

# Lifeskills Solutions Ltd

## Independent learning provider

<b>Inspection dates</b>		12–16 May 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- The open and supportive management culture promotes good communications and purposeful sharing of good practice across all the training centres.
- The proportion of learners who successfully complete their training has improved significantly since the last inspection and is high.
- Very effective weekly tracking and monitoring of learners' progress ensure that learners at risk of not completing their training quickly receive support and guidance to help them complete.
- All learners acquire a high level of awareness of their own strengths and weaknesses; they conduct a detailed analysis of their performance prior to monthly reviews; they complete a self-assessment and interview with a manager to assess their readiness before sitting functional skills examinations.
- English and mathematics are contextualised into all aspects of teaching, learning and training across all programmes, ensuring learners gain an appropriate understanding of these subjects and their importance in the workplace. First-time pass rates for these functional skills are high.
- The particularly good pastoral and welfare support, especially for vulnerable learners, ensures they can overcome their barriers to learning and successfully complete their training.
- Comprehensive safeguarding records accurately detail concerns about learners, providing good accounts of all interventions and resolutions, enabling staff to provide appropriate help and support and ensuring that senior staff are aware of learners at risk.

#### This is not yet an outstanding provider because:

- Not enough study programme learners complete work placements, work experience or volunteering experiences early enough in their programmes.
- Not all staff have the skills or confidence to challenge learners at level 3 to ensure they develop the advanced research and academic skills expected of them. Too many tutors do not consistently challenge poor spelling and grammar in learners' work.
- The learning environment in the Lowestoft training centre is poor and requires attention to improve the facilities, in order to enhance learners' self-esteem and motivation to learn.

## Full report

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

- Increase the number of work placements and work experience opportunities for learners on the long study programmes, to ensure all learners appreciate what is expected of them in the workplace.
- Improve the standards of teaching, learning and assessment across all aspects of the provision by:
  - ensuring that learners, especially at level 3, develop advanced independent working and research skills by setting activities that challenge learners and involve work outside tutor-led sessions, in order to develop the skills required for progression into further study and employment
  - ensuring that tutors have the skills and confidence systematically to correct spelling and grammar in the work of learners and apprentices.
- Improve the learning environment at the Lowestoft training centre to ensure it provides the high-quality experience that learners receive in the other training centres, thereby boosting their self-esteem, motivation and desire to learn.

### Inspection judgements

<b>Outcomes for learners</b>	Good
------------------------------	------

- Outcomes for learners are good, with success rates for most programmes above the national rates. Outcomes for learners on study programmes are good. Systems to monitor progress and achievement are very robust, reliable and well organised. In all subjects, success rates and outcomes have improved since the previous inspection. Apprentices have been particularly successful in completing qualifications and attaining permanent employment. Many study programme learners successfully progress into employment, further training or on to apprenticeships.
- Success rates for functional skills English and mathematics programmes are high. The rate of progression from entry level 3 to level 1 within the year is particularly good. First-time pass rates are very good. Learners make very good progress in developing and applying their English, mathematics and vocational skills, once they appreciate their relevance and importance in the work environment.
- Attendance and retention on study programmes are good. The vast majority of these learners who complete their programmes progress directly into employment or further study. Several learners have progressed on to apprenticeships and advanced apprenticeships.
- Many study programme learners successfully complete discrete vocational qualifications in construction, motor vehicle, hair and beauty, customer service or childcare. Almost all learners achieve a higher-level qualification in English and mathematics and recognise the progress they have made as their confidence and self-esteem increase.
- Study programme learners gain in self-confidence and develop good personal, social and employability skills. Some complete training in good real-work environments in hair and beauty, construction or childcare, which enables them to experience the work environment. However, some study programme learners do not complete an early work experience and so miss the opportunity to acquire a secure understanding of the workplace.
- Most apprentices successfully complete their qualifications. However, in 2012/13, the rate of success for most apprenticeships dropped to, or below, national levels. In-year retention and learners' progress are now very good, with the vast majority of apprentices on schedule to complete on, or just ahead of, their planned end dates.

- Apprentices demonstrate very good practical skills and relate theory to practice in the workplace. The standards of apprentices' theory and practical work are very good, with some excellent work with employers in customer service and business administration. Apprentices are proud of their electronic portfolios, which contain a good range of evidence and realistic reflections of progress and learning. Employers recognise the significant improvements in learners' working practices and in the skills they bring to the workplace.
- Apprentices improve their self-confidence and respond well to activities to raise their self-esteem, which significantly enhance their prospects for employment. Managers collate and make good use of information from learners, employers and other agencies to record employment and training destinations.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and have made a significant contribution to the successful achievement of apprentices and learners on study programmes. All learners benefit from good pastoral and academic support from committed and motivated learning advisers and tutors. Learners are safe, highly motivated and enjoy their training.
- Training is thoroughly planned and well thought out. Learning advisers and tutors structure their sessions carefully, making best use of the information about learners to ensure the most appropriate support is in place. Study programme tutors ensure that learners use correct technical vocabularies and exercise their numerical skills. For example, construction learners wrote estimates and quotations for prospective clients, detailing costs of materials and man-hours for each job.
- In the most effective sessions, training advisers and tutors motivate and involve all learners with well-planned, stimulating sessions where detailed probing questions test and confirm understanding. Learning advisers use meaningful contemporary examples from the workplace to challenge learners' expectations and to test their application. Study programme tutors engage learners with good examples from their experiences in work, stimulating thoughtful discussions.
- Assessment practice is good. Learning advisers use technology well to deliver interesting training or record learners' progress. Learning advisers plan and manage assessments well, ensuring learners clearly understand what is expected of them. A good variety of assessments records apprentices' competence in e-portfolios. Learners are well prepared for national tests: all complete a pre-assessment review of their understanding and an interview with a manager to ensure they are ready to sit the test.
- Learning advisers provide useful feedback to learners that enables them to improve the quality of their work. Written feedback to vocational and study programme learners is detailed and provides useful guidance on improvements required. However, staff do not consistently identify errors in spelling and grammar and do not always check spelling and grammar in their hand-outs, presentations or feedback to learners.
- Initial assessment is comprehensive and well devised. An appropriate range of measures determines learners' starting points, and detailed information identifies each learner's career aims and aspirations. Staff use this information effectively to plan individual training and negotiate personal goals to ensure learners make progress and acquire the skills that employers value.
- Staff promptly and accurately identify learners who require extra help. The good additional support for welfare and pastoral concerns is purposeful and enables learners to receive help for their problems and so succeed in their training. Strong supportive links with external agencies ensure that specialist housing, drug or financial support are always available.
- Learners systematically improve their English and mathematics, with very useful and relevant examples used to emphasise their importance in their training activities. Learning advisers and tutors utilise well-conceived projects and real-work exercises to encourage learners to apply financial calculations, work out ratios and percentages or produce detailed descriptions of

procedures using technical terminology with confidence. However, some staff do not sufficiently reinforce the importance of spelling and grammar in their work or when providing feedback to learners.

- The promotion of diversity throughout training is satisfactory. Learning advisers and tutors frequently instigate discussions about equality during group sessions and test learners' understanding of cultural diversity during individual discussions. Tutors and learning advisers frequently encourage learners to look at how things are done differently in other parts of the world. This good practice is shared at bi-monthly meetings to encourage all staff to promote difference in their activities.

## Retail and warehousing

Good

### Apprenticeships

- Teaching, learning and assessment in retail and warehousing are good. As a result, success rates have improved, after a slight drop in 2012/13. Although the number of retail apprentices has reduced, new warehousing programmes have been successfully introduced.
- Apprentices receive extensive support cultivating good service, stock management and customer care skills. Learning advisers deliver effective training in time management, enabling learners to improve their understanding of the importance of punctuality and attendance at work. Learning goals are realistic, with specific, detailed targets set for apprentices. Apprentices understand how to apply business theories and analysis in work and their personal life. Training is often innovative with challenging quizzes, assignments and exercises to test and stretch apprentices.
- Apprentices make very good progress and demonstrate good skills at work, boosting their confidence and self-esteem. Apprentices are proud of their work: many use photographs of their store displays and upload these to their e-portfolios.
- Apprentices make very good progress in improving their English and mathematics, which are integrated into all taught sessions and contextualised to the workplace. In the best sessions, learning advisers challenge apprentices with variations of pace and activity. However, some sessions lack this pace or fail to stretch apprentices' familiarity with a topic to challenge their understanding.
- Technologies are used well by tutors to access learning resources and to record assessments. Apprentices competently use their electronic portfolios to store evidence of their skills; many warehousing apprentices make good use of pictures and digital voice recordings of assessments. However, in retail, assessments are too frequently just brief reports typed by assessors that lack the content and detail of the voice recording, providing only a short summary of the activity.
- Initial assessment is good. Results of initial assessments critically inform tutors in planning individualised training. Progression to higher levels of retail training and employment is very good. Several learners were successful at level 1, then completed an apprenticeship, and are currently making good progress on an advanced apprenticeship. Employers are fully involved in apprenticeship training. One employer has challenged an apprentice to excel, with the offer of a supervisory post in a flagship store.
- Apprentices and learning advisers are respectful of each other and challenge each other's beliefs and ideas. Diversity and recognising difference are effectively built into training, providing apprentices with challenge to their perceptions and engaging interest in the wider working environment.
- Partnerships with employers are strong. Communication with employers is extremely effective, with several employers reliant on Lifeskills Solutions Limited to recruit, select and train new staff. The range of retail and warehousing employment is extensive, providing particularly good opportunities for advanced retail apprentices.
- Learning advisers pay attention to the safety of apprentices and use some good examples to raise awareness of hazards in the workplace. For example, in a print shop, the tutor scrutinised

the storage and use of chemicals to reinforce the apprentice's understanding of potential risk. Apprentices know about staying safe and have a clear understanding of how to challenge and report concerns.

## Employability training

Good

### 16-19 study programmes

- Teaching, learning and assessment are good, which is reflected in the high number of learners who make good progress in developing their personal, social and employability skills. Learners' attendance and punctuality are good. Learners enjoy their learning and make good progress through relevant vocational qualifications. The standard and quality of learners' work are good.
- Learners develop a good range of employment and practical work skills. Many develop skills in the context of a specific vocation; for example when bricklaying in construction, servicing brakes or engines in motor vehicle or dealing with customers and painting nails in a nail bar. Tutors consistently relate learning to behaviour in the workplace. For example, learners studying nail care were timed on their preparation of equipment to ensure future clients were not kept waiting. Tutors continually emphasise and reinforce the importance of health and safety in all subjects.
- Skilled tutors motivate and maintain learners' interest with well-planned learning activities delivered at an appropriate pace, providing humour and challenge to learners. Tutors use directed questions well to reinforce and consolidate learning. In a session on safe use of the internet, learners contributed to a lively and well-managed, enlightening discussion about the accessibility of personal information on social networking sites.
- Access to technology and learning resources is good. Most staff make good use of interactive displays in classrooms to provide stimulating learning. Learners work independently and with confidence when using personal computers in self-study time. Learning centres are satisfactory and based in convenient, central locations. However, classrooms at the Lowestoft centre are used as 'through routes' to other facilities at the rear of the building, causing unnecessary disruptions to learning.
- The initial assessment of learners is rigorous and comprehensively identifies barriers to learning and individual aspirations and goals. Diagnostic assessment is detailed, precisely identifying gaps in learners' English, mathematics or vocational skills. Learners constructively discuss with tutors their individual learning needs and devise a programme accordingly.
- Individual learning plans provide useful detail, with clear focused learning and development targets. Before monthly reviews, learners assess and chart their progress against targets and talk confidently to tutors about how they have matured and what they would like to achieve. Reviews are comprehensive and learners are motivated to continue to higher levels of learning.
- A minority of 'ready for work' learners complete short courses with substantial work experience, and many then progress to apprenticeships. However, the provision of work experience for all learners on long courses is insufficient and not all learners have the opportunity to apply their skills in real work situations.
- Tutors ensure all training actively contextualises the use and application of English and mathematics in the workplace. Learners' development of English and mathematics is continuous and learners significantly improve their skills. For example, construction learners worked on a descriptive writing task improving their handwriting and punctuation. Tutors provide very good corrective feedback which helps learners hone their skills.
- The care and support, advice and guidance for learners are outstanding. Staff in all centres maintain a positive, productive and safe learning environment. Learners, many of whom have complex personal and social needs, value the active support they receive. Good partnership working between staff and local agencies and key workers assists learners in actively managing their lives, preparing them well for the future.

- Tutors promote equality and celebrate diversity well. For example, a construction tutor led a discussion on bricklaying, asking learners about the origins of the bricks; the discussion extended to the construction of buildings in developing countries.

## Foundation English and mathematics

### Apprenticeships 16-19 study programmes

Good

- Teaching, learning and assessment in Foundation English and mathematics are good; this is reflected in the high, and improved, success rates. Tutors and learning advisers are empathetic, motivational and ambitious for their learners. Staff take advantage of opportunities to reinforce the importance of English and mathematics, enabling learners to improve their understanding and use of these subjects, even those whose starting points are low. The vast majority of learners and apprentices pass their examinations at the first attempt, well before the end of their vocational programme. Many learners persevere and complete higher-level qualifications within the year.
- Learners and apprentices make good progress and enjoy working on their English and mathematics in their vocational and life contexts, boosting their confidence and self-esteem. For example, learners on a hair and beauty course regularly calculate percentages to work out the commission due to them. Construction and motor vehicle learners convert measurements between metric and imperial and calculate areas and volumes. In business administration, learners calculate volumes and dosages for patients in hospitals. Retail learners identify formal and informal communications and confidently produce effective letters for personal and business use.
- Learners' work is good. Learners cultivate their communication skills well and use language with increased confidence. Many confidently take notes during theory sessions and produce good free writing on vocational topics. However, many learners do not routinely check accuracy in spelling, use of capital letters or punctuation.
- Staff make good use of a wide range of well-designed and well-presented materials to make learning of English and mathematics fun and interactive. Staff apply a variety of teaching approaches and manage the pace of sessions well to meet individual needs. They skilfully set English and mathematics activities in vocational contexts to promote learners' understanding. Many learners are inspired, enthused and determined to achieve. However, more able learners are not always challenged to extend their learning.
- Feedback to learners is variable. Tutors provide frequent encouraging verbal feedback, which boosts learners' confidence, encouraging them to experiment and ask questions. However, some tutors do not allow sufficient time for less confident learners to demonstrate what they know nor answer questions. Not all tutors and learning advisers are sufficiently confident or skilled to consistently provide grammatically accurate text, with correct use of capital letters and accurate punctuation, or systematically to check their own spelling. Consequently, errors in spelling, in the use of capital letters or in punctuation are frequently found in written work, but are not corrected by staff.
- Tutors use learning technologies effectively to enhance learning in English and mathematics sessions, stimulating learners with a range of differently presented information and exercises. For example, warehouse apprentices enjoyed using an electronic interactive game to construct complicated sentences using grammar accurately.
- Assessment is robust. The initial diagnostic assessment is thorough. It is used effectively to place learners at the correct level of learning, and to set clear, measurable development targets. Learners understand what they need to do to improve. Learners usefully assess their readiness for examinations and reflect on their progress prior to monthly reviews.

- Learners receive very effective advice, care and support. Learners with dyslexia receive rapid support, building their confidence in the training. Comprehensive advice, based on individual needs, helps them aspire to achieve to the highest levels of English and mathematics. Many learners who start at entry level 3 move on to complete functional skills tests at level 1. Many who start at level 1 also aspire to achieve level 2.
- Learners are safe and have a good understanding of equality and diversity. Tutors provide an inclusive learning environment and frequently discuss difference. Learners develop their English language skills and broaden their knowledge of the wider world. For example, childcare learners enjoyed matching countries of origin with exotic fruit following the viewing of a Fairtrade film on fruit and vegetables.

## Business management and customer service

Good

## Apprenticeships

- Teaching, learning and assessment are good. Most apprentices successfully achieve their qualification within planned timescales. The majority of apprentices progress into permanent employment. Apprentices negotiate with their learning advisers and workplace supervisors to select the most appropriate vocational units to suit their job and workplace.
- Apprentices enjoy their training and develop very good work skills. They increase in confidence and are motivated to share their knowledge with work colleagues. Most apprentices are given additional responsibility at work, for example acting as the first point of contact for meeting and greeting customers and ensuring compliance with health and safety. One apprentice has management responsibility for a high volume sales account. Apprentices often work on complex projects, for example integrating various information systems to improve the ordering of kitchens and bathrooms or using Belbin's theory to improve efficiency in a filtration company's workshop.
- Learning advisers are ambitious for apprentices, setting clear expectations through their work practices. Learning advisers provide good examples of practical applications of business theory in the workplace.
- Apprentices receive very good advice and guidance throughout their training programme. All benefit from a comprehensive induction in the workplace and a detailed analysis of the skills they require. Learning advisers receive prompt information from employers if apprentices are absent or underperforming, but work with apprentices to help them deal with personal problems. Apprentices quickly learn how to conduct themselves appropriately in work and swiftly develop a professional code of working.
- Initial assessment very effectively identifies skills gaps and training needs. Apprentices receive excellent support from learning advisers for pastoral, welfare and academic concerns. One apprentice was given elocution support, which improved her confidence when speaking with customers.
- Apprentices value their monthly reviews to plan training and organise assessments. Learning advisers involve workplace supervisors very well, and receive detailed reports on each apprentice's performance and progress. One apprentice, working in an office, was moved to another department to improve her knowledge of the business, so enabling her to understand all aspects of the business.
- Learning advisers use good current examples in their teaching. They use a good range of useful resources and varying strategies to meet individual learning styles. However, some advanced apprentices are not sufficiently challenged to enable them to develop more advanced, independent academic and research skills.
- Apprentices receive useful timely feedback on their assessments. The e-portfolio provides an accurate picture of progress and what units have been completed. However, written feedback from learning advisers does not routinely provide developmental areas for improvement or

targets for learning. Learning advisers do not systematically correct spelling, punctuation and grammar.

- Apprentices benefit from very well-embedded and contextualised English and mathematics. Learning advisers use meaningful, vocationally-oriented exercises to help apprentices practise using English and mathematics. For example, one apprentice used perimeter and volume to calculate the internal area of several tents. Another apprentice used information technology competently to introduce new systems of storing and recording data.
- Apprentices have a good understanding of equality and diversity. Learning advisers frequently build diverse examples into their work, creating useful challenging discussions with apprentices. One apprentice identified that physical access to premises was not suitable for disabled clients and suggested changes to the employer; another identified that a hearing loop would benefit patients in a medical reception area.

### **The effectiveness of leadership and management**

Good

- The managing director and the directors have established a clear mission for Lifeskills Solutions Ltd and have high aspirations for learners. The ambitious vision reflects the provider's aim to broaden participation and improve outcomes for all learners. Directors, managers and staff demonstrate a strong commitment to improving the quality of teaching and learning and to responding to the needs of each learner.
- Directors operate an open and supportive management style, regularly visiting all the training centres and listening to the views of staff and learners. Communication across the six sites is good. Staff have frequent opportunities to express their views and contribute to improvement activities. Well-established bi-monthly training events have improved the quality of teaching and learning, and have embedded English and mathematics into all training. Directors and managers have been successful in raising standards, maintaining high success rates and improving retention on all programmes.
- Directors and managers assiduously monitor and track learners' performance and progress. Excellent weekly monitoring reports, prepared by centre managers, are scrutinised by directors. Learner or tutor underperformance, not already identified by managers, is investigated and actions to amend concerns are quickly put in place.
- Directors and managers have a very strong focus on improving teaching, learning and assessment. Observations are rigorous and well recorded, with a strong focus on learning. Experienced centre managers support tutors to improve their practice when, following an observation, areas for improvement are identified. Observation reports identify presentation and discussion topics at the bi-monthly staff meetings. Staff find these meetings invaluable in improving their performance. Performance management is appropriate and effective in reducing weak teaching. However, tutors do not yet consistently deliver outstanding lessons or challenge advanced learners to work at the highest possible levels. Most centres are very well resourced; however, the centre in Lowestoft is not a good learning environment.
- Quality improvement is good. Self-assessment arrangements are effective: data, and the views of learners and employers contribute well to the self-assessment report. Although accurate with regard to strengths, the self-assessment report does not recognise the improvements required. Centre and apprenticeship quality improvement plans do accurately identify this improvement activity, but these plans do not link directly to the company-wide improvement plan. Directors monitor improvements effectively and the board of directors receives monthly quality improvement progress reports.
- Directors are extremely knowledgeable about employers and labour market information, frequently sourcing vacancies directly with employers. This intelligence is used very well to plan training programmes to meet the needs of local learners and employers. Apprenticeships meet employers' needs in customer service and business administration, as do study programmes with specific vocational focus in childcare, hair and beauty, motor vehicle and construction.

Although some study programme learners complete work placements, there are still too few opportunities available.

- Directors have been courageous and thorough in their approach to embedding English, mathematics and functional skills for all learners. Well-thought-out training enables staff to contextualise and integrate English and mathematics into training. The emphasis on developing learners' English and mathematics across the curriculum has resulted in very good progression to employment and further training. Staff know their learners very well and work hard to enthuse them to enhance their English and mathematics.
- The promotion of equality and diversity is resolute and robust. Equality and diversity expectations are covered in detail during learners' induction and reinforced through innovative displays in learning centres. A culture of mutual respect between staff and learners is particularly evident. Inclusivity is a core value in the provision, and it is particularly important in engaging learners who might not otherwise participate in training. E-safety is introduced to learners during induction and in specific training sessions; however, there are very few reminders to reinforce to learners the importance of personal safety and security when using the internet.
- Gaps in success rates between different groups of learners have been eradicated through focused and timely interventions. Data are effectively used to analyse performance of the generic diversity groupings, but less well used to monitor the performance of specific groups of learners such as single parents, those who had free school meals or those who live in particular localities.
- Lifeskills Solutions Ltd meets its statutory requirements for safeguarding learners. The recording of safeguarding concerns is particularly good. Staff receive very good in-house training on reporting safeguarding concerns. A significant number of concerns have been reported, and all are very well recorded. Directors know about all learners deemed to be at risk. Weekly reports, from staff responsible for safeguarding, ensure directors understand what has been done to support learners at risk of not completing their training or receiving support from external agencies.

## Record of Main Findings (RMF)

### Lifeskills Solutions Ltd

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>2</b>	-	-	2	-	-	2	-	-
Outcomes for learners	<b>2</b>	-	-	2	-	-	2	-	-
The quality of teaching, learning and assessment	<b>2</b>	-	-	2	-	-	2	-	-
The effectiveness of leadership and management	<b>2</b>	-	-	2	-	-	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Retailing and wholesaling</b>	<b>2</b>
<b>Employability training</b>	<b>2</b>
<b>Foundation English and mathematics</b>	<b>2</b>
<b>Business Management</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	2728							
<b>Principal/CEO</b>	Mr Spencer Fearn, Managing Director							
<b>Date of previous inspection</b>	12-16 November 2012							
<b>Website address</b>	www.learnaliving.co.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	440	26	-	-	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	224	74	22	62	-	-		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	-							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	-							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>							

## Contextual information

Lifeskills Solutions operates from six learning centres in Rotherham, Leeds, Lowestoft, Basildon and Peckham. All centres deliver study programmes for learners aged 16 to 18, with a range of vocational qualifications and functional skills in motor vehicle, construction, nail and beauty therapies and customer service. Intermediate and advanced apprenticeships operate with learners already employed, and run in customer service, business administration, retail and warehousing. All staff are employed by Lifeskills Solutions and they do not subcontract with any other providers. Lifeskills Solutions attracts a substantial number of learners from several cities and parts of London that have significant levels of deprivation, high proportions of young people not otherwise engaged in education, training or work, and high unemployment.

## Information about this inspection

**Lead inspector**

Martin Hughes HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Deputy Director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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](http://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](mailto: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](http://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](http://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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

