

Hospitality Training Partnership (HTP)

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Retail and commercial enterprise
- Business, administration and law
- Employability training

Description of the provider

1. Hospitality Training Partnership (HTP) was founded in 2000. It offers commercial training programmes and training funded by Hampshire and the Isle of Wight LSC in retail and commercial enterprise, business administration and law, and entry to employment (E2E). A total of 525 learners are on LSC funded provision; this represents approximately 88% of HTP's income. In 2005 it expanded to offer programmes in Hampshire and Sussex. Training is carried out in the workplace or at one of HTP's six centres, with support and assessment from training consultants employed by HTP. The main office at the Courtyard, St Cross Business Park, Newport is the centre for the NVQ and apprenticeship programmes, and is also the centre for the company's management and administration. It also runs the "Going Places" programme for offenders and those at risk of re-offending. The other centre at Little London is the islands main E2E centre for the company and this runs programmes such as the 'Generations' programme for young mothers. The other centres are based in East Cowes, Portsmouth and Lymington HTP owns The Albert Cottage hotel in East Cowes, It is managed as a commercial operation and used to offer training and assessment opportunities to HTP's learners.
2. In July 2007, the unemployment rate in Hampshire and the Isle of Wight was 1.4% of the working population, the same as the south east average. In 2001 youth unemployment accounted for 22% of the total unemployment on the Isle of Wight.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1
Equality of opportunity	Contributory grade: Outstanding: Grade 1

Sector subject areas

Retail and commercial enterprise	Outstanding: Grade 1
Business, administration and law	Outstanding: Grade 1
Preparation for life and work	Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

3. The overall effectiveness of the provision is outstanding. Achievement and standards and the quality of provision are both outstanding, as are provision in retail and commercial enterprise, business, administration and law and E2E. Leadership and management and the company's approach to equality of opportunity are outstanding. Support for all learners is outstanding as are the arrangements for meeting the needs and interests of learners, and partnership arrangements with employers and external agencies.

Capacity to improve

Outstanding: Grade 1

4. HTP has outstanding capacity to improve. Since it was last inspected, overall success rates for apprenticeships have continued to improve each year, from 65% 2005/06 to 70% in 2007/08, seven percentage points above the national rate. Timely success rates have also improved steadily, from 39% in 2005/06 to 52% in 2007/08, and seven percentage points above the national rate.
5. HTP has successfully expanded its retail and commercial enterprise and business, administration and law provision into Hampshire and Sussex. Learners are achieving very well in these areas. HTP has clearly identified areas for improvement in provision in Hampshire and has implemented structures and plans, which are making significant improvements to overall success rates. Most of the key areas for improvement identified at the previous inspection have been successfully addressed, including the management of literacy and numeracy support and target-setting for learners. Management of these areas has improved significantly.
6. Resources are excellent and of high quality in all centres. Plans to move to new and larger premises in Portsmouth are well advanced. HTP's commercially run hotel in East Cowes provides an excellent teaching and learning resource for learners on a wide range of programmes including E2E and the Isle of Wight's 14-19 provision.
7. E2E provision is particularly well managed. Learners progress well and achievement is high. Both on and off-the-job training is exceptionally well managed with most of the learners employed from the beginning of their programme. Career progression opportunities in hospitality are extremely good and several learners have progressed to general management posts in well respected hotels.
8. The self-assessment process is particularly good. It is both thorough and inclusive. The views of staff, employers, learners and partners are drawn together well. Managers make very good use of this feedback and of management information to assess provision very accurately. The self-assessment report is very well written and accurate. The resulting quality improvement plan is comprehensive, detailed, and is used successfully to monitor progress. However, areas for improvement in the consistency of key skills support in business, administration and law, and the need for further reinforcement of equality of

opportunity in some curriculum areas are not clearly identified in the self-assessment report.

Key strengths

- Particularly high success rates for the majority of learners
- Outstanding development of learners' social and workplace skills
- Highly effective matching of programmes to learners' and employers' needs
- Outstanding leadership and management
- Particularly effective relationships with employers and other key partners
- Particularly strong focus on continuous improvement of the management and delivery of the training provision
- Outstanding promotion of equality of opportunity

Key areas for improvement

- Further improvement of management information systems to support growth
- Further reinforcement of equality of opportunity in some curriculum areas
- Continued improvement of success rates and the quality of provision in Hampshire and Sussex

Main findings

Achievement and standards

Outstanding: Grade 1

9. Achievements and standards are outstanding. Overall success rates are high, particularly in retail and commercial enterprise and business, administration and law. In business, administration and law, overall success rates on apprenticeship programmes have been well above national rates for four years. The overall success rate in 2007/08 is just over 80%. Overall success rates on advanced apprenticeship programmes have also been high for the past two years; the 2007/08 rate is also over 80%. Timely success rates for learners on the long-established Isle of Wight provision, which represents around half the total, continue to be good and in 2007/08 are 70%. Programmes in business administration have been recently introduced in Hampshire and were slow to develop, but learners are now making good progress towards completion of their awards by the planned end date. The overall success rate for advanced apprentices on retail and commercial enterprise programmes was 78% in 2005/06 and 2006/07. The 14-19 young apprenticeship programme, run in conjunction with local schools has high retention and achievement. On E2E programmes 83% of all learners achieved vocationally relevant additional qualifications in 2007/08. Their progression to employment, training or further education is good and improved from 51% in 2006/07 to 72% in 2007/8. Learners achieve well on specialised provision such as the 'Generations' and 'Going Places' programmes.
10. Learners' development of social and vocational skills is excellent in all areas. Many learners display high standards of competence in the workplace and progress to key management positions in well-respected hotels and restaurants. Employers provide challenging activities for learners and they respond with enthusiasm and commitment. Learners with severe learning and behavioural difficulties are supported extremely well. The self-assessment report accurately identified the strengths and areas for improvement and the grade awarded for provision.

Quality of provision

Outstanding: Grade 1

11. The quality of provision is outstanding. Teaching and learning are good. HTP provides a highly effective range of learning opportunities for all learners. Well structured training programmes are designed to meet individual learners' and employers' needs. Staff are very experienced and use a wide variety of effective teaching styles and activities to motivate learners. Most of the training in retail and commercial enterprise and business, administration and law is provided by training consultants in the workplace. This training is very well managed. Support for literacy and numeracy is coordinated particularly effectively. Consultants make good use of high quality resources to make learning relevant to workplace activities. Work-placements are of a very high quality on all programmes and employers provide excellent pastoral and vocational support.
12. E2E programmes provide a very good personal development in, for example, personal hygiene, budgeting, sexual health and healthy living. Literacy, numeracy and language support is highly effective and learners make excellent progress. The provision of

information, advice and guidance is well established and a wide range of initial assessment tools are used very effectively to determine the most appropriate targets for each learner. The Albert Cottage hotel is used well to provide excellent training and assessment opportunities in a wide range of skills linked to horticulture and hospitality and catering for E2E learners. For those learners not in employment, education or training (NEET), and for 14-19 learners, flexible start times and a variety of locations provide good access for learners. Programmes are well designed to meet learners' diverse needs including those of specific groups such as single mothers or young people at risk of re-offending.

13. Support for learners is outstanding. Training consultants visit learners every four to six weeks and more often if needed. They work confidently with employers and learners to maximise learning and assessment opportunities and provide high quality on-the-job training, assessment and monitoring of learners' progress. Employers have good knowledge and understanding of apprenticeship frameworks and contribute effectively to learners' development. In the majority of cases, they attend reviews of learners' progress. Learners attend HTP's training centres for extra support if necessary. Resources for learning are of a very high standard. The self-assessment report clearly identified HTP's strengths and areas for improvement and graded provision accurately.

Leadership and management

Outstanding: Grade 1

Equality of opportunity

Outstanding: Grade 1

14. Leadership and management are outstanding. Strategic planning and development is excellent. Senior staff have a clear vision and well defined business objectives, which are linked effectively to the development of training programmes. Good quality training is a key target and is clearly stated in strategic and operational plans. New initiatives are carefully considered in terms of outcomes for learners and the company's business and development needs. Careful consideration is also given to staffing resources, the location of premises and the development of relationships and partnerships with other agencies to ensure that they meet learners' needs. Strong links and highly effective communication between managers and training consultants provide particularly timely and accurate information about learners' progress through their training.
15. Programmes are very well managed. Experienced and well qualified staff manage the various subject areas and ensure consistency of approach in the delivery, assessment and monitoring of learners at each of the different sites. Training consultants are managed and supported well. Their appraisal and performance measurement processes are well established and effective in monitoring and improving their performance. Frequent meetings and support for staff ensure that good practice is shared. Mentors and a 'buddy' system provide good support for newly appointed staff. The procedures for safeguarding learners meet current government requirements. All staff are CRB checked and have received training in safeguarding learners. Accurate records are kept by HTP.
16. Partnerships with external agencies and employers are particularly good. Employers play a key role in supporting learners in the workplace and provide high quality training. Excellent links with local schools enhance the provision of vocational training through

young apprenticeships. Links with the Shaw Trust ensure that learners with severe learning difficulties and disabilities are supported well in employment.

17. Achievements of learners on all programmes are celebrated well. Public presentations give good recognition to learners and several have progressed to high level awards in local competitions. HTP displays these achievements prominently and publishes them in its regular newsletter, in local newspapers and on the local radio.
18. Strategies for the continuous improvement of provision are very effective. HTP has a comprehensive quality assurance framework, which is well used by staff. HTP's quality team frequently monitors key processes such as initial assessment, information, advice and guidance, induction, training and reviews, and takes effective action to improve these processes. It carries out thorough observations of teaching and learning, including observations of employers who deliver training. Joint observations are used effectively to moderate outcomes. HTP makes good use of the results to identify staff development opportunities. Frequent surveys of learners and employers, and data on the achievement and progress of learners is used well to measure performance. If necessary, HTP takes prompt and effective action to help learners achieve.
19. Equality of opportunity is outstanding. HTP has developed a detailed and thorough single equality strategy. Learners' induction provides high quality training on equality of opportunity and how it impacts on their lives. Staff receive regular training to ensure that they are well informed. HTP carries out thorough equality impact assessments to ensure that premises provide access to learning for those with mobility difficulties. A strong culture of equality of opportunity covers all programmes and staff. Learners are supported well in employer placements and the progress of different groups of learners, in different geographical locations are compared to ensure that no learner is disadvantaged. HTP provides learners with financial assistance for travel, and awards support grants or provides crèche facilities where needed. It provides good support to learners, staff and employers. Equality and diversity is regularly reinforced on learners' programmes and during learners' progress reviews.
20. The self-assessment report identified HTP's strengths and areas for improvement in leadership and management, and graded provision accurately. However, the need for improvements in the reinforcement of equality of opportunity was not sufficiently clear.

What learners like:

- The frequent visits by training consultants and their responsiveness.
- The help and support provided by training consultants
- ‘Most of the courses at HTP are actually good fun.’
- The feedback on progress to keep learners on track
- ‘Getting a qualification and learning new stuff – and better in the workplace than college.’
- ‘I have learnt such a lot in a short time.’
- ‘The chef encourages you all the time.’

What learners think could improve:

- The wording of questions and information on National Vocational Qualifications (NVQ's)
- Noise levels: ‘...rooms with doors, learners can be rowdy,’

Sector subject areas

Retail and commercial enterprise

Outstanding: Grade 1

Context

21. Of the 251 learners working towards hospitality and catering qualifications, 83 are advanced apprentices and 164 are apprentices. In addition, four learners are on Train to Gain programmes. Learners work towards qualifications in professional cookery, hospitality supervision, food and drink service, front office, food processing and cooking, and housekeeping. HTP also has 16 advanced apprentices and eight apprentices in retail, and two learners on advanced apprenticeships as nail technicians. Of its 251 learners, 130 are employed on the Isle of Wight, and 121 in Hampshire and Sussex.

Strengths

- Particularly high success rates for advanced apprentices
- High success rates for apprentices
- Excellent development of learners' personal and vocational skills
- Good achievement of additional qualifications
- Very effective employer involvement in training and learning
- Very effective matching of programmes to meet learners' and employers' needs
- Particularly strong and effective support for learners
- Particularly well managed provision

Areas for improvement

No significant areas for improvement were identified.

Achievement and standards

22. Achievement and standards are outstanding. Overall success rates for advanced apprentices are particularly high, at 78% in 2005/06 and 2006/07. This is significantly higher than the national rate of 63% for 2006/07. The overall success rate for 2007/08 is 75%. Overall success rates on the apprenticeship programme are high, and also above the national rate of 56% in 2006/07. The overall success rate in 2005/06 was 71% and in 2006/07 was 68%. The overall success rate for 2007/08 is 72%. Progress towards achievement is very good and the majority of learners complete their programmes on time. In Hampshire, where provision is more recent, learners' progress was slow. This was identified by HTP, and additional support was provided by training consultants. Learners' progress has improved significantly.

23. Many learners successfully achieve additional qualifications. In 2007/08, 158 learners, or 63% of those who completed that year, achieved accredited qualifications in topics such as food safety, health & safety, first aid and the personal licence holder certificate for employees in hospitality. Some learners achieve additional NVQ units.

24. Learners develop excellent personal and vocational skills. Their confidence, motivation and initiative increases significantly, and they develop very good teamwork and communication skills. They demonstrate a high standard of skill in, for example, cooking, food and drinks service, customer service and supervision. Learners' progression to higher level qualifications or at work is good. Many learners gain promotion at work. Over the last three years the rate of progression from level two to level three courses has been between 55% and 65%.

Quality of provision

25. The quality of provision is outstanding. Teaching and learning are good. Employer involvement in learning is particularly effective. Most learning takes place in the workplace and employers provide very good training for learners. This is very well supported by good quality coaching by HTP training consultants. Employers are actively involved in planning learning and assessment. The quality of off-the-job teaching and learning is very good. Learners attend workshops at HTP's centres for training leading to additional qualifications, theory and key skills. Training consultants make effective use of HTP's hotel in East Cowes, to provide additional skills development, particularly where learners require extra training and support. Trainers have high levels of occupational experience. Learning materials are of very good quality. However, on a few occasions, training consultants make insufficient use of them to support on the job learning. Short term action planning for learning is particularly effective. However, the recording of the learners' individual skills development needs at the start of the programme is insufficiently detailed.

26. Assessment is thorough and portfolios are well structured and of good quality. Assessment planning and feedback is very effective and learners' understanding of the progress they are making is good. Assessment is often carried out flexibly to cater for learners' shift working patterns.

27. Programmes to meet learners' and employers' needs are outstanding. HTP offers a good variety of hospitality and catering qualifications. Discussions with employers and learners are used very well to identify appropriate qualifications and levels to meet learners' needs. Many learners take additional NVQ units and qualifications to broaden their skills.

28. Support for learners is outstanding. Working relationships between learners and training consultants are very good and personal support is excellent. Training consultants are in regular contact with learners and provide additional support outside their normal visits to learners at work. The frequent workplace visits are very well planned, flexible, and very effective in helping learners progress through their programme. Employers provide very good support and actively participate in reviews of progress and the preparation of action plans for development or assessment. Learners who require extra support for their qualifications, or to meet literacy, language and numeracy needs, are given additional time and support to improve their knowledge and skills. Learners' success is celebrated well. Learners are recommended for awards, and both employers and training consultants provide excellent encouragement to help learners succeed.

Leadership and management

29. Leadership and management are outstanding. HTP accurately identifies areas of concern and takes very effective action to improve provision. When HTP expanded its provision into Hampshire and Sussex, it quickly identified that provision was not sufficiently good and that success rates were too low. Immediate action was taken. Some staff were replaced. HTP's data suggests that success rates are now improving and approaching those on the Isle of Wight.
30. Communications are excellent. Regular staff meetings and individual support sessions to monitor caseloads are very effective at sharing information and good practice. External communications are also very effective, and include strong links with employers.
31. Staff training and development activities are very effective. All training consultants are appropriately qualified and are working towards additional training qualifications, and internal verification awards. New staff receive good support from their more experienced colleagues as part of HTP's recently introduced 'buddy' system.
32. Provision is particularly well managed. Quality improvement arrangements are very good. Most staff, employers and learners participate very effectively in the self-assessment process. The report is evaluative, and accurately identifies the judgements and grades awarded for provision.
33. Learners have a very good understanding of their rights and responsibilities. The development of learners' knowledge and understanding of equality and diversity is very effective. Learners attend off-the-job training workshops and complete a programme which is successful in improving their understanding. Training consultants make good use of exploratory questions to check learners' understanding during their progress reviews at work.

Business, administration and law

Outstanding: Grade 1

Context

34. HTP has 140 learners on business administration and law programmes. Of these, 60 learners are on programmes leading to qualifications in customer services, 40 are on programmes leading to qualifications in business administration and the rest are on programmes leading to qualifications in management. Ninety learners are apprentices, 28 are advanced apprentices, and 22 are on Train to Gain programmes. Almost all learners were in employment when they started their courses; a small number were found employment by HTP. Most training is carried out in the workplace, with support from visiting training consultants. Some learners attend HTP centres for training leading to technical certificates, key skills or additional qualifications.

Strengths

- Particularly high success rates on apprenticeship programmes
- High timely success rates for apprenticeship programmes on the Isle of Wight
- Very good standard of learners' workplace skills
- Exceptionally good development of learners in the work place
- Very good initial advice and guidance
- Particularly good support for employers
- Very good leadership, management and development of staff

Areas for improvement

- Insufficient key skills support for some learners
- Continued improvement in timely success rates for apprentices in Hampshire

Achievement and standards

35. Achievements and standards are outstanding. Overall success rates for apprenticeships have been well above national rates for four years and in 2007/08 the rate was just over 80%. Overall success rates for advanced apprenticeships have been high for 2 years, and in 2007/08 the rate was also over 80%. Timely success rates for learners on the long-established Isle of Wight provision are very good, at 70% in 2007/08. Timely success rates for new provision in Hampshire and Sussex have been low, at around 40%. However, the causes for this have been identified and changes to staff and procedures have been made. Almost all learners are now making very good progress.

36. The standard of learners' workplace skills is particularly high. Employers respond to the commitment and professionalism of HTP learners and many are given additional responsibility and challenging tasks. Learners use their newly acquired skills in very productive ways in a range of jobs, from management in major tourist attractions to using advanced technology to analyse customer satisfaction.

Quality of provision

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37. The quality of provision is outstanding. Teaching and learning are good. The development of learners' skills and knowledge in the workplace is exceptionally good. Training consultants visit learners every five weeks. These visits are particularly effective at motivating and guiding learners through their training programmes. Visits are well planned and include an effective mix of activities to train and assess learners, to monitor their progress and set targets for their development. Learners are clear about the work they are required to do between visits, and assessment and portfolio building activities are particularly well linked to their employment. Employers play an active part in supporting training. Although some learners are not clear about when they will complete a unit or take key skills exams, training consultants have a good understanding and carefully guide their learners through the programme. Electronic communication is used very effectively, particularly for the submission and return of learners' work.
38. Off-the-job training is particularly good. If necessary, learners attend well resourced and good quality revision courses at HTP's premises. Over 60% of learners achieve additional qualifications. They enjoy the additional training they receive and find it interesting.
39. HTP provides insufficient key skills support for some learners. It has a proper system for identifying learners' needs. It provides help to meet those needs through individual training consultant support, work packs, reference to web-based material and off-the-job training. Many learners welcome and benefit from this help. However, a few learners do not receive all the help that is available. For example, some referrals to outside specialists have been late, other learners have repeated test papers rather than been given extra coaching. Learners' targets do not always include reference to key skills revision. Provision for this small number of learners' falls below the high standards of most of the teaching and learning provided by HTP.
40. Provision to meet the needs and interests of learners is outstanding. Employers' needs are particularly well met. Initial contact by business development officers is effective and encourages appropriate consideration of training by employers. Training consultants visit employers regularly and gain a thorough understanding of their work. HTP provides effective and constructive advice on the development of existing learners, and ways in which other employees could benefit from training.
41. Support for learners is outstanding. Staff provide very good initial advice and guidance for learners to help them select appropriate programmes. They are prompt and effective in finding work placement that suit learners' needs. Qualification options and levels are discussed thoroughly with the learner and employer. Learners' understanding of the requirements and the demands of their programmes is good. At times, training consultants shadow learners at work to ensure that they fully understand their work demands and circumstances.

Leadership and management

42. Leadership and management are good. Managers give clear direction to staff on the high standards that are expected, and this standard is supportively enforced through a range of meetings, reviews and audits. At regular intervals managers use a good combination of staff knowledge and well maintained records to review learners' individual circumstances and progress. These reviews are careful and evaluative. Actions to encourage or support

learners are quickly identified, and additional help is given where necessary. Managers make satisfactory use of data. Changes to provision are managed well so that they do not impact adversely on learners.

43. Staff support and development are very good. Carefully planned support systems, formal training, standardisation meetings, helpful guidance material and thorough observations of teaching and learning all combine to help develop staff and maintain standards. Learners, employers and all staff play an appropriate part in preparing the annual self-assessment report. Managers monitor provision effectively and make good use of HTP's quality team to make improvements to provision.
44. Equality of opportunity is generally well promoted. Routine reinforcement of equality and diversity is carried out through appropriate references in documents and training courses. During learners' progress reviews, training consultants make effective use of interesting discussions on such topics as age discrimination, treatment of pregnant co-workers, and attitudes to overseas visitors to challenge and improve learners' understanding. However, these productive discussions are not sufficiently frequent or regular.

Preparation for life and work

Outstanding: Grade 1

Context

45. The E2E provision has 108 learners on programme. This includes 17 young mothers on the 'Generations' programme and 4 learners on the 'Going Places' programme for young people at risk of re-offending. Of the 108 learners, 76 are based in Newport, 24 are based in Ryde, and eight are in Lymington. HTP has 17 members of staff working on the delivery of the programme.

46. Learners are encouraged to work towards qualifications in literacy and numeracy and vocational qualifications in areas such as food hygiene, health and safety, job search, citizenship and first aid. Most learners are referred by the Connexions service. Attendance is usually for 16-30 hours per week. The average length of stay is 19 weeks.

Strengths

- Very high achievement of literacy and numeracy and other qualifications
- Good learner progression on the main E2E programme
- Good teaching and learning to meet individual learners' needs
- Particularly flexible and wide range of learner activities
- Excellent support for learners
- Particularly effective employer and partnership relationships
- Very good promotion of equality of opportunity and health and safety
- Very well managed provision

Areas for improvement

- Low progression rates on 'Going Places' and 'Generations' programmes

Achievement and standards

47. Achievement and standards are outstanding. Achievement of literacy and numeracy qualifications is very high at over 80% in 2007/08. During this period, 83% of all learners achieved their key objectives. Progression rates in 2008/09 are already higher than for comparable periods in previous years. Progression rates on the main E2E programme improved from 51% in 2006/07 to 72% in 2007/8. Most learners develop very good social and employability skills while on their programmes. Attendance in 2007/08 is particularly good at 73%. However, progression rates for the specialised 'Generations' and the 'Going Places' programmes, at 19% and 33% respectively, are low in 2007/08, as identified in the self-assessment report.

Quality of provision

48. The quality of provision is outstanding. Teaching and learning are good. In the best sessions tutors use a wide variety of effective and varied activities to involve learners and motivate them to learn. Resources for teaching and learning are particularly good. Learners' benefit from new, purpose built premises that are spacious and equipped to very high standards. Learners have good access to new computers, up-to-date software and the internet. Learners use this equipment extensively and to very good effect. They produce creative work using simple but well designed materials. Literacy and numeracy provision is integrated well into programmes and relevant to everyday life and employment. HTP's hotel is used very effectively to develop learners in a realistic and safe working environment. Garden space is allocated to learners for allotment management. This provides enrichment and promotes learners' understanding of the importance of diet and the benefits of good quality produce.
49. Assessment is particularly good. Literacy and numeracy and key skills are assessed on a six week cycle. New electronic software is used well to analyse learners' literacy and numeracy needs. The outcomes of this assessment are used very effectively to prepare individual plans for learners' progression and achievement.
50. Arrangements to meet the needs and interests of learners are outstanding. The range of programmes is particularly good. Learners are offered a very flexible programme that includes a wide range of activities, training programmes and work experience. HTP staff adapt arrangements to meet the aspirations and needs of learners. Learners also benefit from a very good range of additional activities such as orienteering, kayaking, campfire cooking, first aid and community based charity projects. Several learners have developed these interests to a sufficiently high level to enable them to gain permanent employment.
51. Guidance and support for learners is outstanding Training consultants provide excellent support. They have a good rapport with learners and provide practical support and advice well beyond completion of the programme. They transport learners to interviews and work- placements. On the Isle of Wight, HTP has arranged cheap bus travel. Learners are helped to find accommodation if they need it. Staff liaise well with parents and guardians where possible to ensure they are involved in the learners' programmes and provide good support. Learners who arrive early for morning training sessions are provided with a continental breakfast to ensure they have a good start to the day. Learners' success is celebrated frequently and very well. Presentations of certificates for qualifications and achievements, displays and features in HTP's newsletter are highly effective in motivating learners to succeed.
52. Induction and initial assessment are thorough and effectively managed. Induction is varied to suit individual learners' needs completed over several weeks. It is effective in settling learners into their programmes and building teams. Learners complete an assessment of their learning style. Staff use this information well in planning teaching and learning sessions. Learners are successfully encouraged to set themselves realistic and challenging goals and targets. These are reviewed frequently and are effective in helping learners to progress.

Leadership and management

53. Leadership and management are outstanding. HTP staff work well together to support learners. Managers are experienced and often provide additional support by visiting learners and teaching them in the workplace. Managers use electronic systems particularly well to monitor learners' progress and achievement. The quality team makes good use of lesson observations to develop teaching staff and classroom assistants. Class sizes are small and lessons are planned and delivered flexibly to ensure that learners can attend at a time to suit their individual needs.
54. HTP's working relationships with employers and partners are highly effective. Employers are well chosen and carefully screened. HTP staff are highly responsive to employers' needs and are very effective in matching learners' placements to employers. HTP works particularly well with the Connexions service and Youth Offending Teams. The well managed 'Generations' and 'Going Places' programmes make a valuable contribution to the learners' sense of achievement and to the community.
55. Promotion of equality and opportunity and health and safety are very good and well integrated into the curriculum through, for example, the citizenship programme. Learners receive exceptionally good training at induction and this is reinforced well at reviews and in learning sessions. They have a particularly good understanding of equality and diversity. Work placements are thoroughly checked for health and safety and to ensure that they are able to support learners, many of whom have severe behavioural and emotional problems. Learners with severe learning difficulties and disabilities are placed in employment by a specialised organisation and are supported exceptionally well by HTP staff.

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	18	61%	48%	61%	34%
		timely	20	15%	31%	15%	22%
	05-06	overall	52	73%	53%	64%	44%
		timely	56	39%	34%	31%	27%
	06-07	overall	54	74%	64%	72%	58%
		timely	52	56%	43%	56%	37%
Apprenticeships	04-05	overall	115	75%	50%	62%	38%
		timely	115	37%	29%	32%	22%
	05-06	overall	165	67%	58%	65%	53%
		timely	169	44%	38%	42%	33%
	06-07	overall	223	65%	65%	64%	61%
		timely	220	50%	47%	50%	44%

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Outcomes on **Entry to Employment (E2E) programmes** managed by the provider **2005 to 2008**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	161	53%	50%
2006/07	159	65%	51%
2007/08	145	83%	72%

Note: 2007/08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

* These are key objectives identified for each learner following an E2E programme

** Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period