

# Sutton and District Training Limited

Independent learning provider

## Inspection dates

21–24 February 2017

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

## Summary of key findings

### This is a good provider

- Senior leaders and staff share a clear vision to improve the lives of vulnerable young people. They are passionate about their work and are tireless in supporting young people to achieve their aspirations.
- Learners receive very good pastoral support to help them overcome significant personal challenges and successfully move on to further training and employment.
- Tutors have high expectations for learners, plan lessons well and make learning interesting and enjoyable. As a result, the vast majority of learners are well motivated, participate in learning and make good progress.
- The proportion of learners who complete their course and achieve their qualification is improving and higher than in similar providers.
- Learners are well behaved, punctual and display positive attitudes to learning.
- Senior leaders and managers have secured improvements in key areas since the previous inspection; they understand well the strengths of the provision and areas where they need to make further improvements.
- Managers and staff ensure that the centres are safe places for young people; learners feel safe in and around the centres.
- Although increasing, not enough learners benefit from work experience placements that develop their skills and knowledge.
- Learners' attendance at GCSE English and mathematics lessons requires improvement, and as a result they are making slow progress.

## Full report

### Information about the provider

- Sutton and District Training Limited (SDTL) provides study programmes for learners aged 16 to 18 through vocational qualifications in health and social care, construction, hairdressing, customer service and employability, alongside qualifications in functional skills and, for a few, GCSEs in English and mathematics. Young people who are seeking or have sought asylum in the United Kingdom join English for speakers of other languages (ESOL) courses. Since the previous inspection SDTL has ceased to deliver alternative education provision for 14 to 16 year olds.
- Learners attend SDTL's training centres in the London boroughs of Sutton, Merton and Croydon, and at the recently opened Brighton centre. A very high proportion of learners are vulnerable, and many current learners have a history of being looked after in the care of the local authority. The majority of learners who start courses at SDTL have low prior educational attainment and very few have achieved A\* to C grades in GCSE English and mathematics at the time they start their programme.

### What does the provider need to do to improve further?

- Increase the number of learners who complete work experience so that they develop better the skills and understanding they need for their future training and employment.
- Improve the attendance of learners taking English and mathematics GCSEs to improve the progress that they make.
- Ensure that tutors consistently:
  - check that all learners understand what they are learning
  - support the individual needs of all learners in classes so that they make the progress of which they are capable
  - set meaningful targets so that learners understand fully what they need to do to improve further.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and managers have a sound track record of securing improvements for young people. These include improving the number of learners who attend regularly, complete their course and achieve well. A good and increasing number of learners complete their qualifications and move successfully on to their next steps in learning, employment or on to an apprenticeship.
- Senior leaders and staff share a clear, aspirational and well-articulated vision for young people. They have created a positive and purposeful culture, which ensures that staff place a very high priority on the welfare and learning needs of their learners. They are passionate about their work and are tireless in their support of learners, many of whom are vulnerable and at risk of not making a successful transition to adulthood. As a result, many young people make significant strides in their personal development and in developing the skills they need to pursue their goals.
- Leaders' and managers' actions to improve the weaknesses identified at the previous inspection have been effective and they have made improvements in key areas. For example, they have much improved their oversight of the progress that learners are making. They now use data and information well to better target support to individual learners when, for example, their attendance declines.
- Senior leaders and managers have an accurate understanding of the strengths of the study programme and of those areas where they need to make further improvements, for example increasing the provision of work experience placements for learners. Managers capture well the strengths and areas for improvement in their self-assessment report, which forms the basis of well-conceived and effective plans to improve the provision.
- Observations undertaken by staff of teaching, learning and assessment are thorough and accurate. They help tutors reflect on their practice and, as a result, the large majority of learners enjoy good quality lessons at whichever centre they attend.
- Senior leaders and managers develop the curriculum to good effect to respond to local needs and those of employers. For example, the curriculum offers young people a good range of trades in response to skills shortages in the construction industry. Learners on ESOL programmes develop their spoken and written English skills well, and become better equipped to make the transition to living in modern Britain.
- Managers respond well to local needs when they arise. In 2015/16 they developed and delivered a successful employability programme for young people who left local sixth form provision early.
- Learners benefit from the strong partnerships that managers have established. Staff liaise effectively with a range of partners, such as virtual schools and social workers, to support young people at risk of not succeeding. Strong partnerships with large construction companies are improving the vocational education that young people receive.
- Managers have not organised teaching sessions well enough for the small number of learners undertaking GCSEs in English and mathematics. Recent changes that managers have made to improve the outcomes for these learners are not sufficiently embedded

and, as a result, these learners are making slow progress.

### **The governance of the provider**

- The board of directors meet regularly and provide effective oversight of provision.
- Directors use consultants well to provide additional challenge and scrutiny on the performance of SCTL.

### **Safeguarding**

- The arrangements for safeguarding are effective. Young people know who to go to should they need help or are concerned about the welfare of others. Staff are alert to and vigilant about the safeguarding and welfare needs of learners. When staff need to take action to protect young people's welfare, they do so promptly and effectively.
- Managers and staff have responded effectively to the 'Prevent' duty. Staff are confident in discussing extremism, radicalisation and challenging stereotypes that are sometimes held by young people. This helps create a healthy environment where both tolerance and challenge of each other are encouraged. Staff have successfully incorporated British values into the curriculum.

### **Quality of teaching, learning and assessment**

**Good**

- Tutors are well qualified and have good subject knowledge and vocational expertise. They are effective role models for young people, have high expectations of them and plan lessons well. As a result, the vast majority of learners are well motivated and engaged in their learning.
- Tutors integrate the development of English and mathematics skills particularly well in vocational classes, and relate the importance of these to the occupational area being studied. For example, in hairdressing learners took part in activities about managing their living costs as their income rose or fell. In ESOL, learners identify the key vocabulary needed to register with a dentist or doctor, and when making a job application.
- Specialist mathematics and English tutors provide highly effective support to vocational tutors and learners, both in and outside the classroom. This ensures that the vast majority of learners make good progress in developing the essential basic skills they need to further their career. Tutors carefully mark learners' written assessments and include helpful tips, for example on how learners can improve their spelling and grammar.
- Staff accurately assess the support that learners need and use this information well to swiftly provide additional support to those who need it, and to place learners on the right course for them. As a result, a high proportion of learners are on track to achieve well.
- Staff use relevant and stimulating examples within lessons to help learners understand equality of opportunity and social and cultural diversity. As a result, young people are encouraged to think about themselves and the wider world. In construction, tutors use images that relate to learners' personal experiences, including racism at football matches, to trigger debate and explore issues that learners encounter in Britain today. In health and social care, tutors use quizzes to consolidate learning about the Equality Act and

discrimination, and how this applies to learners' future jobs.

- Tutors mostly use an effective range of methods to check that learners understand what they are learning. They use questions skilfully to explore learners' understanding and are not satisfied with vague answers. They use probing questions that encourage learners to think and answer with more clarity. Tutors use interactive learning technologies effectively, for example using video clips of industry experts, interactive games and quizzes to consolidate and check learning. However, in a minority of classes, tutors do not check the understanding of all learners thoroughly before moving on to the next stage or topic, and learners become confused or frustrated.
- In the main, tutors monitor well the progress that learners make and give those who fall behind additional help to catch up. The majority of tutors set helpful targets for improvement, which include essential skills for employment such as behaviour, timekeeping and academic targets. However, a minority of tutors do not set targets that learners understand and, as a result, these learners progress more slowly.
- In a few instances, teaching, learning and assessment do not reflect the generally good standards across centres. In a minority of classes, tutors do not always set work at a level and complexity that learners can best cope with. As a result, those who find activities straightforward have to wait for others to finish, while those who are less confident struggle to complete their work in the time available. This limits a minority of learners from making the progress of which they are capable.

## **Personal development, behaviour and welfare**

**Good**

- Young people with a variety of complex needs receive a good range of specialist support, which ensures their health and well-being, personal safety and readiness to learn. For example, learners receive free breakfast and lunch each day and receive specialist advice on safe sex, alcohol and drug abuse.
- Learners are well behaved, punctual and display positive attitudes to learning. They are respectful of tutors and their peers, and respect each other's points of view.
- Learners receive a good range of information, advice and guidance. The majority of learners receive regular careers guidance to prepare them for their next steps into a higher level of study or employment. They develop a clear understanding of their future career aspirations.
- Staff maintain well established relationships with a range of external agencies. They collaborate well and make good use of the information they have about each learner's needs to support individuals. They inform parents and carers of learners' performance, progress and well-being.
- Learners develop good personal, social and work-related skills through productive learning activities and a good range of enrichment activities. For example, construction learners develop a working knowledge of occupational health, including the importance of wearing personal protective clothing when dealing with chemicals and maintaining good posture when lifting heavy items. Hairdressing learners gain good technical skills, such as head positioning, having the correct body posture and providing the right tension on different types of hair for cutting.
- Managers and staff place much attention on maintaining safe premises and building

young learners' understanding of health and safety and how to keep safe online. For example, the use of provision of close circuit television and regulated entry to buildings ensures learners' personal safety in public areas. Most learners are aware of the potential risks associated with using social media, posting pictures and sharing personal information about themselves online.

- The attendance of most learners is good. Staff take appropriate action to ensure learners attend regularly. However, a small minority of learners' progress is hindered due to their irregular attendance, whilst others arrive late after lunch which disrupts the learning for those who make every effort to be punctual.
- The majority of learners benefit from work-related and enrichment activities. For example, construction learners undertake site visits to build awareness of working in surface engineering and of the employment prospects and expectations of the construction sector.
- The number of learners who participate in work experience is increasing as managers implement plans to broaden work experience opportunities. Those learners who undertake work experience placements consolidate and extend their learning well. However, a few learners at the newly established Brighton centre, and those studying ESOL, do not yet benefit from work placements to improve their understanding of the work environment to ensure that they are ready for future jobs.

## Outcomes for learners

**Good**

- The vast majority of young people, many of whom have complex needs and low prior educational attainment, make good progress in their learning, as a result of the very good pastoral support, the close tracking of their progress and the good teaching. In construction, learners develop good hand tool skills and produce accurate and aesthetically pleasing installations. Hairdressing learners' cutting skills are good, and they section and layer hair accurately.
- The proportion of learners who successfully complete their programme has improved over the past three years and is currently high. The timely and effective support offered by tutors and staff is contributing to the upward trend in the number of learners who complete their course. The vast majority of those who complete their course achieve their qualifications.
- Young people who are looked after are supported very well and make very good progress in achieving their goals.
- Learners taking functional skills qualifications in English and mathematics achieve well, because of the good support that they receive.
- On leaving SDTL, the vast majority of learners move on to further learning or employment. Most who complete level 2 programmes often continue to study in their chosen vocational area, building on the skills and knowledge that they have acquired.
- There are no notable differences in the performance of difference groups of learners. Where gaps do exist, managers have put in place extra support, for example for those with additional learning needs and for young women taking hairdressing courses, to improve the progress that they make. These steps, coupled with the early intervention of staff when the performance of learners falters, are beginning to show signs of improving

the outcomes for these groups.

- The small number of young people who re-take GCSE exams in English and mathematics do not achieve well enough. The small number taking GCSE English and mathematics this year are making slow progress.

## Provider details

Unique reference number	54698
Type of provider	Sutton and District Training Limited
Age range of learners	16 to 18/19+
Approximate number of all learners over the previous full contract year	209
Principal/CEO	Julie Ingleton
Telephone number	020 8640 3077
Website	www.suttondistrict.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+
	133	3	60	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

## Information about this inspection

The inspection team was assisted by one of the company directors as nominee. 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.

## Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Martin Bennett	Ofsted Inspector
Tricia Collis	Ofsted Inspector
Neil Clark	Ofsted Inspector
Kanwaljit Dhillon	Ofsted Inspector

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