

Tomorrow's People Trust Limited

Inspection report

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Name of lead inspector: Janet Rodgers HMI

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Type of provider: Independent learning provider

Address: 3rd floor
Rothermere House
49–51 Cambridge Road
Hastings
TN34 1DT

Telephone number: 01424 718491

Information about the provider

1. Tomorrow's People Trust Limited (TP) was originally established in 1984 and has been running as an independent charity since 2005. TP has operational centres in 11 towns and cities across England and Scotland. The organisation runs a wide range of programmes funded by the Department for Work and Pensions (DWP), Learning and Skills Council (LSC), European Social Fund (ESF), Single Regeneration Budget (SRB), local authorities, enterprise agencies and under subcontract arrangements with private companies and other charitable organisations. The only programmes that were inspected were the Entry to Employment (E2E) and the Employability Skills Programme (ESP), which are funded by Kent and Medway local area LSC. The ESP programme's aims are to increase the literacy, language or numeracy skills of learners who are unemployed. TP has 59 ESP learners and 39 E2E learners. This accounts for approximately 6% of TP's total income. ESP learners attend part time at one of TP's learning centres in Hastings, Eastbourne or Brighton. E2E learners attend full time at either the Eastbourne or Maidstone learning centre. Each learning centre is managed by a local operations manager and has a small team of teachers and advisors.
2. TP works in areas with a range of deprivation and employment issues. Maidstone is relatively affluent when compared with Brighton and Hove, which is the second most deprived ward in the South East. Unemployment varies across the towns, but is high in Hastings and Eastbourne when compared with the South East. The four towns have a strong service sector economy, including tourism. They also have lower proportions of the population from Black, Asian and Chinese groups than the South East and England.
3. The provider provides training on behalf of the following providers:
 - Maximus
 - A4E, Devon and Cornwall
 - Seetec, West of England
 - Jobcentre Plus, Merseyside

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Entry to Employment	120 full-time learners
Provision for adult learners: Further education (19+)	246 part-time learners

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	3
Leadership and management	2
Safeguarding	3
Equality and diversity	2
Subject Areas	
Preparation for life and work	2

Overall effectiveness

4. Overall effectiveness is good. Learners develop good literacy, numeracy, language and employability skills which they use confidently. ESP learners achieve well in literacy, numeracy and English for speakers of other languages (ESOL) qualifications. Progression by E2E learners into further education, training and employment is satisfactory. Teaching is satisfactory overall, and good in ESOL lessons. Learning is very effective and fun. Learners take part in a wide range of learning activities that build upon previous learning. The range of abilities in lessons is broad and teachers do not always plan activities sufficiently to meet each individual learner's needs. Managers set challenging targets for learners' achievement of qualifications, but learners' targets are too vague to effectively measure their progress. Learners have good advice and guidance through the partnerships that TP has with referral, careers and specialist support organisations. They receive very good individual help from teachers to overcome problems and barriers to learning. Generally TP's programmes meet learners' needs well, but E2E learners do not have sufficient opportunities for work placements with commercial companies.
5. Leadership and management are good, and managers have a strong focus on improving outcomes and helping learners get and keep a job. TP has good strategic direction and vision. Managers have a thorough awareness of the effectiveness of the programmes and take appropriate action to improve

courses and outcomes. Learners' and partners' views are collected and used regularly to make improvements. The management and promotion of equality and diversity are good.

Main findings

- Outcomes for ESP learners are good and those for E2E learners are satisfactory. ESP learners achieve qualifications well, enhancing their employment prospects. Achievement rates are improving each year and are high. E2E learners' progression into further education, training or employment is satisfactory, despite declining in 2008/09.
- Learners develop good literacy, numeracy and language skills. They gain confidence in using these skills, which they demonstrate well in lessons. E2E learners develop their employability skills well through working in the voluntary sector or on work placements.
- The quality of teaching is satisfactory, and good in ESOL lessons. Teachers use good quality learning activities that engage learners well. Learning is very effective. Observations show that learners enjoy their lessons. Teachers do not always sufficiently plan learning activities to meet the full range of ability in the group.
- TP has good partnerships that are used very effectively to support learners. Learners benefit from the good links with referral and advice and guidance organisations. Partners readily provide alternative accommodation, volunteering opportunities, work experience and additional input. Managers make good use of information from partners towards business planning and course design.
- Learners receive good personal and individual support from their teachers. Teachers successfully challenge learners' barriers and attitudes towards learning. Learners receive good quality advice and guidance. TP's discretionary funds are used productively to assist learners with clothing and resources for job interviews and work.
- Generally the programmes offered meet learners' needs well. Learners are well motivated to participate through the way courses are delivered. TP's course offer covers a good range of levels that meet different learners' starting points and their progression needs.
- TP has good strategic leadership and vision. Local managers are fully involved in business planning and developing future provision. Managers have challenging targets for improving the provision and outcomes, but targets given to staff during their performance reviews are too vague.
- The promotion of equality and diversity is good. Learners have a good understanding of diverse issues. Teachers skilfully challenge learners' views and stereotypes. The provision is highly inclusive and discrimination is not tolerated. Managers use data appropriately to analyse performance by different locations and ethnic groups but not separately by men and women.
- TP has good arrangements for improving the quality of the provision. Self-assessment is thorough, self-critical and based on the organisation's quality

assurance tools. Managers use learners' views well to bring about improvement. Internal verification and assessment are effective in raising the standard and quality of learners' work.

- Arrangements for safeguarding learners are satisfactory. Learners feel safe. Arrangements for checking staff and teachers with the Criminal Records Bureau (CRB) are satisfactory. The organisation has developed safeguarding policies, but these do not contain clear reporting arrangements for incidents. Staff have not had recent safeguarding training.
- The quality of learners' targets is weak. Many learners have insufficiently specific targets and these cannot easily be measured during progress reviews. Very few learners have targets for developing the personal or social skills needed to gain work. However, the recording of learners' progress towards achieving literacy, numeracy and/or language qualifications is thorough.
- Some aspects of the E2E programme are not sufficiently flexible to meet learners' individual needs and aspirations. They have insufficient opportunities to develop vocational skills, including through relevant tasters or commercial work placements.

What does Tomorrow's People Trust Limited need to do to improve further?

- Continue to improve progression by E2E learners into further education, training and employment through increasing the range and number of employers that offer suitable work placements or tasters to meet the learners' needs.
- Develop teaching strategies to cater for the wide range of abilities within group lessons.
- Develop more appropriate safeguarding policies and training.
- Tighten up the target setting with staff and learners to ensure that more measurable targets are set in individual training plans with learners and during staff performance reviews.

Summary of the views of users as confirmed by inspectors

What learners like:

- the teachers, who are very helpful and friendly and willing to discuss any issues
- the way learning is made fun, so they enjoy it and attend classes regularly, even though they hated school
- the progress they make in developing confidence, literacy and numeracy skills, which opens up job opportunities and enables those who are parents to help their children with their homework
- the good personal support, which makes them feel safe and protected from bullying and violence

- the help they receive in getting back into work, including the careers advice from external companies
- the small class sizes, where they can make friends easily
- the friendly, calm atmosphere, which helps them to de-stress and manage emotional and health problems better
- the range of interesting activities in ESOL lessons, which develop their speaking skills and vocabulary so they quickly become confident in speaking to people in English.

What learners would like to see improved:

- the input and timing of the activities provided by volunteers, which are not as good as those provided by TP's teachers
- the space for working in some classrooms, which can be very cramped if everyone attends
- the use of computers so they can become more employable
- the opportunities for work experience on the E2E programme, to improve their vocational skills and career choices
- the external activities and speakers on the E2E programme, to add more variety to the course.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the communication between TP and them, which is excellent
- the good calibre of learners and the skills they bring to work placements
- the opportunities for inter-generational work through bringing young learners into contact with older people, which helps develop cohesion and empathy.

What employers would like to see improved:

- the matching of learners to the work placement, ensuring that learners are old enough to carry out the tasks and that the work placement meets their aspirations
- the information that employers and learners receive before the work placement starts, to help them plan the training and experience
- the monitoring of the progress that learners are making on work placement, through visits by advisors to them and the employer.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. TP has good capacity to improve. Leadership and management are good, with a strong focus on improving outcomes and helping learners get and keep a job. Managers make effective use of learners' and partners' feedback to develop and improve the provision. TP accurately assess the quality of the learners' experience through critical self-assessment and observing teaching and learning. Managers use these activities well to identify appropriate areas for development. They have significantly improved equality of opportunity since the last inspection. Data are used more effectively to monitor TP's challenging achievement and progression targets. ESP overall success rates are consistently high and improving. Managers took appropriate action when E2E progression rates declined last year and rates are improving and currently satisfactory.

Outcomes for learners

Grade 2

7. ESP overall success rates are high, and improving, at 86% in 2008/09. Many ESP learners have not been in learning for some time and successfully improve their literacy, numeracy and/or language skills by at least one level. Achievement by different ethnic groups and in different locations is very similar, but women are more successful in their achievements than men. Progression rates for E2E learners into further education, training or employment are satisfactory at 45% in 2009/10. This rate is similar to 2007/08 and in line with the regional average. TP's progression rates declined in 2008/09 to 30%, when too many learners left their programme without completing. Managers re-structured the programme and completion and progression rates have increased. E2E completion and progression rates are similar by location and different groups. Learners' written work is of a satisfactory standard. Observations show that they enjoy and participate fully in their learning programmes. Assessment is satisfactory and learners receive appropriate feedback from teachers about how to improve their work.
8. Learners develop good literacy, numeracy and language skills which they use confidently in lessons. This greatly increases their employment prospects. Learners participating in work placements or volunteering significantly improve their employability skills and work ethic. Learners develop appropriate skills in writing curriculum vitae and job searching.
9. Learners feel safe and protected from bullying, harassment and violence. Teachers ensure that learners have sufficient awareness of health and safety, which is promoted well during induction. Learners develop a satisfactory knowledge of healthy eating and lifestyle choices through visiting speakers and class discussions. They are suitably involved in community-based projects through local charities. The volunteering activities and environmental projects undertaken by learners contribute well to community cohesion.

The quality of provision

Grade 3

10. Teaching and learning are satisfactory in general, and good in ESOL lessons. Teachers promote diversity and health and safety well in lessons. Lessons are well planned and sequenced, building progressively on previous learning. The most effective teachers use a good variety of interesting activities to stimulate and motivate learners. Learners articulate their views well in lively debates, extending their vocabulary and challenging stereotypical views. Learners develop good reading and writing skills. Displays of learners' work at each learning centre are interesting and up to date. Learning is generally very effective. Teachers' assessment practice is satisfactory. They provide appropriate feedback to learners about how they can improve their work. Facilities and resources are satisfactory. Computers are widely available, but learners do not use them sufficiently. Some teachers do not include sufficient differentiation in activities to meet the wide range of individual learners' needs or ability. At times, there is an over-reliance on literacy and numeracy workbooks. Support for slower learners is not always effective.
11. Learners' targets are often too generic and vague. Learners rarely have targets for developing their vocational, personal or social skills. Their targets are not specific enough for progress to be measured at reviews. However, the recording of learners' progress in literacy, language and numeracy is detailed and thorough.
12. TP works effectively with a wide range of partners, to the benefit of learners and the community. Learners' transition to further education and training is eased by the close links with the local college and specialist training companies who provide good progression routes. TP's links with Connexions and nextstep give learners good access to careers advice. Partners provide useful resources, alternative premises and input that enhances the learners' experience.
13. Overall, the programmes offered meet learners' needs well. The courses offer a good range of levels that meet learners' starting points. Learners are motivated by the style of delivery. However, the range of commercial work experience opportunities for E2E learners is insufficient. Learners' needs and aspirations are not always well matched to their work placements. They have insufficient opportunities to try different job types to help them make career choices. Learners and employers are not adequately briefed on what skills a learner should develop while on work placement or volunteering.
14. Learners receive good quality pastoral support, advice and guidance. Many learners have significant barriers to education and employment, but the good individual support they receive is instrumental in removing these barriers and changing attitudes to learning. TP's discretionary fund is used well to provide such items as interview and essential work clothes. Learners have access to a good range of referral agencies to provide mentoring and specialist counselling for issues like debt, housing, criminality, sexual health and drug abuse.

Leadership and management

Grade 2

15. TP has a strong strategic direction and inspirational leadership. Senior managers actively encourage local operations managers to identify unemployment issues, conduct research, make proposals and be involved in the introduction of new, and often innovative, programmes. The organisation's core mission, to help people get and keep a job, is central to its provision. Senior managers set challenging targets for improving overall success and progression rates which are effectively monitored for achievement.
16. The board of trustees takes a leading role in setting the strategic direction. Trustees have a wide range of industry expertise, some in very high profile organisations, which they use well to challenge new programmes, outcomes and assumptions. Trustees and regional patrons are very visible, meeting staff and learners and participating in activities to help learners achieve.
17. Safeguarding arrangements are satisfactory. TP has identified two designated staff for safeguarding. Teachers and managers who have direct contact with 16–18 year olds are appropriately CRB checked. Other staff are suitably risk assessed before starting work with vulnerable adults. TP has recently reviewed its safeguarding policies and produced a useful code of practice. The reporting responsibilities and the role of the designated staff and external bodies are not sufficiently clear in the policy. Staff, trustees and volunteers have not had recent safeguarding training.
18. The promotion of equality and diversity is good and well managed. Teachers and learners have a thorough awareness of diversity issues. Learners promote diversity well through posters and displays that are prominent at each learning centre. Learners treat each other with respect. Teachers make it clear that discrimination will not be tolerated. The provision is highly inclusive, and many learners have significant barriers to learning and employment that are effectively addressed. TP celebrates learners' success through high profile events. Managers liaise with partners to ensure they operate a fair referral service for potential learners. With their partners, they have attempted to direct recruitment into areas where learners are currently under-represented. Equality and diversity policies are satisfactory and routinely reviewed. Staff training about equality and diversity is effective and supplemented with routine updates about changes in legislation from a human resources specialist. Managers maintain appropriate records of complaints and their resolution. Participation, overall success and progression rates by different locations and ethnicity are regularly reviewed by managers. However, these data have not been used to identify the differences in achievement by men and women. On the ESP programme, where achievement by women is higher, managers have not yet identified the reasons underlying this.
19. Managers and teachers make good use of learners' views to improve facilities, lessons and the structure of courses. Learners receive useful updates from managers in response to their feedback. TP has introduced good initiatives for gaining learners' feedback at various stages in their programme. The views of

employers are not routinely sought, but this is recognised in the current action plan.

20. The self-assessment process is good and makes effective use of TP's quality improvement arrangements. The report's judgements are based on sound evidence and accurately reflect the provision. The resulting action plan is very effective in driving improvement. TP has a thorough system for observing teachers. This is used well to improve the quality of teaching and learning and for teacher development. Internal verification is effective in raising standards of assessment and learners' work.
21. TP manages its resources effectively to secure value for money. A recently appointed internal auditor provides the board with an independent appraisal of each location. Accommodation and learning resources are adequate. Most staff are suitably qualified but a small number do not have teaching or appropriate literacy, language or numeracy qualifications. Staff performance reviews are satisfactory, although some targets set are too vague.

Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's National Manager for Welfare to Work, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report, and data on learners and their achievement, completion and progression over the period since the previous inspection.
23. Inspectors used group and individual interviews and telephone calls. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions.

Record of Main Findings (RMF)
Tomorrow's People Trust Limited

Learning types: 14–16: Young apprenticeships; Diplomas; 16–18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners			
Full-time learners	39	39	
Part-time learners	59		59
Overall effectiveness	2	3	2
Capacity to improve	2		
Outcomes for learners	2	3	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	3		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	3		
Quality of provision	3	3	2
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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