

YH Training Services Limited

Independent learning provider

Inspection dates

21–24 January 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Good
Personal development, behaviour and welfare	Requires improvement	Apprenticeships	Requires improvement
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- Leaders and managers have not yet successfully addressed all the weaknesses identified at the previous inspection.
- Tutors and trainers do not use information about the starting points of learners on study programmes and apprentices well enough to provide learning activities matched to their needs.
- The feedback that apprentices and learners on study programmes receive about their work is not helpful enough.
- Too many learners on study programmes do not remain on their course and fail to take their qualifications in mathematics and English.
- Attendance for learners on study programmes is too low in a few learning centres.
- Too many current apprentices are making slow progress.
- Leaders do not have sufficient oversight of the quality of careers advice provided in learning centres and at subcontractors. Consequently, learners do not benefit from consistently good-quality careers guidance.

The provider has the following strengths

- Leaders, managers and staff remain highly committed to providing learners and apprentices with education and training in their local communities that meets their needs.
- Adult learners benefit greatly from the vocational experience, technical knowledge and teaching skills of staff. A high proportion of adult learners achieve their qualifications.
- Learners' participation in a wide variety of enrichment activities helps them to develop their self-confidence and personal and social skills well.
- Leaders and managers form positive relationships with employers, and most apprentices who successfully complete their programmes remain in employment.

Full report

Information about the provider

- YH Training Services Limited (YH) is based in Scarborough, North Yorkshire. It delivers education and training at centres across the North East, Yorkshire and Humber region and offers a wide range of apprenticeships to employers in the region. YH delivers the majority of training using its own staff but also works with nine subcontractors who deliver study programmes and apprenticeships, mainly in hairdressing, health and social care and sea fishing.
- Around half of the learners on study programmes are on courses delivered across the region in different centres to prepare young people for a military career. A small number of learners follow traineeships. In Scarborough, YH runs courses specifically for learners who have high needs. YH provides training for adults, with the largest numbers studying mathematics, English and information and communication technology (ICT) courses to develop their skills for employment. At the centre in Hull, adults are mandated by Jobcentre Plus to attend training to increase their prospects of gaining employment.

What does the provider need to do to improve further?

- Ensure that plans to address the weaknesses in the provision are comprehensive and that managers evaluate the impact of their actions regularly. Where improvement actions are not having the required impact, managers must intervene swiftly to quicken the pace of improvement.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that all tutors and trainers use information about learners' and apprentices' starting points to provide learning activities that challenge learners and apprentices to develop new knowledge rapidly
 - improving the quality of feedback that learners and apprentices receive so that they are clear about what they need to do to improve their work.
- Set high expectations for the attendance of learners on study programmes at all centres so that learners understand its importance for their future careers and improve their attendance.
- Increase the proportion of learners on study programmes who stay on their course and achieve their qualifications in mathematics and English.
- Support apprentices to make good progress by:
 - improving the quality of progress reviews so that apprentices receive helpful advice about what they need to do to improve
 - making sure that all apprentices have access to well-planned and good-quality off-the-job-training.
- Ensure that learners in all centres have access to high-quality impartial careers advice and guidance.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the leadership of YH has experienced challenging circumstances that have slowed the pace of improvement. The new managing director and other managers have begun to address the weaknesses identified at the previous inspection; however, their actions have not yet improved the quality of training that apprentices and learners on study programmes receive. Managers have ensured that the vast majority of learners receive high-quality work experience, but the quality of the feedback that apprentices and learners on study programmes receive on their work is not yet good enough. Leaders have successfully addressed most of the weaknesses in the adult learning programmes.
- Leaders and managers have a broadly accurate view of the strengths and weaknesses of the programmes that they offer, including those at the subcontractors. Their plans to improve the quality of education and training identify most of the aspects that need to improve. Leaders have been too slow to identify how they will make all the improvements required or to monitor the impact of actions taken. Consequently, too much of the provision still requires improvement.
- Managers have recently introduced a thorough quality audit in which they review a sample of all aspects of learners' and apprentices' experience on their courses. The audits indicate that almost half of their sample are not at the standard that managers require. Managers have put actions in place to improve the standard of tutors' and trainers' reviews of progress and feedback. These actions have not yet resulted in tutors and trainers meeting expected standards consistently across all learning programmes.
- Managers ensure that useful training and professional development are available for staff. Staff have access to helpful training about teaching, learning and assessment, such as recognising and recording progress and achievement, and theories of learning. However, managers do not target the training well enough at the staff who need it most to improve their practice. As a result, the training is not yet leading to consistently high-quality teaching, learning and assessment for all learners.
- Leaders have recently strengthened their performance management of learning centre managers and teaching staff. Managers now set challenging targets and monitor underperforming staff closely in terms of the progress their learners or apprentices make. However, the impact of this monitoring is not yet resulting in improvements for all learners.
- Leaders, managers and staff remain highly committed to providing learners and apprentices with education and training that meets their diverse needs. In order to fulfil this commitment, managers ensure that training takes place in a range of accessible community venues. They also work with subcontractors who share the same values. For example, they have recently started to work with the Vulcan Academy to offer study programmes to a small number of learners in Hull from very disadvantaged backgrounds and with poor previous educational experiences.
- Leaders and managers ensure that learners and apprentices have access to interesting resources that celebrate diversity and promote fundamental British values. The equality and diversity and safeguarding working group promotes these issues very well in each

centre. The vast majority of learners and apprentices understand and embody these values.

- Leaders work with several subcontractors which they manage appropriately. Many of the subcontractors provide specialist provision that meets the needs of specific groups of learners or apprentices. For example, Whitby and District Fishing Industry Training School provides a specialist diploma in sea fishing. Managers have ceased to work with subcontractors where the quality of education provided was poor.
- Managers work effectively with a wide range of employers to develop training that meets employers' needs. Most employers value the positive contribution that their apprentices make within their businesses.

The governance of the provider

- The managing director has recently taken the sensible decision to create an advisory board to provide challenge to managers to improve the quality of education and training. Leaders have appointed board members with significant experience of leadership and quality improvement in education and training organisations. Board members have a clear understanding of their advisory role and of the strengths and weaknesses in YH training. The board is very new; therefore, it is too early to measure any impact.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers require all staff to have appropriate pre-employment checks and new staff do not start work until these checks are complete. Managers ensure that subcontractors also follow this approach.
- Managers ensure that staff have appropriate safeguarding training and they monitor thoroughly who has completed the training.
- The safeguarding and equality and diversity working group share useful safeguarding information about the areas in which their centres are based. For example, they discuss the risks that young learners face from drug dealers who cross 'county lines'. Staff also ensure that appropriate risk assessments are in place to keep vulnerable learners safe.

Quality of teaching, learning and assessment

Requires improvement

- Tutors and trainers do not use effectively enough the starting points and prior knowledge of apprentices and learners on study programmes to plan and provide learning activities that enable them to make expected progress. For example, trainers do not focus apprentices' learning plans sufficiently on ensuring that they gain the knowledge needed in their job roles.
- Tutors and trainers do not provide sufficient challenge for learners to develop their skills and knowledge rapidly. Consequently, too many learners on study programmes and almost a quarter of apprentices currently in learning are making slow progress towards completing their courses. The most able learners do not deepen their knowledge and understanding and, as result, do not make the progress of which they are capable.

- Tutors and trainers do not review well enough the progress that learners and apprentices make against their achievement targets. For example, too many reviews do not guide learners and apprentices sufficiently to improve the standard of their work and make more rapid progress. Learners regularly complete daily reflections of their learning, but too often these are insufficiently detailed. Tutors do not encourage learners to reflect on their learning in more depth. Tutors review effectively the progress that adult learners make.
- Too much of the feedback that apprentices and learners on study programmes receive about their written work is not sufficiently helpful to enable them to improve. Tutors and trainers provide feedback that often contains relevant praise but lacks clear guidance about areas for improvement. Tutors do not routinely help learners to improve their written English skills by correcting spelling or grammatical mistakes in their work. In a few instances, tutors provide information for learners that contains spelling or grammatical errors.
- Despite recent interventions by managers, the teaching of English and mathematics does not yet enable learners on study programmes to make rapid progress in the development of these skills.
- Tutors of adult learners and those on subcontracted motor vehicle courses use learning activities that challenge learners to extend their learning well.
- Learners benefit from useful support and guidance in lessons. Tutors, trainers and support staff treat learners with respect and consideration, which helps them to become more confident. For example, learners from disadvantaged backgrounds improve their self-confidence and self-esteem when they attend and participate in learning activities.
- Tutors provide effective feedback for learners in practical sessions. This enables learners to make progress and improve their skills. For example, feedback from tutors working in conjunction with serving armed forces personnel enabled learners to improve the effectiveness of their exercise techniques.
- Tutors implement effective learning strategies for learners who have high needs and ensure that they participate effectively in lessons. Consequently, these learners develop their knowledge and understanding, improve their confidence and develop independent living skills very well.

Personal development, behaviour and welfare

Requires improvement

- Attendance is too low in a few of the learning centres and at subcontractors. For example, only just under three quarters of learners on study programmes at the Scarborough centre attend regularly and only around two thirds attend the Scarborough military preparation centre on a regular basis. Tutors do not promote the importance of regular attendance well enough.
- The provision of careers advice and guidance is not consistently high and relies too much on tutors and trainers discussing options with their learners in response to their questions. Leaders and managers do not have a sufficient oversight of careers advice and guidance provision across the learning centres, including at subcontractors.
- Too many learners on study programmes do not achieve their English or mathematics

qualifications.

- Learners who have high needs are supported effectively in lessons to increase their self-confidence and gain personal and independent living skills.
- Apprentices and learners produce an appropriate standard of work and are proud of the work that they complete. Adult learners are highly motivated and make good progress in their development of ICT skills and interview techniques.
- Learners on study programmes willingly participate in a wide variety of enrichment activities that help them to become more aware of their local communities and prospective job roles. For example, learners appreciate the risks associated with the sea when working alongside the local lifeboat crew to raise funds. Learners on military preparation courses benefit from a wide range of activities linked to the armed forces, including preparation for the physical and mental armed forces entrance tests.
- Most learners and apprentices have an appropriate awareness of how to keep themselves safe, including when online. They say they feel safe and understand who to talk to if they have any concerns.
- Learners and apprentices develop valuable work-related skills as a consequence of their interactions with tutors, trainers and employers. Adult learners gain useful information on how to approach an interview situation. Apprentices make valuable contributions to their employers' businesses and become essential members of staff. Learners attending the military preparation course gain a valuable insight into the requirements of the armed forces and improve their fitness and confidence. Learners on construction courses measure brackets and cut copper accurately.

Outcomes for learners

Requires improvement

- Too many learners on study programmes leave their courses before their end date and do not complete their qualifications in English and mathematics. Just under two thirds of learners taking a level 2 mathematics qualification remain on their courses and achieve their qualification.
- The proportion of apprentices who successfully complete their apprenticeships improved immediately after the previous inspection but declined again in 2017/18. It is now around the rate seen nationally. Almost a quarter of current apprentices are not at the point that they should be at in their learning plan.
- Achievement is low for apprentices on programmes in warehousing, accounting, customer service and hospitality. Apprentices achieve well in retailing and health and social care.
- The small number of apprentices with a disability did not achieve as well as their peers in 2017/18.
- A high proportion of adult learners achieve their qualifications in mathematics and English. The achievement of qualifications in ICT has improved significantly and is now high.
- The large majority of learners on study programmes who remain on their programme achieve their qualifications in mathematics and English. Almost all vocational courses on study programmes have high pass rates except construction where the pass rate is low.

- A high number of learners who take military preparation courses progress successfully to a career in the armed forces. Almost all apprentices who successfully complete their programme stay with their employer.
- The majority of learners and apprentices produce work of the required standard for their qualifications. Many adult learners produce work of a high standard.

Types of provision

16 to 19 study programmes

Requires improvement

- Around a fifth of all learners are enrolled on study programmes. Just over half follow programmes that prepare them for a career in the armed forces. A small number of learners have high needs and follow study programmes delivered at the Scarborough centre. A quarter of learners on study programmes study with a subcontractor, following courses in construction, motor vehicle and sport.
- Tutors do not use the information that they hold about learners' starting points well enough to provide theory lessons that match activities to learners' abilities. Consequently, learners make slow progress in developing their skills, knowledge and understanding.
- Too often in lessons, tutors do not check that learners have understood key concepts. Tutors accept brief answers to their questions and fail to probe further to enable learners to deepen their knowledge. Tutors move on to new work too quickly before a minority of learners have understood the topic.
- Tutors' feedback is not helpful enough to enable learners to improve the quality of their work swiftly. Tutors provide praise and focus on the positive aspects of learners' work but do not identify how they can improve, including in their use of English
- The attendance of learners at mathematics and English classes and in a few learning centres is too low.
- Too few learners stay on their study programmes until the planned end date. Around a quarter leave before the end of their course.
- Learners do not have sufficient access to well-planned and impartial careers advice and guidance. Tutors respond well to learners' questions about careers but do not provide learners with information about all the options available to them on completion of their courses. Learners on military preparation courses receive helpful information about careers in the armed forces.
- Tutors use their expertise well to develop learners' practical skills. In practical sessions, tutors demonstrate high expectations of learners. Learners respond positively to these expectations. In military preparation courses, learners improve their fitness levels and leadership skills. In boxing sessions, tutors quickly ensure that learners box safely.
- The vast majority of learners benefit from work experience or work-related learning that is relevant to their future goals. Managers and tutors have developed good links with employers and the armed forces. Learners benefit from the well-planned motor vehicle course, which develops their technical skills and provides a work experience programme that prepares them well to work in the industry. The small number of learners at the Vulcan Centre do not have sufficient access to work experience or work-related learning.

- Learners on military preparation courses benefit from an extensive range of enrichment activities that develop their personal and social skills and prepare them well for the future. Their programme includes a five-day residential course during which they experience modern military life. Tutors plan the enrichment well and include a useful range of topics including health and well-being, sexual health, a visit to a mosque, first aid, healthy eating and charity fundraising.
- Learners have a good understanding of how to stay safe, including when online. They can identify the signs of radicalisation and what action to take in the event of a firearms threat. Tutors complete risk assessments thoroughly and learners understand safe working practices such as the importance of wearing appropriate protective clothing in practical construction and motor vehicle sessions.

Adult learning programmes

Good

- Adult learning programmes account for a quarter of learners at YH. The vast majority of learners study entry level, level 1 or level 2 courses in mathematics, English and ICT or vocational qualifications that prepare them for work. Tutors at the Hull centre deliver training in the skills required to secure employment. A small number of learners study courses at levels 3 and 4 funded by advanced learner loans.
- Most tutors collect accurate information about learners' starting points and use this information effectively to ensure that learners are enrolled on courses that meet their individual needs. Tutors also use this information to provide well-targeted classroom support to learners who have additional needs. However, tutors do not assess the mathematics skills of learners in a few ICT classes, which limits the ability of these learners to develop these important skills further.
- Since the previous inspection, managers have improved significantly the assessment and recording of learners' progress. Tutors encourage learners to maintain logs of their learning so that they can clearly identify the progress that they are making towards achieving their qualifications. As a result, a high proportion of learners achieve their qualifications and learning goals.
- Tutors use their vocational expertise to plan and provide learning activities that develop the skills and knowledge that learners require for their future careers or in their personal lives. They use challenging activities in lessons to develop learners' understanding. For example, in mathematics they challenged learners to construct a 3D shape from diagrams. Learners successfully completed the task using their mathematical and teamwork skills.
- Managers ensure that adult learning takes place in good-quality learning environments across the Yorkshire and Humber region. Tutors make certain that the centres are welcoming for learners, many of whom have had unsuccessful previous learning experiences. They often decorate the walls with key subject information, which learners access easily and effectively to develop their independent learning skills.
- Learners develop their confidence as a result of the training that they receive, and they are positive about the skills that they gain. For example, learners on an ICT course can use spreadsheets and fill in online forms confidently. Learners develop their career aspirations well with the help of their tutors, who signpost them to further courses that

will help them to reach their goals.

- Most learners can discuss confidently how to keep themselves safe in the learning centres and when online. Many learners have completed online safeguarding training that enhances their knowledge of key topics. In a few centres, safeguarding training is less comprehensive. Consequently, learners at these centres demonstrate a weaker understanding of key safeguarding topics.

Apprenticeships

Requires improvement

- Apprenticeships account for just over half of the learners at YH. Around half of the apprentices are studying at level 2, just under half at level 3 and a small number at level 4. Apprenticeships are offered within seven vocational areas. Of the 580 current apprentices, just under half are enrolled on standards-based apprenticeships with the remainder on frameworks. The largest numbers are in business administration, accounting and customer service.
- Trainers do not use their assessments of apprentices' starting points to provide training that meets their needs well enough. Consequently, too many training sessions lack challenge, and apprentices are unable to recall important principles of understanding. As a result, apprentices make slow progress and a minority do not develop new skills well enough.
- Trainers' reviews of apprentices' progress do not provide consistently helpful developmental feedback to enable apprentices to develop their skills further. Progress reviews often focus on tasks that need to be completed rather than providing apprentices with advice on the quality of their work. Consequently, too many apprentices do not make the progress of which they are capable.
- Trainers do not coordinate or record off-the-job training effectively for a minority of apprentices. Managers do not evaluate the quality of the off-the-job training well enough to ensure that apprentices develop their knowledge and skills appropriately. A small minority of employers do not participate in reviews of progress to plan training. Consequently, a few apprentices fall behind in their training and make slow progress.
- Trainers are vocationally experienced and well qualified, and the majority use their knowledge to develop apprentices' skills effectively. For example, in business administration trainers support apprentices to develop their report writing skills to a high standard.
- Most tutors develop learners' English and mathematics skills effectively in the context of their vocational learning. Tutors successfully develop apprentices' technical terminology and mathematical skills as they work through tasks and activities.
- Apprentices develop their personal and social skills well. They become self-confident, behave well, work effectively in a team and show respect for others. A high proportion of apprentices who successfully complete their programme gain permanent employment.
- Trainers ensure that apprentices understand the risks associated with radicalisation and extremism. Apprentices understand fundamental British values and how these relate to the workplace. They feel safe and know what they should do if they have any concerns.

Provider details

Unique reference number	55466
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,470
Principal/CEO	Chris McMahon
Telephone number	01723 357734
Website	www.yh-group.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	139	105	58	140	3	10	–	14
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	173	129	74	171	–		33	
Number of traineeships	16–19		19+		Total			
	20		2		22			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	13							
At the time of inspection, the provider contracts with the following main subcontractors:	The Academy Hair and Beauty Limited Airco Careskills Limited Harrogate Training Services Northern Regeneration Mark Betts Hair Education Limited North Humberside Motor Trades GTA Limited Vulcan Academy Whitby and District Fishing Industry Training School							

Information about this inspection

The inspection team was assisted by the lead development manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. Inspectors evaluated learners' work. The inspection took into account all relevant provision at the provider.

Inspection team

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Derek Williams	Ofsted Inspector

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