

CTC Kingshurst Academy: trading as Kingshurst Training

Inspection report

Unique reference number: 50150

Name of lead inspector: Gerard McGrath HMI

Last day of inspection: 09 February 2012

Type of provider: Independent learning provider

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Information about the provider

1. Kingshurst Training (Kingshurst) is the work-based learning division of CTC Kingshurst Academy. It offers work-based learning for young people in early years and playwork and foundation learning programmes. Kingshurst works with two local schools and other agencies in the greater Birmingham area to deliver training in early years and play work from entry level through to level 3. Most learners are directly recruited from local schools.
2. Training is offered at Kingshurst's own centre and through an inner-city satellite centre in the Balsall Heath district of Birmingham. At the time of inspection there were 92 apprentices and 26 school students on early years and playwork programmes. A further 40 learners were on the foundation learning programme.
3. The majority of apprentices attend off-the-job training at the training centre for one day each week; assessment is carried out in the workplace. Functional skills support is delivered during learners' time at the training centre. Seesaws Day Nursery employs about a third of the early years and playwork learners and Kingshurst Training subcontracts the training and assessment of these learners to them.
4. Kingshurst Training is funded through contracts with Birmingham and Solihull Skills Funding Agency and the Young People's Learning Agency. Kingshurst also provides programmes for disengaged pupils and young people who are not in employment, education or training under contracts with two local authorities.
5. The operations manager has overall responsibility for Kingshurst Training. A new training manager took up her post in January 2012. The team employs a further two managers, 19 tutor/assessors and three administrators.
6. The unemployment rate in the West Midlands is higher than across the whole of England at 9.3%. The proportion of the population from minority ethnic groups varies considerably across the Greater Birmingham area served by the provider, but stands at around one third of the population in the city of Birmingham.
7. The following organisations provide training on behalf of the provider:
 - Seesaws Nurseries (Child development and well being)
 - Teddys 'n' Daisy's (Child development and well being)
 - Greater Heights (Child development and well being)

Type of provision	Number of learners in 2010/2011
Young learner provision: 14-16 Foundation learning, including Entry to Employment	66 learners 102 learners 27 learners
Employer provision: Apprenticeships	179 apprentices

Summary report

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

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		3
Equality and diversity		2
Subject Areas		Grade
Child development and well being		3
Foundation learning		3

Overall effectiveness

8. Kingshurst is a satisfactory provider of work-based learning. It has maintained the quality of provision and improved outcomes for learners in line with national trends since the last inspection. The proportion of learners on childcare advanced apprenticeship programmes who complete their studies satisfactorily, is slightly above the national average. The great majority of learners make adequate progress and complete their programmes within the planned time. Learners enjoy their training. Many learners go on to further training or gain promotion at work.
9. Teaching and learning are satisfactory. Individual coaching from tutors and workplace assessors as well as the training provided directly by employers in the workplace are effective and help learners to develop good social and work-related skills. Lessons are adequately planned and resources in the training centre are good, but make too little use of information and communication technology (ICT) to support learning. Kingshurst's programmes meet the needs of learners and employers.
10. The care, guidance and support for foundation learners are good. Kingshurst staff accurately assess the support needs of their learners and provide effective

individual programmes of support, especially for those with social barriers to learning and employment.

11. Leaders and managers satisfactorily promote ambition and improve outcomes for individual learners. Governance arrangements have recently improved to provide better oversight of the provision. However, performance targets in strategic plans are insufficiently challenging. Kingshurst works particularly well with schools, employers, funding bodies and community agencies to promote learning, particularly to those from areas of socio-economic deprivation.
12. Kingshurst makes satisfactory use of the feedback collected from learners to make improvements to the provision. Quality improvement arrangements are satisfactory. Self-assessment processes are well established. However, the views of employers were not collected formally to support the current self-assessment report.

Main findings

- Outcomes for learners are satisfactory. Success rates on childcare apprentice programmes have steadily improved and are around national averages. Advanced apprenticeship success rates are higher than the intermediate level. The proportion of apprentices who achieve within the planned duration of their training is also improving and is at the national average. Learners develop the expected level of knowledge and understanding of the needs of the children in their care.
- Learners' achievements on the previous Entry to Employment (E2E) foundation programme were satisfactory with around 44% achieving a positive progression in 2009/10 and a high proportion achieving their individual learning goals. Qualification success rates for learners on the new 'Step up' foundation programmes are a little above the national average. All learners make the expected rate of progress towards their qualifications.
- Learners enjoy their training and attendance at formal training sessions is satisfactory. Foundation learners develop good social skills and improve their employability. Childcare learners increase their understanding of children's development, the national curriculum and become better employees as a result of their learning.
- Kingshurst and employers place a good emphasis on the health and welfare of learners. Learners feel very safe at work and in the training centre. Learners have an appropriate understanding of health and safety and safeguarding topics and demonstrate safe working practices.
- Teaching and learning are satisfactory. Resources to support learning in the training centre are good. Lessons are appropriately planned and better sessions contain a range of activities to engage and challenge all learners. However, tutors make little use of ICT and the more able learners find some tasks repetitive and uninspiring.

- Initial assessment of learners' literacy and numeracy skills is used satisfactorily to plan support for individual learners. A suitable range of assessment strategies is used to collect evidence of work-related skill development. Progress reviews are effective at encouraging learners to complete assignments and work tasks. However, progress targets are not sufficiently challenging for more able learners and learners do not fully understand the structure of the apprenticeship and the study demands of their learning programmes.
- Learning resources are satisfactory. Accommodation in the newly built training centre is good. Learners have a comfortable and well-decorated leisure area. Learning resources in the training centre are good for those who attend formal off-the-job training sessions.
- Programmes are satisfactorily matched to the needs of employers and learners. The range of provision offers good progression routes from entry level awards to advanced apprenticeships in childcare. Kingshurst introduces prospective learners to employers with current vacancies and helps them to make appropriate applications. Foundation learners are helped to improve their social skills and improve their employment prospects.
- Support for foundation learners is good. Typically they have poor experiences of education and face multiple barriers to employment and education. Tutors work well to provide an environment of care and support and work well with partner organisations to meet the personal and social support needs of individual learners. Effective support for apprentices helps them to make at least the progress expected of them, given the low level of previous academic achievement.
- Strategies to improve outcomes for learners are satisfactory. Kingshurst has made good use of their system of tracking learner activities and achievement to improve the monitoring and management of individual learner's progress. Learners' progress is examined closely and used to develop effective training strategies to support learners who are identified as at risk of slowing, or leaving training.
- Safeguarding arrangements meet government requirements. All staff undergo Criminal Record Bureau (CRB) checks and attend adequate update training on related topics. All childcare learners undergo CRB checks before starting work in day nurseries. All learners receive information about safeguarding throughout their training and have a reasonable understanding.
- The promotion of equality and diversity is good. Kingshurst works very well with local authorities, schools and other partners to promote learning, particularly successfully to young people in wards of significant socio-economic deprivation. Most learners come from very low levels of prior achievement and receive good support to overcome their barriers to training and employment.
- Quality improvement arrangements are satisfactory. Kingshurst collects formal feedback from learners at regular intervals, however, arrangements for the collection of the views of employers and the parents of young learners are informal and insufficiently structured. Observations of teaching and learning are routinely carried out and the recently improved system focuses appropriately on

the experiences of learners. However, staff appraisals do not have quality-related performance targets and some organisational quality improvement targets are insufficiently challenging.

What does Kingshurst need to do to improve further?

- Develop the use of ICT and multimedia methods to improve the quality of teaching and the presentation of learners' work through staff training and by encouraging learners to use these methods to collect evidence in their portfolios.
- Improve target setting for learners by increasing the challenge for the more able learners.
- Ensure tutors focus on the improvement of teaching and learning by meeting the individual learning needs of all learners and improved use of ICT during off-the-job training sessions.
- Analyse and use available data to identify a range of specific, challenging performance and quality improvement targets for the organisation as a whole and individual staff.
- Improve the collection and use of feedback from all interested parties, including employers and parents of younger learners.

Summary of the views of users as confirmed by inspectors

What learners like:

- the helpful and clear explanations about assessment
- the friendly and supportive staff who are easy to talk to
- the system of 'trainee of the month'
- work place training sessions
- the link between theory and practice that apprenticeships provide
- learning something to help their future career ambitions
- improving their job prospects
- progressing to the apprenticeship
- that foundation learning programme is not like school.

What learners would like to see improved:

- clearer information about assignments
- a simple overview of their progress in learning
- a greater choice of food in the vending machines
- more comfortable chairs
- the quality of the teaching

- more challenge in some tasks.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the open, honest approach of assessors
- that the training provided in the nursery reduces time away from work by learners
- email updates and effective communication
- the continuity of assessor relationships
- opportunities to attend standardisation meetings.

What employers would like to see improved:

- none identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

13. Senior leaders provide effective leadership for the company. Staff are focused strongly on meeting learners' needs. Learners' and employers' feedback on the quality of provision is positive. Success rates and the proportion of learners who complete within the planned duration of their programmes have improved since the last inspection and remain satisfactory. Inspection grades for childcare programmes, leadership and management and overall effectiveness have been maintained. Arrangements for quality improvement remain satisfactory. Kingshurst makes effective use of learners' feedback to improve provision. The development action plan is realistic, although it is not supported by measurable success milestones. The observation of teaching and learning process has recently been improved, but requires further improvement before it can work effectively as a quality improvement tool. Self-assessment is well established. The company accurately identified most of the strengths and some of the areas for improvement found by inspectors. However, the report is overly descriptive and makes insufficient use of formal feedback from employers. Inspectors gave the same grade for some aspects of provision as those in the self-assessment report.

Outcomes for learners

Grade 3

14. Overall success rates on apprenticeship programmes are satisfactory. Success rates on childcare advanced apprenticeships are slightly above national averages. Childcare apprentices develop good practical skills which are recognised by their employers. Foundation learners develop appropriate standards of CV writing and interview skills as well as improved self confidence, which are very useful in improving their employability. Foundation learners also improve their communication skills and punctuality throughout the programme. The organisation analyses the performance of different groups of learners and currently there are no achievement gaps. The quality of work in portfolios is satisfactory. Learners enjoy their training and make appropriate progress towards their qualifications. Sufficient emphasis is placed on the health and welfare of learners and they feel safe. Learners improve their own health through their greater awareness of health issues associated with their training programme. Learners make an appropriate contribution to their local communities through a range of charitable fund-raising and local environment improvement activities.

The quality of provision

Grade 3

15. Teaching and learning are satisfactory. Formal teaching sessions are mostly satisfactory, and some are good. The better sessions are well-planned with a good range of activities to challenge all learners, including detailed discussions on current affairs relevant to the local area or childcare. However, too little use is made of available ICT. Assessors provide effective workplace coaching and support to build learners' confidence and skills. Employers provide good additional in-house training on relevant topics. Apprentices demonstrate a satisfactory understanding of the developmental stages of the children in their care. Learning resources at the training centre are good.
16. Learners' progress reviews are effective. The targets set for learners encourage them to progress appropriately. Kingshurst shares information on learners' progress with employers so that they can contribute to the learners' development. Learners' understanding of equality and safeguarding issues are sufficiently explored and reinforced.
17. Kingshurst's provision is effective in meeting the needs and interests of learners and employers. Programmes are designed to meet the employers' need to provide appropriately qualified staff in child care settings. Kingshurst adequately relates the content of employers' in-house training and the workplace experiences of learners to the childcare apprenticeship frameworks. Learners often progress from intermediate level to advanced apprenticeships. Kingshurst makes good use of its partnerships to develop programmes for local young people who are at risk of becoming disaffected with school or who are not in education, employment or training, particularly in areas of socio-economic deprivation.
18. Kingshurst provides good guidance and support for foundation learners. Initial advice and guidance is effective. Career advice is good for childcare apprentices. Staff are approachable, flexible and responsive to learners' individual and social support needs which is particularly important as many of the learners have low previous academic achievement and significant barriers to education and employment. Kingshurst has successfully improved the support for learners with low literacy, numeracy and language skills since the last inspection.

Leadership and management

Grade 3

19. The governors and senior managers provide appropriate strategic direction. A new sub-group of governors has recently been formed to provide greater oversight and challenge. Senior managers place a high emphasis on promoting ambition for learners. Staff understand and fully support the aims of the provision. Regular appraisals are used to monitor staff performance and define

training needs. However, staff performance targets are insufficiently challenging and are insufficiently focused on improving the quality of teaching and learning.

20. Managers make good use of learner progress tracking systems to monitor and improve success rates. Since the previous inspection the tracking and recording of learners' progress has improved. Regular meetings are held at all levels throughout Kingshurst to analyse learner's progress. Targets for learners' progress are also used during staff appraisals to manage staff performance. Where learners make slow progress, have poor attendance at off-the-job training or identify significant social issues during reviews, staff agree effective support and assessment plans.
21. Kingshurst works satisfactorily with employers and other partners to plan developments to the provision. Subcontractors and employers value the close working relationship with Kingshurst and the guidance they have received from the provider. The management of the subcontractors is satisfactory. Service level agreements are clear and communications are frequent and regular.
22. Formal safeguarding arrangements meet current requirements. CRB checks are completed on all appropriate staff and all staff have recently completed relevant updates on safeguarding topics. Managers have successfully promoted a culture of care for learners and prompt actions are taken when concerns are identified. Learners feel safe in childcare work environments and have an adequate understanding of safeguarding issues. Sufficient emphasis is placed on e-safety while using the internet to support learning.
23. The provider manages equality and diversity well. Relevant policies and procedures are up to date and regularly reviewed. Kingshurst has successfully recruited from minority ethnic groups, who now make up approximately one third of the staff. The organisation does not tolerate inappropriate behaviour. Wall displays in the training centre strongly promote respect for others. Staff understanding of equality and diversity is good. It is adequately covered at staff induction and regular staff meetings. Assessors make sufficient use of opportunities to reinforce the learners' knowledge of relevant topics during reviews.
24. Kingshurst promotes and supports learning particularly well in areas of socio-economic deprivation. The provider works well with local authorities and schools to identify areas of high need. The provision has deliberately been expanded to include programmes that support young parents across the greater Birmingham area and disaffected school pupils at risk of leaving education. Achievement rates across all programmes have improved and there are no achievement gaps between groups of learners. Staff attend a good number of careers events to promote training, however, strategies to increase the number of male learners on childcare courses have been unsuccessful.
25. Self-assessment is a well established and inclusive process. The associated development action points are realistic although not supported by specific

success milestones. The company accurately identified most of the strengths and some of the areas for improvement found by inspectors. However, the report is overly descriptive and does not refer often enough to available data or formal feedback collected from employers. Inspectors agree with some of the self-assessment grades for the aspects of provision.

26. The recently improved system for observing teaching and learning is satisfactory. Regular observations of other key aspects of the provision have also been carried out. Detailed feedback is provided to tutors to identify needs for training and development. Clear criteria for judgements have been agreed and these place appropriate emphasis on the learners' experience; however, the grades proposed by the previous system were over-generous. The quality of teaching and learning remains satisfactory, as at the previous inspection.
27. The provider makes effective use of resources and provides satisfactory value for money. The newly-built training centre offers good accommodation and contains a good range of learning resources. However, tutors make little use of available ICT. Assessors' workloads are satisfactory. However, foundation tutors hold insufficient qualifications to provide literacy and numeracy support.

Subject Areas

Child development and well being

Grade 3

Context

28. Kingshurst Training offers apprenticeships in childcare at intermediate and advanced levels for 92 learners. It works in partnership with a number of nursery providers to deliver the training in early years settings. The majority of the learners are between 16 and 18 years of age with a small proportion over 25. Most learners attend off-the-job training either in the workplace or at the Kingshurst training centre while the remaining training takes place at work through one-to-one contact with assessors.

Key findings

- Overall success rates and the proportion of childcare apprentices who achieve within the planned duration of their training have improved since the previous inspection and are satisfactory. The overall success rate for advanced apprentices in 2010/11 was a little above the national average at 82% while the success rate for intermediate apprentices was slightly below the national average at 68%.
- Learners make timely progress, broaden their understanding of the needs of children and babies and gain confidence. They develop good levels of skill in childcare practice, including the ability to help children develop their motor skills. Learners enjoy their programmes and develop the numeracy and literacy skills necessary to succeed. Learners' evidence portfolios are satisfactory, but there is insufficient use of ICT.
- Learners improve their economic and social wellbeing well through their work experience and they demonstrate good childcare skills. Learners often gain promotion as they progress through the qualification levels. Most take pride in their written work and develop skills in reflective practice to support their learning. They are aware of career development opportunities and available training which support these.
- Learners feel safe. They have good awareness of health and safety procedures and increase their understanding of their importance including, for example, the importance of risk assessments in nurseries. Learners undertake safe working practices for food handling and micro-bacterial cleaning. Learners have a good understanding of relevant safeguarding issues and the actions to take if they have concerns.
- Teaching is effective in promoting the progress of learners. However, learners find some teaching dull, especially where there is an over-reliance on reading and writing and a narrow range of activities are included in sessions. Teaching is often carried out in small groups that promote professional discussion well and build learners' confidence. A good range of practical learning resources is used well, although available ICT is used too little to promote learners

engagement. Constructive feedback is regularly given to learners who appreciate the guidance on how to improve.

- Assessment is satisfactory. The results of initial assessment are used appropriately to plan support for individual learners. The time and place for assessment is organised flexibly to meet learners' and employers' needs. Target setting in reviews encourage learners to progress with their work tasks. However, learners are often unsure of their achievements and how much work remains for them to complete their qualifications.
- Assessment activities are satisfactorily coordinated with employers and effectively link theory to practice. This is an improvement since the last inspection that ensures learners skills and knowledge are built upon. Most learners have a good awareness of the requirements of the apprenticeship framework. Internal verification is satisfactory and recording is clear and well documented.
- Care, guidance and support are very effective in supporting learners' progress through their programmes, particularly in view of the poor school experiences and low levels of previous academic achievement and their significant social barriers to education and employment. Flexible and regular visits by assessors benefit the learners and early evening visits are made where necessary. Learners appreciate the support which is always readily available from staff at Kingshurst.
- Communication is good within the training team who work well together to benefit the learners. A comprehensive computer tracking system has been developed since the previous inspection and is now used effectively to track learner's progress.
- Learners' safety is thoroughly checked at the workplaces before training commences. Learners complete a CRB check during their induction and do not start working with children until clearance has been received. Learners have a good awareness of the importance of safeguarding the children in their care.
- Marketing materials contain a range of good images. The learner ethnicity profile matches that of the local population well and many learners are recruited from areas of socio-economic deprivation. Variations in success rates between different groups of learners have been reduced and all groups now succeed equally well. However, males are under-represented on childcare programmes. Equality and diversity content in learning resources are satisfactory with comprehensive booklets produced to promote learners understanding of relevant topics.
- Communication with employers is regular and relationships with employers, including the subcontractors, are very effective. Employers value the personal contact they have with staff and feel well supported. A few employers have attended useful vocational briefing sessions run by the provider and attended assessment standardisation meetings.
- Kingshurst regularly collects formal feedback from learners through surveys and lesson evaluations but no learner forum exists to allow learners to compare their experiences and identify areas for improvement. The content of the self-

assessment report is broadly accurate but inspectors awarded a lower grade for the childcare provision. Staff have satisfactory involvement in the self-assessment process but there is insufficient employer input.

What does Kingshurst need to do to improve further?

- Improve review interviews to ensure that learners have a clear understanding of their achievements and rate of progress towards their qualifications.
- Develop the use of ICT and multimedia methods of assessing learner work and encourage learners to use these methods to contribute to their portfolios of evidence.
- Improve the quality of teaching in formal sessions so that learners are sufficiently challenged and inspired.
- Develop formal arrangements for employers' involvement in the self-assessment process.
- Develop effective strategies to actively promote participation in childcare courses by males.

Foundation learning

Grade 3

Context

29. Kingshurst Training delivers foundation learning programmes to 40 learners. Six learners are working towards a vocational option in addition to health and safety, personal and social development, employability and functional skills. Ten learners are also working towards an effective parenting certificate. Courses are delivered mostly in the provider's training centre with the parenting programmes being delivered at two local children's centres. The foundation learning programmes and functional skills courses are both managed by full-time co-ordinators.

Key findings

- Outcomes for learners are satisfactory. Many learners' progress to apprenticeships and other learning programmes or employment. Overall, qualification success rates are improved and now broadly similar to the national rates. Learners' work is of a satisfactory standard. Many learners' starting points were particularly low. Most learners make satisfactory progress towards their qualifications.
- Learners develop good employability and personal skills. Most learners can identify how the programme is helping them to prepare for work or further training. Some learners have improved their confidence and communication skills.
- Learners feel safe. They learn about their rights and responsibilities. Many learners have a good awareness of internet safety aspects. Learners increase their knowledge about healthy eating and safe health practices.
- Teaching and learning are satisfactory. In better lessons, tutors use a good range of strategies to engage learners successfully in learning. Most tutors are experienced in breaking down skills into manageable steps for learners to gain confidence and success. In other sessions tutors do not sufficiently differentiate learning and offer insufficient challenge for more able learners. Most tutors use an appropriate range of assessment methods to check learning.
- Target setting in reviews is satisfactory. Subject tutors help their learners to review their progress every six weeks. Learners are encouraged to review their own progress and set themselves personal and programme targets. However, targets for more able learners are not sufficiently challenging. Longer-term targets are also reviewed regularly and are appropriately adjusted to suit learners' individual needs.
- Learners have good opportunities to gain a range of qualifications. Foundation learners are able to gain individual certificates in employability studies, health and safety and functional skills as part of their programme. Less than half of learners have been successful in gaining functional skills qualifications. There

are new strategies in place for the delivery of functional skills. However, these have yet to impact on outcomes for learners.

- Tutors build positive relationships with local schools, especially the Academy with which it shares a site, external agencies and community partners. The provider has developed good programmes for 14-16 year olds from the Academy and for those young people not in education, employment or training in association with local authorities. Good links with local companies support work-related learning projects. These help learners to develop their literacy, numeracy and IT skills. However, local employers are not used sufficiently to deliver and design the curriculum.
- Support for learners is good. Tutors work closely together to identify and meet individual learners' needs. Many learners have had poor experiences of education and many have serious personal issues. Tutors carry out home visits, and liaise with a range of external organisations to help learners deal with social and family problems.
- Management of foundation learning is satisfactory. Staff are focused on raising the aspirations and achievements of learners. Tutors and other staff informally discuss programme and learner matters frequently. Monthly formal meetings take place where individual learners' progress is routinely discussed and weekly communication meetings take place between the function skills team where teaching and learning issues are addressed.
- Most tutors have qualifications in teaching and some are working towards a higher level. Not all tutors teaching literacy and numeracy are sufficiently qualified. The formal planning for staff development is insufficient to improve the quality of teaching and learning.
- Equality and diversity are satisfactorily promoted at induction and reinforced appropriately by tutors throughout the programme. Staff understand the varied needs of their learners very well. Learners have an adequate understanding of broad equality and diversity matters and a good understanding of their relevant rights and responsibilities. Staff attend a range of community events to promote training in areas of socio-economic deprivation. Achievement gaps have been successfully narrowed and all groups succeed equally well.
- Targets for staff performance are insufficiently challenging. Programme co-ordinators have targets regarding the recruitment of new learners. However, targets insufficiently focus on quality improvement or outcomes for learners.

What does Kingshurst need to do to improve further?

- Continue to implement improvement strategies for the successful delivery of functional skills programmes.
- Improve tutors' ability to meet the needs of all learners during teaching sessions through staff development and by providing more opportunities for tutors to share good practice.
- Improve target setting for learners in reviews by increasing the challenge offered to more able learners.

- Systematically review the continuing professional development for staff to ensure that all tutors have up appropriate training and qualifications to deliver literacy and numeracy support.
- Develop more links with employers to better support learners' understanding of employment and offer work placement opportunities.
- Ensure staff targets include a strong focus on improving the quality of teaching as well as learners' achievements.

Information about the inspection

30. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's training manager, 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 funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

CTC Kingshurst Academy: trading as Kingshurst Training

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	Employer responsive
Approximate number of enrolled learners				
Full-time learners	40	14	26	0
Part-time learners	92	0	0	92
Overall effectiveness	3	3	3	3
Capacity to improve	3			
Outcomes for learners	3	3	3	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
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?	2			
<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	3	3
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?	3			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
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?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
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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