

Prevista Limited

Independent learning provider

Inspection dates		4-8 August 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Inadequate-4
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The large majority of apprentices and almost all learners following short vocational courses achieve their qualifications.
- The development of learners' information and communication technology and practical skills in a variety of workplace settings is good.
- The learning experience for learners on all courses is good.
- Teachers carefully monitor the progress of learners and particularly effectively support those who fall behind with their learning.
- Leaders and managers have, with vigour and purpose, successfully remedied weaknesses and improved provision.
- The management of provision is good, with an improved emphasis in monitoring quality.
- Leaders and managers at all levels implement the importance of equality and diversity particularly effectively so that these permeate learning and enhance learners' understanding.

This is not yet an outstanding provider because:

- A small minority of apprentices do not achieve their qualifications.
- Last year, too many apprentices had a poor start to their learning and so too few made good progress.
- Insufficient teaching, learning and assessment are outstanding.

Full report

What does the provider need to do to improve further?

- Increase the proportion of apprentices that achieve their qualifications at or before their planned end date by planning and monitoring their progress stringently and consistently from the start of the learning programme.
- Implement further staff training so that teachers can better develop learners' English and mathematics skills in all learning sessions.
- Disseminate examples of best practice across the company so that teachers use the results of initial assessment consistently throughout the provision.
- Match the good arrangements now in place for new learners on short vocational qualifications when recruiting apprentices, with a sharp focus on induction and the teaching capacity to meet their needs.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners are good. The large majority of apprentices achieve their qualifications, as do almost all learners following short vocational courses in the workplace. This represents an improvement from the previous inspection where the number of apprentices achieving qualifications was low and requiring improvement for those learners on short vocational courses. Staff have worked hard, particularly to get apprentices back on track and support them well to be able to achieve. Teachers are paying greater attention to, and more rigorously monitor learners' progress. As a result, learners are successfully achieving. Learners are benefiting from teachers who now more effectively improve their skills and pay close attention to their needs in the workplace.
- Most workplace learners achieve vocational qualifications within the planned timescale agreed at the start of their course. The vast majority of learners achieve a qualification in transportation, operations and maintenance on time. However, although the large majority of apprentices now achieve their qualification, too few achieve it within the agreed timescale. Too few learners during the previous year made good progress at the start of their learning programmes.
- Almost all of the apprentices who require qualifications in the functional skills of English, mathematics and information and communication technology are successful. Both adult and younger learners gain confidence in the knowledge that they can, for example, write reports and complete mathematical tasks successfully.
- The availability and the range of data that managers use to monitor the performance of different groups of learners are good and much improved since the previous inspection. Data held by the provider for 2013/14 show no discernable difference in achievement between different groups of learners such as male and female or between learners from different ethnic heritages.
- Learners work productively with their teachers and employers to develop good vocational skills. As a result, learners in early years and playwork settings, for example, become increasingly confident. They organise and implement activities, and tackle difficult behaviour calmly and effectively using strategies learnt from peers and teachers.
- Staff collect and routinely analyse information regarding the destinations of learners, which was not the case at the previous inspection. Learners benefit from completing learning programmes and around half progress to higher-level courses, gain promotion or secure employment.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved significantly since the previous inspection and are now good, reflecting the good outcomes for learners.
- Teachers now have high expectations of their learners, both apprentices and workplace learners, and are effective in motivating and encouraging them. They organise teaching and assessment effectively in the workplace and classroom. They support learners faithfully and diligently. As a result, learners' progress and their working relationships with their teachers are good.
- Teachers plan learning carefully and frequently visit learners in the workplace to ensure learners can keep on track and make progress. Learners look forward to demonstrating the skills they are developing and benefit from discussing their progress with the teachers. Employers too are very supportive and give learners a wide range of opportunities to gain new skills. They mostly participate well in the planning and monitoring of learning. This has improved since the previous inspection.
- Teachers encourage and motivate learners, and plan learning effectively, to develop learners' skills beyond the requirements of the qualification. They are appropriately qualified in their subject areas and have good relevant commercial experience, which they use well to explain concepts and show learners how to improve their skills.
- Coaching is particularly effective, challenging learners and extending their knowledge. During teaching and assessment sessions teachers capture learners' attention well by initiating discussions that are beneficial and make assessment worthwhile. As a result, learners use productively what they have learnt in the workplace. Many have gained promotion and sustained employment. One learner said that taking the course changed their life for the better, resulting in improved confidence and a career.
- The vast majority of teachers set clear and challenging learning goals and actions for learners. They very effectively review the progress towards these goals at every visit. However, a few learners have goals which are too broad and do little to help them to make progress in small, achievable steps.
- Prevista Ltd (Prevista) offers all its learners, both apprentices and workplace learners, optional Saturday and evening workshops to help their learning in either their vocational qualification or with functional skills. Teachers, in these workshops, have been highly effective in supporting learners to get back on track with their studies. The sessions are particularly valuable in helping learners who may not have understood a concept or technique the first time round.
- The hard work which teachers have put in to working more closely and communicating regularly with employers shows in the good progress learners make. The stronger partnership means that learning is coordinated between employers and teachers well and employers are more up to date in their knowledge of learners' progress. In a few cases, teachers do not involve employers in planning or monitoring learning sufficiently.
- Most assessment practice is good. Oral feedback to learners is particularly good, helpful and encouraging, and improves their progress. Learners achieve successfully the tasks and activities set for them during and in between visits. Written feedback, however, is too often brief and does not always give learners sufficient guidance on how to improve. Teachers do not always correct spelling and grammatical errors sufficiently in learners' written work.
- Staff assess learners' prior skills effectively at the start of their course. However, a small number of teachers fail to make use of these results to plan learning activities and this has a negative effect on apprentices' progress at the start of their learning programme.
- The teaching of information and communication technology is good; the teaching of English and mathematics is mostly good. However, a few teachers rely too much on practising examination papers rather than helping learners to develop a deeper understanding of English and mathematics. For example, teachers do not always explore learners' reading and comprehension skills enough during learning sessions.

- Induction arrangements now in place are good for learners following short workplace courses. Staff give these learners and their employers detailed information at the start of their learning programmes. Teachers have effective discussions with learners on all learning programmes about their possible next steps.
- Learners have a good understanding of equality and diversity, especially their importance in the workplace. Teachers promote equality and diversity effectively during learning sessions. They are adept at using, wherever possible, topics which learners identify during these sessions and reviews and include them in discussions.

Health and social care, early years and playwork

Apprenticeships

19+ Learning programmes

Good

- The quality of teaching, learning and assessment is good and contributes very effectively to the good outcomes for learners. Teachers have a good range of relevant experience and qualifications. They use their expertise very effectively to ensure learners enjoy learning, improve their skills, abilities and self-confidence. A few of the current care learners got off to a slow start in their learning because of disruption caused by poor assessment practice. However, their progress is now good. Learners' portfolios contain a good standard of work.
- Teachers provide learners with good support and encouragement to take increased responsibility for their own learning. They make sure all learners understand how to apply their new learning in their workplace. For example, early years and playwork learners prepare young children well for school by planning activities which help to improve their communication, language and listening skills, such as recognising their names. Health and social care learners understand how to promote and sustain independence in end-of-life care.
- Teachers are very well organised and they plan learning sessions thoroughly. They use a good range of activities and resources skilfully to motivate learners and make sure they gain a good understanding of the key principles of care and early years work. For example, learners in nurseries use the Early Years Foundation Stage profile criteria to gauge children's progress and set targets for their learning and development.
- Almost all learners make good use of additional skills development workshops and complete homework assignments which speed up the pace of their progress. They also improve their functional skills, ask for more challenging work or go over material they do not understand.
- The high expectations that teachers have ensure learners receive effective encouragement to explore individual interests and career opportunities to plan their next steps in learning and employment. Staff make sure all learners receive a thorough induction and this ensures they understand all of the elements of their learning programme.
- The results from the initial assessment of learners' skills are used well by teachers. This means learners have clear individual targets and learning plans. Teachers are adept at taking into consideration older learners' worries about not achieving when planning their learning goals.
- Teachers are skilful at implementing the most effective methods for supporting learners to learn and develop vocational skills. Learners keep good records of their learning, either on an online electronic record or on paper-based portfolio with options to digitally record guided discussions. Teachers plan well for assessment and provide constructive and supportive verbal feedback for learners. However, written feedback does not always contain sufficient detail to enable learners to improve their knowledge and skills, particularly in spelling, punctuation and grammar.
- Teachers monitor learners' progress thoroughly and make sure learners understand how well they are doing. Employers receive regular and frequent information about learners' progress and they help teachers to plan for the next stage of each learner's programme well. However, on occasion, teachers insufficiently test learners' knowledge and a few learners in health and social care workshops are not always fully involved in the planned activities.

- Dedicated support arrangements for helping learners to improve their skills in English and mathematics are very effective, enabling learners to improve their productivity and confidence in the workplace.
- Learners, guided by teachers, have a good understanding of the importance of equality and diversity in providing care services and ensuring young children make good progress in their learning and development. Learners recognise the personal values, attitudes and behaviour which underpin high standards in care and early years work. They have a very good understanding of the importance of safeguarding, such as what to do if they are concerned about the welfare of those they help to look after.

Business management, administration

**Apprenticeships
19+ Learning programmes**

Good

- The quality of teaching, learning and assessment is good which matches the proportion of learners achieving qualifications. Learners make good progress and teachers and employers are good at supporting them to gain a wide range of personal and business skills. Learners gain additional responsibilities in their job roles as a result of their learning.
- Teachers have high expectations for their learners and provide good individual support through well-planned learning and assessment sessions which successfully engage and motivate learners. They provide good additional support through email and telephone calls, and respond effectively and promptly to questions learners ask or problems they have. As a result, learners are enthusiastic, enjoy and make good progress in their learning.
- The coaching skills teachers apply get the best out of learners. They engage learners in professional discussions effectively and encourage them to link learning tasks to their work practices, which provide relevance and context to the skills and knowledge they gain. Once learners understand concepts, teachers effectively challenge them with scenarios that are more complex and this helps learners develop higher-level thinking and problem solving skills.
- Teachers are appropriately experienced and knowledgeable about their vocational sector. This enables them to work effectively with employers and develop good working relationships with workplace staff. They use well-produced learning materials, worksheets and case studies. Learners make good use of workbooks on employment rights and responsibilities. Workplaces are of a high quality, where learners benefit from a wide range of opportunities to apply and develop their work practices. Many learners gain extensive understanding of business functions and issues outside their job role and assume additional responsibilities. For example, a business administration learner regularly represents senior management staff at meetings with clients.
- Teachers support the development of learners’ skills and work experience well. Teachers communicate with employers during or after each visit, to keep them up to date with the learners’ ongoing progress. Workplace managers regularly contribute with suggestions for work tasks to help learners apply and extend their skills. However, a few teachers do not involve employers sufficiently in contributing formally to the process of planning and monitoring learning.
- Staff assess the prior attainment of learners well. However, teachers do not use the information from the assessment well enough to determine learners’ functional skill needs and to plan the further development of these skills in the workplace.
- Assessment practice by teachers is good and enables learners to demonstrate their learning through professional discussions, practical tasks and observations. Teachers provide detailed oral feedback to learners about their performance and as a result learners are clear about how they can improve. Written feedback, whilst encouraging, does not always contain sufficient detail to help the learner reflect on their work between assessor visits. Recorded targets

following reviews often insufficiently summarise the detail discussed and, in a few cases, learners have insufficient information to complete the target successfully.

- Learners receive particularly good information and communication technology training which has greatly improved their confidence and ability in using different software applications. However, teachers insufficiently develop learners' English and mathematics skills beyond that required to achieve qualifications. Not all teachers routinely set targets, correct spelling and grammatical errors or regularly reinforce comprehension, speaking, and listening skills.
- Teachers provide information, advice and guidance effectively before and during the learners' programme. Teachers regularly discuss with learners their further career and training options and aspirations for their next steps.
- Teachers understanding and promotion of equality and diversity are good. They use good examples in learning sessions to challenge learners' understanding and perceptions of equality and diversity relevant to their workplace. For example, they explore learners' understanding of the diversity of their company's customer base and develop business strategies for effectively meeting their needs.

The effectiveness of leadership and management	Good
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- Leaders and managers have, with great vigour and purpose, successfully remedied the weaknesses that they and inspectors identified in 2013. Rapid, recent improvements included restructuring, reinvigorating a culture of excellence, particularly effective improvement planning, and, crucially, making good teaching, learning and assessment the company's focus. This has resulted in good teaching, assessment and outcomes for learners.
- Strong performance management and careful attention to the recruitment of staff mean that over half of the current staff have joined the company since the previous inspection. This includes nearly all the senior staff, as well as the delivery staff for the vocational learning programmes. The new and longer serving staff are responding particularly well to the challenge of providing the high quality provision that the company now expects. Feedback from employers and learners recognises the improvements to provision.
- The board of directors takes a more active role in monitoring effectively the quality of provision. The board's chair supports and challenges senior staff assiduously to help make their focus on raising standards a reality.
- Directors and leaders have provided significant funds to improve the quality of provision, including a range of resources to improve learning. For instance, an information and communications technology system is helping managers to monitor learners' progress more effectively and provide a good overview of achievement. The board and managers now use extensive and accurate data and a range of evaluative reports to help with monitoring and improvement activities, a major improvement since the previous inspection.
- Effective implementation of new management procedures by all staff has greatly aided the improvement in provision. These include frequent and thorough appraisals to bring about more effective staff performance in for example the way they teach and assess learners. Staff use the opportunity of a professional discussion to reflect on, and improve, their performance; they welcome the system for observing teaching, learning and assessment and find it effective. Results from appraisals, the observation system, matched to business needs, have guided a comprehensive and effective staff development programme, ranging from developing teaching techniques to senior leadership training.
- The tracking of learners' progress is now rigorous; frequent reviews of data lead to successful interventions to support potentially failing learners. Reviews and evaluations of the quality of the service staff provide are supportive and developmental. However, managers have shown they will not tolerate poor performance, particularly where it has a profound effect on the quality of learning.

- Managers have implemented a comprehensive self-assessment process. They set effective quality improvement targets and analyse performance methodically, this approach has provided a strong foundation for guiding the improvement of the quality of the learning experience for learners. The very regular gathering of learners' views and better involvement of partners and employers have led to detailed analysis and subsequent action to remedy problems.
- Prevista meets its statutory requirements for safeguarding learners. Since the previous inspection, effective training has raised staff awareness of their responsibilities and they deal quickly and effectively with any concerns raised. Staff pay attention to implementing and monitoring health and safety across the provision.
- Senior managers have directed Prevista's successful approach to equality and diversity well. Detailed and effective training for all teachers has helped them weave equality adeptly into learning programmes. Managers monitor the performance of different groups and the implementation of any actions needed effectively to close achievement gaps.
- The current learning programmes meet local needs and those of London well. Plans are rightly in place for a potential expansion of programmes, with a clear vision as to how new learning programmes will complement the many others offered by Prevista and its partners.

Record of Main Findings (RMF)

Prevista Limited

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	-	-	-	-	2	2	-	-
Outcomes for learners	2	-	-	-	-	2	2	-	-
The quality of teaching, learning and assessment	2	-	-	-	-	2	2	-	-
The effectiveness of leadership and management	2	-	-	-	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Business management	2
Administration	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	496							
Principal/CEO	Mr James Clements Smith							
Date of previous inspection	June 2013							
Website address	www.prevista.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+
	-	-	-	8	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	16	3	56	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16	n/a							
Full-time	n/a							
Part-time	n/a							
Number of community learners	n/a							
Number of employability learners	n/a							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Contextual information

Prevista provides vocational training in four sector subject areas and functional skills teaching across London and the surrounding counties. Its head office is located in North London. In addition, the company delivers jointly funded Skills Funding Agency and European Social Fund provision. Prevista is currently not working with other providers to provide apprenticeships on its behalf, a change from the previous inspection. The employability training that Prevista offers through the Government Work Programme is out of scope for inspection.

Information about this inspection

Lead inspector

Steven Stanley HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Head of Quality and Compliance 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:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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