas and develop a responsible attitude to their part in the community through being engaged with PM. The public and local authorities value highly learners' achievements in the community.

The quality of provision

Grade 2

16. The quality of provision is good. Teaching, training and assessment are good. Staff use their skills and expertise very effectively to develop learners' skills and attitudes within an appropriately challenging learning environment. Employers provide good on-the-job training for learners to develop their skills and confidence. The regular reviews of progress with learners often lack clear outcomes for the learner and result in insufficiently clear short-term objectives or no objectives recorded.
17. The range and content of programmes meet the needs and interests of learners and employers well, with a good choice of subjects, levels and qualifications. Particular good opportunities are available for learners who need to develop practical skills, employability skills and a sense of direction in their lives and career aspirations. After careful screening of the learners' current level of literacy and numeracy skills, tutors work with the learners to plan their individual learning programme. Many progress to further learning programmes and higher work roles.
18. PM uses partnerships in an outstanding way to meet the needs of learners. PM has a network of over 400 companies and works closely with key partners from both the public and private sector using their supply chains to develop opportunities for learners. This has led to a large increase in training and employment for many learners. Other partnerships also benefit learners. For example extremely effective links with the Stoke-on-Trent Primary Care Trust provide learners with sexual health screening, smoking cessation advice and support for learners. Strong links with local schools enable pupils to benefit from taster programmes and work experience.
19. Care, guidance and support for learners are outstanding. Learners value the highly motivational support from staff who understand the needs and challenges they face. Learners receive good information and advice to enable them to make informed choices and to deal with any barriers to learning. PM provides good practical support for learners where necessary. For example PM provides individual financial assistance for learners with particular difficulties and hardship. PM pays learners' wages when employers' placements are withdrawn. PM pays a weekly performance bonus to all E2E and Foundation Learners on the basis of attitude, timekeeping, attendance and behaviour which provides an incentive to learners to become ready for employment.

Leadership and management

Grade 2

20. Leadership and management are good. Leaders and managers demonstrate strong commitment to raising expectations as they improve the quality of the learners' experience. PM has a clear strategy and highly appropriate values to which staff respond very well. PM contributes in a significant way to local and regional initiatives and has very strong partnerships. As a social enterprise organisation PM applies a strategic and innovative approach to developing training programmes with strong community involvement from which many learners benefit. Operational management arrangements are good. Staff teamwork is good. Governance arrangements are good.
21. Safeguarding arrangements are good and are given a high priority. Learners develop a good understanding through the comprehensive four week induction. This is effectively reinforced in many ways including widely distributed posters, pocket-sized information cards and regular and frequent discussions involving learners and employers. Good practices are promoted. For example in addition to applying comprehensive policies for both safeguarding and health and safety, PM uses a policy for the appropriate use of restraint and trains staff in its application. Appropriately qualified staff conduct risk assessments and the extent of staff training in respect of safeguarding is good.
22. PM's approach to the promotion of equality and diversity is good. The organisation's key purpose is based on principles of social inclusion. PM has a very strong record over a number of years of successfully widening the participation of disadvantaged young people in training and employment. The provider's open door policy promotes inclusion through facilitating access to training and employment for young people with previously poor academic achievement or behaviour in areas of high deprivation. PM has achieved the Investors in Diversity standard. Comprehensive policies on equality and diversity, including anti-bullying and harassment are used together with an equality and diversity development plan that is implemented effectively. The enrolment of female and non-white British learners remains low although the provider continues to explore innovative ways to engage them.
23. The provider has very effective strategies to engage with users. PM is particularly successful in engaging with high numbers of employers and strategic partners to improve the provision and to adapt the training programmes to meet local needs. PM uses evaluation questionnaires effectively, has established forums for learners and employers and addresses suggestions for improvement effectively.
24. Self-assessment is satisfactory. Stakeholders' involvement in the self-assessment process is satisfactory. The overall quality strategy drives change and improvement. Leaders and managers have implemented significant improvements over the past two years that have improved the learners' experience and outcomes. Staff use their own initiative well to implement improvement. The self-assessment report is self critical and identifies further

areas for improvement. PM recognises observation of teaching and learning requires improvement and recently introduced new arrangements but it is too early to judge the impact of them. Quality improvement planning and recording is insufficiently systematic at all levels with poorly recorded objectives, insufficient use of benchmarking and subject area plans not linked clearly enough to the overall self-assessment.

25. Value for money is outstanding. Many learners entering at foundation level make very good progress through apprenticeships into jobs. The development of learners' employability skills is very good. Resources are used particularly effectively and efficiently to secure value for money. PM funds extensive staff training and development. Learners make good use of the purpose-built training centre. PM provides taster periods and an entry period of over four weeks training for many learners. Learners on foundation programmes experience a high level of teaching/training time per week, much more than the minimum recommended and much of it in small groups. PM provides good, well managed, off-the-job training resources for apprentices.
26. PM applies good practices with regard to sustainability. Good use is made of money generated by PM as surplus. PM donates 100% of this to an endowment fund that is used to support learners and fund training initiatives. Many of the products generated by foundation, engineering and construction apprentices, and sold to the public or used in local areas, are made from recycled materials. The facilities management of PM centre is based on sustainable principles. The centre itself is a reclaimed and refurbished pottery works.

Subject areas

Engineering and manufacturing technologies

Grade 2

Context

27. Currently 56 learners participate in apprenticeships in engineering and manufacturing technologies of whom 29 are in engineering.

Key findings

- Success rates are satisfactory. The number of learners who succeed within the planned time in manufacturing apprenticeships and Train to Gain was high in 2009/10 while for those in engineering it was low. All learners currently on engineering programmes are making good progress towards their learning goals; success rates are improving.
- Learners enjoy their programmes and particularly value the practical skills they gain. Good development of personal and social skills relevant to employment enables learners to produce high quality work, demonstrating good standards of fabrication and manufacturing skills. Many apprentices join with low levels of prior attainment and make good progress throughout their programmes.
- Most learners progress into permanent employment. Learners develop good employability skills that are highly valued by employers. Learners are well informed about health and well-being issues and participate well in initiatives to promote healthy lifestyles. Learners feel safe and routinely demonstrate good standards of health and safety practice.
- Engineering apprentices make a very positive contribution to the community through PM's Artworks programme. Apprentices work with schools and community organisations to design and fabricate high quality public art works that are installed around the local community. This is highly motivational for learners and helps them to develop good design and fabrication skills.
- Training and learning are good. Off-the-job training is well planned and learners experience good learning sessions that respond well to their individual needs. Apprentices receive good training and coaching in the workplace from assessors and employers. Learners have access to high quality practical learning resources that are used very effectively to provide good standards of practical training and learning.
- Assessment of learning is accurate and thorough. Tutors give detailed and constructive feedback to learners. Progress reviews are satisfactory overall and make good use of employers' feedback on learners' development. However, target setting is insufficiently specific and measurable. Training, key skills and functional skills are delivered flexibly to meet the needs of learners and employers and support overall achievement.
- PM provides a good range of provision with very effective recruitment and progression routes for learners. An extended induction period and trial work placements build learners' social and employability skills and ensure that they

join appropriate programmes. Employers are closely involved in the design and delivery of programmes.

- Partnerships with employers, schools and community organisations are highly productive and benefit learners significantly. Apprentices work with local schools to design and fabricate public art works that are installed in community venues providing good opportunities for learners to demonstrate their design and fabrication skills. Excellent links with employers provide placements for learners that often lead to employment opportunities for apprentices.
- Learners receive good support and guidance throughout their programme. Learners with low prior attainment are encouraged to apply and extended taster sessions in vocational areas and trial placements help to ensure they enter the right programme. Learners' support needs are identified and addressed well. Assessors provide good individualised support that helps them to achieve their learning goals.
- Leadership and management are good. Staff are very clear about their roles and their part in achieving PM's overall objectives. Strategies to engage employers are highly effective and provide increased opportunities for learner participation and contribute to improving the provision. PM provides good value for money in engineering and manufacturing.
- Arrangements for the promotion of safeguarding and equality and diversity are effective. Comprehensive coverage of safeguarding and equality and diversity is part of the extended induction period. Awareness is reinforced through questioning at assessment and review visits although this is sometimes too general. Learners and employers demonstrate understanding of safeguarding issues and are aware of reporting procedures.
- Arrangements for monitoring and improving performance are satisfactory. Managers and staff understand the key strengths and areas for improvement in their departments and take appropriate actions to address these. However, the lack of a quality improvement planning process for engineering at sector level limits the effectiveness of quality improvement actions and the management of improvements overall.

What does PM Training need to do to improve further?

- Increase the number of learners who achieve the full apprenticeship award by continuing to provide good training, by improving the achievement of learning goals within the agreed time and by improving the short term targets set at learners' reviews and making them more specific and measurable.
- Improve quality improvement arrangements in engineering and manufacturing by introducing a more systematic approach and include actions for improvement identified through self-assessment.

Construction and the built environment

Grade 2

Context

28. Currently, 66 learners are apprentices in construction of whom 17 are advanced apprentices. A further 23 Train to Gain learners are working towards NVQ level 2. In addition, 31 learners are enrolled on level 1 in construction.

Key findings

- Outcomes for learners are satisfactory. Success rates for apprentices in bricklaying, painting and decorating and wood occupations have improved significantly to just below the national average. Success rates for construction level 1 courses are high. Train to Gain programmes have high overall success, but too many of these learners do not achieve in the planned time.
- Standards of work produced by learners in the workplace are good. Bricklaying learners are able to construct garden walling to high occupational standards that are plumb, level, to gauge and to a neat finish, while working in small teams with one supervisor. Train to Gain learners, working independently, can accurately set out, install and fix double glazing doors and windows to a high standard in homeowners' houses.
- Learners feel safe at work and demonstrate a full understanding of safe working practices. All learners choose and wear the correct personal protective equipment when carrying out construction tasks, such as wearing protective goggles when drilling into masonry walls. Health and safety is well promoted throughout the programme.
- Learners' contribution to local community projects in areas of high deprivation is outstanding. Learners that live in the project areas are very positive about working on projects. Their work ensures environments are improved significantly.
- Training and assessment are good. Learners are well supported by working with skilled crafts persons and assessors who ensure they develop skills across the range of construction activities. For example, assessors organise work-based assessments with other employers when activities cannot be met by the learner's current employer. Assessors' feedback to learners is supportive.
- Reviews for learners are insufficiently developed. Too many reviews do not focus sufficiently on vocational targets. The monitoring of progress for learners studying off-the-job qualifications is not robust. Learners are not always sufficiently clear on their current progress or what is required of them to improve further.
- Induction is good in meeting the needs of all learners. During an initial four week period learners develop good employability and basic construction skills. Learners engage in a range of personal development and team building activities, such as paintballing.

- The work experience arranged for learners is very effective in developing good employability skills such as working as part of a team and time keeping. Many learners that engage with work experience gain employment as apprentices with employers. Apprentices losing their jobs due to the lack of work at an employer are also placed to work on PM projects until alternative employers are found.
- Partnerships with local authorities, employers and schools are highly effective and benefit learners directly. Learners develop skills and knowledge working on well-organised regeneration projects and new house building sites. School pupils applying to PM following well-organised tasters are often found apprenticeships with local employers.
- Personal and social support for learners is good. Learners speak highly of the supportive staff and employers. Support staff have been trained in areas such as counselling, drug misuse, anger management and safeguarding and are able to relate to learners with specific needs. Much support takes place outside normal working hours and benefits learners by increasing their self confidence.
- Leadership and management are good. A core value of removing barriers to learning for those who would not otherwise participate in learning is applied very effectively. The management and internal verification of NVQ assessment are good and contribute to improvement. Self-assessment arrangements are underdeveloped.
- Safeguarding arrangements are effective and the promotion of equality and diversity is satisfactory. PM actively promotes equality and diversity throughout all training and as part of the core values of the company. Equality and diversity form a key part of the four week induction programme in which learners explore equality and diversity themes in depth.

What does PM Training need to do to improve further?

- Improve overall and success rates within the planned timescale by continuing to provide good practical training; by ensuring better coordination and monitoring of learner progress between PM staff and subcontractors and by ensuring that a clear focus on learners' progress is maintained throughout the programme.
- Improve the setting and recording of learners' short term vocational targets by more clearly identifying for the learners and employer precisely what is required of learners to make progress.

Administration, marketing and sales

Grade 3

Context

29. Currently 63 learners are working towards administration and customer service qualifications. Of these, eight are Train to Gain learners.

Key findings

- Overall the number of learners in 2009/10 who achieved and those who achieved within the planned time for completion are low. However, due to circumstances outside of the provider's control a large number of learners at one employer had their learning interrupted. This resulted in many leaving the programme or completing late. The success rate for the learners elsewhere was satisfactory and in 2010/11, current framework completions show a big improvement.
- Learners develop good personal, social and employability skills that improve their confidence and motivation in the workplace and lead to sustainable employment. In-depth job analysis takes place with the employer to ensure the job role and responsibilities are well matched to the learners' skills, knowledge and employment goals.
- Health and safety and employment rights and responsibilities are satisfactorily covered at induction and by assessors during assessment visits. Learners report they feel safe.
- Training and assessment are good. Visits to the workplace are regular, well planned and flexible to meet the needs of the learner and employer. Learners benefit from PM staff providing good coaching at work. They develop learners' skills and confidence effectively. Employers take an active role in planning and providing on-the-job training. Employers support learners by adjusting work schedules to accommodate learning and assessment at work.
- The setting of short-term learning objectives for learners during progress reviews and assessment visits is underdeveloped. Targets are too vague and do not provide the learner with enough detail to know what they have to achieve by the next review visit.
- The range and content of provision is good. Qualifications are available from foundation level to level 4. Qualifications are relevant to the learners' career goals and employment aspirations. Programmes are strongly focused on the needs of learners. A range of awards and certificates have been developed to enable learners on foundation programmes to progress onto an apprenticeship qualification.
- Highly effective strategic partnerships with employers benefit learners and extend employment and training opportunities. Good partnerships have also been developed with schools, a wide range of charity organisations and the city council.

- Support for learners is very effective in overcoming the range of barriers that a significant number of learners have. Learners value the staff support. Learners benefit from regular and frequent visits by PM staff to the workplace. They provide helpful guidance and support when needed. Learners report that staff are very approachable and easily accessible by phone, text and email.
- Leadership and management are satisfactory. PM Training recently increased the team of assessors due to the rapid growth of the programme over the last year. Insufficient staff resources were correctly identified in the self-assessment as an area for improvement. The development of the programme has not been sufficiently coordinated in the past.
- A systematic approach to performance management to improve the monitoring of progress of individual learners has been introduced very recently. Success rates are improving but it is too early to evaluate the impact of management improvements as these have only taken place recently.
- Equality and diversity and safeguarding are satisfactory. They are both thoroughly covered at induction and reinforced with learners and by employers in the workplace through their own induction. Learners demonstrate a reasonable understanding and are very well aware of their rights and responsibilities at work including safeguarding.
- The self-assessment report accurately identifies the strengths and areas for development. However a quality improvement plan for the department has not been identified and specific areas for improvement in administration, customer service or management training are not clearly specified.

What does PM Training need to do to improve further?

- Improve the number of learners who complete their programme within planned timescales by ensuring that all learners have specific, measurable and time bound short term learning objectives or targets agreed at assessment and progress review visits.
- Continue to strengthen the leadership and management of the area by further improving the rigour of performance management and programme development.
- Improve the management of quality improvement by developing a sector specific quality improvement plan; by ensuring that actions that are put into place are effectively monitored and coordinated across the area.

Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's general manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
31. 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, visited learners at work, observed assessments and progress reviews. Inspectors collected evidence from programmes in three of the subject areas the PM offers.

Record of Main Findings (RMF)

Project management (Staffordshire) Training 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	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	470	250	220
Part-time learners	0	0	0
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals? How well do learners progress?	2 2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*	2		
How well do learners make a positive contribution to the community?	1		
Quality of provision	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?	2		
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?	1		
Leadership and management	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?	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?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	1		

*where applicable to the type of provision

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