

The Learning Partnership for Cornwall and the Isles of Scilly Ltd

Independent learning provider

Inspection dates	12–15 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- As a result of improved and effective teaching, learning and assessment, a large majority of learners make good progress and achieve their qualifications.
- The management of partners is very effective. Managers carefully monitor each partner and ensure plans to make improvements come to fruition.
- Managers have carried out the recommendations made at the last inspection decisively and with continued commitment to improving quality for the learners.
- A large majority of learners gain appropriate additional qualifications and skills that enhance their employment prospects and give them self-confidence.
- The board of directors has forged excellent and highly effective partnerships with local and regional providers and organisations which fulfil local and regional needs effectively, particularly in rural areas.

It is not yet an outstanding provider because

- Not all learners receive precise and meaningful targets to motivate them to extend their skills, for example in mathematics or English.
- Progress in ensuring that all learners are sufficiently acquainted with fundamental British values has not been swift enough.
- Managers do not yet routinely collect and analyse information about what learners do on completion of their apprenticeship programmes, in order to plan and make further improvements.

Full report

Information about the provider

- The Learning Partnership for Cornwall and the Isles of Scilly (LPCo) was established in 2001 and is based in Redruth, Cornwall. It was formed to enable partners to work together for the benefit of local learners, and contribute to the improvement of the economy of Cornwall. It works with over 60 partners, including further education and private training providers, the voluntary and community sector, and business organisations. Its main aim is to promote development and partnership working for workforce development, the 14 to 19 age group and unemployed adults.
- The majority of learners do not have a level 2 or equivalent qualification and these are a priority for the partnership. Many undertake short work-skills programmes. LPCo does not directly provide training or learning but sub-contracts to its partners, some of which operate outside Cornwall in other parts of the country. The majority of learners are apprentices.

What does the provider need to do to improve further?

- Share across the partnership the good practice of some partners in setting specific and appropriate targets for learners, including in English and mathematics, and monitor learners' progress towards achieving these targets through the existing systems of quality improvement.
- Make sure that tutors and assessors put into practice with learners the training they have received on promoting fundamental British values and tackling extremism.
- Speed up the process of collecting and analysing information on what learners do on completion of their programmes, and make improvements as a result, so that programmes continue to meet the needs of learners effectively.

Inspection judgements

Effectiveness of leadership and management is good

- The Learning Partnership for Cornwall and the Isles of Scilly (LPCo) has maintained the strengths identified at the previous inspection, and has made good progress in tackling the weaknesses. Leaders of the partner organisations work together very effectively in designing programmes that meet both local employment needs and the needs of learners. They have a clear strategic vision and continue to develop programmes to improve shortfalls in local skills, to benefit local people and the regional economy.
- Managers carefully monitor progress towards challenging but realistic performance targets agreed with partners, such as their progress on actions taken to improve outcomes for learners. As a result, most of the partners now track the progress of learners closely and effectively, and take prompt remedial action when necessary. The achievements of learners have improved greatly since the previous inspection.
- Managers have put in place robust strategies and training that have resulted in more learners gaining the English and mathematics qualifications they need to meet the requirements of their apprenticeships. However, learners who wish to acquire skills and expertise in mathematics at a higher level do not currently receive the necessary training to satisfy their requirements.
- Procedures to improve quality through observing learning and assessment are now well established and effective in nearly all partners. An experienced adviser helps tutors and assessors to improve their teaching and assessing. For example, most tutors and assessors are now more confident in integrating the teaching of English into their sessions, although not all tutors are yet as confident and competent as the best.
- The system of self-assessment that ensures partners make improvements quickly and appropriately is good. Through the overall self-assessment report, managers concisely and accurately identify the strengths and areas for improvement. This process has led to the improvements made since the last inspection. It has provided the basis for a well-considered quality improvement plan that ensures that all partners focus their efforts attentively and correctly on the key areas for improvement.
- Managers provide good and timely support for their partners. For example, they offer suitable courses and training to partners to promote effective use of individual learning plans and to improve learners' English.
- Communication with all the partners is excellent. Managers effectively facilitate the sharing of good practice through regular operational group meetings.
- Partners have provided thoughtful training to improve tutors' and assessors' understanding of safeguarding and of extremism and radicalisation. However, not all have incorporated the learning into their day-to-day work with learners.
- Managers within LPCo and its partners work very effectively with external providers and employers. They have been successful in identifying funding for a wide variety of projects to promote learning and employment in the area. This has resulted in many young people and unemployed adults entering the job market.
- Learners receive good information, advice and guidance from a wide variety of sources, enabling them to make informed choices about their course of study or career path. All learners know what they are doing, what they need to do next and what they need to do to improve their employment prospects. However, managers do not analyse information sufficiently on what learners do following apprenticeships to contribute to planning and improvements to their programmes.
- Most learners have a sound, basic understanding of how equality legislation influences their work practices and opens opportunities. For example, they have a good understanding of bullying, harassment and their rights and responsibilities, and they know whom to contact if they need to. Partners are implementing a strategy to develop learners' understanding and appreciation of diversity further, but the impact is not yet evident.
- Managers have commenced training for partners in preparing learners for successful life in modern Britain and the promotion of fundamental British values. Although the specific elements of promoting respect and tolerance are already in place within the training, not enough learners are sufficiently aware of the values of liberty, the rule of law and democracy.

■ The governance of the provider

- The board of directors consists of the leaders from the main partners and the Chief Executive Officer of LPCo. They diligently scrutinise the performance of all partners. Their commitment to continuous improvement for learners through careful analysis of regular reports on learners' performance has led to the improvements in learners' achievement of their qualifications. The board supports and challenges the strategy of LPCo effectively, and ensures proposed funding bids match regional and local priorities.
- Each director has an excellent understanding of the sector and brings to the board relevant individual specialist skills. They are actively involved in the planning and oversight of the partnership.

■ The arrangements for safeguarding are effective

- Managers of LPCo ensure that all its own staff who have contact with learners receive the appropriate checks and that all the relevant staff in their partners and sub-contractors have suitable checks. Managers have appropriate contacts with local and regional safeguarding boards and are appropriately updated on safeguarding matters.
- Learners feel safe and have a good understanding of safeguarding issues and what they need to do to maintain their safety. Training for staff is regular and relevant. Each partner has a well-trained designated safeguarding officer who maintains good links with LPCo's safeguarding officer.

Quality of teaching, learning and assessment is good

- Good teaching, learning and assessment result in good outcomes for a large majority of learners. Most current learners are apprentices and the rest undertake programmes to improve their employment and personal skills. Because they see the relevance of their courses to what they want to do next, learners work hard, enjoy their courses and achieve what they set out to achieve.
- Experienced tutors and assessors use their subject knowledge and industry experience well in planning theory and classroom sessions. Learners benefit from their examples of how to be professional and effective in the workplace, such as being meticulous in checking equipment and replacing cooking oils safely and at the right time when frying quantities of food.
- Learners quickly learn how to apply their classroom knowledge to their places of work. Many use real workplace projects to complement and complete written projects, such as those working in doctors' surgeries devising improvements in how medicines are audited and stored, or reviewing how to communicate best with patients.
- Assessment is good. Most learners make good progress towards achieving their qualifications as result of assessors making very good use of different evidence from learners' workplaces. Learners relate their skills gained in the workplace well to their qualifications. They quickly relate safeguarding procedures to interviewing clients and reviewing their care plans.
- Tutors and assessors give effective oral feedback, enabling learners to develop their thinking skills and extend their understanding. However, not all learners receive sufficiently detailed written feedback on completed assignments and are therefore sometimes unaware of exactly how they can improve further work.
- Learners gain valuable additional experience and achieve their qualifications through assessors working closely with their supervisors and employers. In construction, learners quickly acquire their construction skills card that enables them to work in a variety of site settings. In health and social care, learners gain extra food-hygiene qualifications.
- Assessors now integrate the teaching of English well within courses, paying good attention to accuracy and appropriate use of vocabulary and technical terms, for example, improving learners' writing skills to complete risk assessments, or their use of formal English to write letters and work-related emails.
- The majority of learners improve their mathematical skills through effective integration of relevant tasks, such as learning to calculate wages or staff hours and accurately estimating flows of stock. However, a few learners with higher level mathematics qualifications do not improve their skills sufficiently because tasks set are at too low a level.
- The setting of assessment targets for learners, although improved, is still not good in all partners. Targets are often too generic, not geared sufficiently to each learner's individual needs and simply focus on directing learners to complete the next unit of their qualification.

- The different partners promote understanding of diversity and equality of opportunity well in ways relevant to their occupational sectors. Since the previous inspection, the teaching of this topic has improved through better training provided for tutors and assessors, but as yet not all tutors integrate the topic effectively into their sessions to make the content relevant and alive.

Personal development, behaviour and welfare is good

- Most learners become more confident about their work as result of undertaking their apprenticeships. For example, care assistants and health workers gain a better understanding of the underpinning legislation of the care sector that helps them when they must prioritise tasks at work.
- Learners on work-skills programmes also improve their self-confidence in learning how to study and improve their qualifications. The help they receive in writing curricula vitae and evaluating their own skills and experience is proving invaluable in enabling them to gain employment or to retrain.
- Participating in an apprenticeship programme enables some learners to acquire and practise more specialist skills and knowledge. For example, an apprentice successfully reviewed and recommended refinements to their employer to improve an information technology system that was already meeting needs well.
- Nearly all learners become better organised and motivated through the helpful and expert advice they receive. The principles of filing systems become clear to receptionists, and the mysteries and vagaries of different systems vanish following insightful explanations from tutors and assessors. Wood-trade learners demonstrate good attention to health and safety, and specialist skills when installing window frames.
- Learners' conduct in formal business training sessions is good. Tutors understand the personal circumstances of their learners, and build on this knowledge to establish a good rapport that demonstrates professional behaviour which learners can emulate.
- Learners are very positive about the additional qualifications and extras they gain through their programmes. Many learners in the care sector gain relevant food certificate qualifications that enhance their job prospects, and apprentices on health and care programmes gain valuable insights and learning from being able to understand messages from serious case reviews.
- The attendance of learners, especially apprentices, taking part in workshops and formal training sessions has improved since the last inspection but is not yet good enough. No significant differences exist in patterns of attendance between the partner organisations.
- Learners' attendance rates are high on short courses that are undertaken in partnership with local voluntary and national agencies. Their participation in such courses is good; many learners improve their English and numeracy skills and self-awareness of how they can develop further as a result.
- The majority of learners on apprenticeships gain a good understanding of why they should be tolerant and respectful of different faiths and religions, and of their rights and responsibilities in a democratic society. However, not all the partner organisations prepare their learners for life in modern Britain well enough.
- Learners on work-skills programmes do not receive enough information about the risks of extremism, although they are made aware of risks to their own safety and of behaviour that might compromise their community. Learners feel safe in work and know how to report any concerns.

Outcomes for learners are good

- A large majority of learners gain their qualification; a high proportion of those on apprenticeships do so within the agreed timescales. This is an improvement from the previous inspection and on the results for 2013/14.
- Nearly all learners on programmes that improve knowledge and skills to help them move into training or employment gain their qualifications. Many of them progress to an appropriate programme that leads them into sustainable employment.
- Learners on health and care programmes not only achieve good results through participating on these programmes, but also enhance their overall prospects for personal advancement and career progression.
- Many apprentices on intermediate-level apprenticeships experience great satisfaction from gaining a qualification that links their experience of work to their study. For some, this is their first real taste of academic and vocational success.

- Approximately one in four learners stated that they had a learning difficulty or disability in 2014/15. Nearly all of these learners made good progress and achieved their qualifications. The proportion who achieved was higher than that of learners who did not declare having any extra support needs.
- Among the learners, women make better progress and achieve better results than men. The results of both groups are above the national rates. Managers understand the reasons for the difference and are taking suitable actions to improve outcomes for men.
- The attainment of functional skills in English and mathematics has improved since the previous inspection, and achievement is now above that seen nationally. However, success in improving functional skills is not yet evident across the work of all the partners.
- Managers collect and review information thoroughly and regularly on the success of learners on short courses in getting work or taking up further training. However, managers do not have accurate knowledge of how participating in the apprenticeship programmes has helped learners to improve or enhance their prospects for promotion or self-advancement.

Provider details

Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	800
CEO	Dr Andrew Green
Website address	www.cornwall-learning-partnership.org

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	–	7	16	–	–	22	–	1
	Intermediate		Advanced		Higher			
Number of apprentices by Apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	42	67	6	29	–	–		
Number of traineeships	16-19		19+		Total			
	–		–		–			
Number of learners aged 14–16	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of the inspection the provider contracts with the following main sub-contractors:	<ul style="list-style-type: none"> ■ AWC Training ■ Cornwall Marine Network ■ Concept Training ■ Dynamo Healthcare Training ■ Integer Training ■ Nature Workshops ■ Penwith Community Development Trust 							

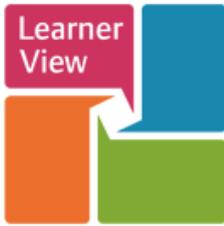
Information about this inspection

Inspection team

Peter Green, lead inspector	Her Majesty's Inspector
Charles Clark	Her Majesty's Inspector
Lynda Bourne	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector
Helen Scott	Ofsted Inspector

The above team was assisted by the quality manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and 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. The inspection took into account all relevant provision at the provider.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk.



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

