

Kingsbury Training Centre

Inspection report

Unique reference number: 52859

Name of lead inspector: Cliff Rose HMI

Last day of inspection: 24 September 2010

Type of provider: Independent learning provider

Address: The Gardens
Fentham Road
Erdington
Birmingham B23 6AG

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Information about the provider

1. Kingsbury Training Centre (KTC) is a limited company. It has offered publicly funded training for young people since 1981. The provider's training centre and administrative offices are in Erdington, Birmingham. KTC was contracted by Birmingham and Solihull LSC to provide Entry to Employment (E2E) training and currently by the Young People's Learning Agency to provide foundation learning for young people. The vocational aspect of the E2E and Foundation Learning programmes is in construction skills. At the time of inspection there were 22 learners following an E2E programme. Learners joining the week after inspection were due to begin on a Foundation Learning programme. Roughly half the learners are drawn from a four mile radius of the training centre and the remainder from the wider Birmingham area. The company chairman is supported by a managing director, three other directors and nine other staff. Within the company there is one qualified internal verifier and four members of staff holding appropriate vocational and teaching qualifications to assess evidence for the vocational qualifications offered. At the time of inspection the posts for qualified literacy or numeracy instructors were vacant. Government funded training represents all of KTC's current business.
2. The provider does not provide training on behalf of other providers.
3. No other organisation provides training on behalf of the provider.
4. The organisation, acting as an independent special school, provides the Pathway to Success programme for 14 to 16 year old students deemed in danger of exclusion from their mainstream schools. This provision was the subject of a schedule 8 inspection in June 2010.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16 Foundation learning, including Entry to Employment	27 part-time learners 108 learners

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		3
Subject Areas		Grade
Employability training		3

Overall effectiveness

- The overall effectiveness of the provision, capacity to improve, the subject area offered, outcomes for learners, the quality of provision, leadership and management and both limiting grades, safeguarding and equality and diversity are all satisfactory. The E2E programme meets the needs of the learners satisfactorily. It supports the learners' personal development and prepares them for entry to the construction industry either directly or through further courses at local colleges or apprenticeships.

Main findings

- Learners make satisfactory progress and develop relevant vocational skills. For example, they gain a greater understanding of the use of tools. Painting and decorating learners have decorated several rooms in the training centre to a good standard. However, there are too few planned opportunities for learners to take part in activities to improve their social and personal skills.
- Progression into employment, apprenticeship or further education is satisfactory. In 2008/09 the progression rate was 58%. At inspection the 2009/10 rate was 38% but previous patterns and unconfirmed reports of leavers destinations indicate it will rise to at least 50% when KTC obtains firm

evidence. The current economic climate has had a particularly adverse impact on entry to jobs or apprenticeships in construction.

- Learners improve their employability skills satisfactorily. They work on a variety of tasks to improve their understanding of the world of work, however very few learners benefit from taking part in work placements. Learners occasionally work on practical projects at a local housing association but there are no other outside work opportunities currently on offer.
- Learners feel safe. They value the small class sizes in the centre and work cooperatively together. They are clear who to refer to should they have any personal issues. Although they have the option to eat healthily from the canteen and are clear about the benefits of healthy eating the majority choose to go into the town to buy their midday food.
- Overall teaching and learning are satisfactory. Staff have productive working relationships with learners. However, lessons do not integrate literacy and numeracy sufficiently well with vocational content. Many learners have significant literacy needs but there are too many missed opportunities to ensure that this is addressed in lesson planning and delivery. Both literacy and numeracy tutor posts are currently vacant.
- Although learners undertake an appropriate assessment at the start of their programme this is not used to plan and target learning well enough. The planning and recording of personal and social skills is under developed. Targets for improvement are too generic and do not offer the learner sufficient guidance as to what they need to do to advance.
- The provision meets the needs of learners satisfactorily. Learners undertake a variety of vocational skills along with qualifications in literacy, numeracy, ICT and additional qualifications such as first aid and manual handling. However, the programme is not sufficiently flexible to meet individual needs fully. Enrichment opportunities are very limited. Staff shortages inhibit the flexibility of the programme to provide a wider variety of activities.
- A good and productive link exists with a local general further education college. The majority of learners who progress to further training attend this college. However, partnerships with other providers are not well developed. There are very few external links to provide learners with work placements, contact with community groups and opportunities for progression into employment and/or training.
- Support for learners is satisfactory. Staff know the learners well and work with them sensitively on personal issues. However, there are very few formal links to support agencies and insufficient visits from outside organisations and speakers to provide learners with a high level of support.

- Strategic direction is good. The senior management team's planning for the imminent changes in the provision and bids for other contracts to diversify what KTC offers are well advanced, however, staff do not appear well informed. Managers set challenging targets for staff at recently introduced six weekly reviews.
- The provider's strategies to recruit young women into the historically male dominated construction industry are successful. Five of the 22 current learners are female. The provider makes good use of female role models from among its staff at school careers events. However, staff do not sufficiently promote equality and diversity during the training programme.
- Quality improvement arrangements are insufficiently systematic. Not all procedures are documented or appropriately audited. Managers have written new procedures for the Foundation Learning programme, but have yet to include them or the means to monitor them, in the quality system. However, improvements are made as a result of self-assessment.

What does Kingsbury Training Centre need to do to improve further?

- Place greater emphasis on the active promotion of equality and diversity in teaching and learning sessions and at reviews to increase learners' understanding of their rights and responsibilities in this area.
- Actively promote links with more employers to assist learners in gaining jobs or apprenticeships in the construction industry and also with community groups to give learners greater opportunities for work placements in realistic work environments.
- Update and complete quality improvement arrangements so that they cover all aspects of the provision and systematically drive continuous improvement.
- Ensure evidence gained from assessment is used to plan individual learning and to set specific targets for learners. Improve the integration of literacy and numeracy within sessions.
- Improve the development of learners' personal and social skills by ensuring a greater focus and more structured approach to this aspect of their programme. Provide more enrichment opportunities and more flexibility of the curriculum offer.
- Recruit to all vacant key posts in order to improve literacy and numeracy support for learners and ensure adequate staff coverage for all aspects of the provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- being able to learn new things
- gaining a qualification which leads to further study
- preparation which can lead into employment
- knowing who to go to in case of problems
- having the chance to get their opinions across during six weekly reviews
- the support given by staff
- being prepared for the assignments
- having a good experience of the vocational area.

What learners would like to see improved:

- longer breaks and dinner times
- weekly rather than fortnightly football
- more toilet rolls in the men's toilet.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the excellent service from first contact to the trainer coming on site
- the communication and support received
- the support to the trainee after they have begun their job placement
- the strong link between training provided by KTC and the on-the-job training provided to the trainee by the employer
- jointly reviewing the trainee's progress on a weekly basis
- the high standard of painting by KTC trainees
- the professional manner in which trainees interact with members of the public and staff.

What employers would like to see improved:

- nothing reported.

Main inspection report

Capacity to make and sustain improvement

Grade 3

6. The provider has managed to maintain satisfactory rates of progression for learners despite the economic situation and the particular difficulties in the construction industry. Learners' achievement of literacy and numeracy qualifications in 2009/10 are markedly higher than the previous year. KTC has recently introduced tighter target setting arrangements that have already had a positive impact on the progress of learners currently on programme. Senior managers have a clear vision, and plans for the change of provision to the new Foundation Learning programme are well advanced. Self-assessment and quality improvement arrangements are insufficiently systematic, but the small size of the organisation and low learner numbers allow the provider to identify areas for improvement and introduce measures to address them adequately. The management and staff structures are sufficient to carry through KTC's plans for improvement. The provider recognises the need to fill the vacant literacy and numeracy tutor posts urgently.

Outcomes for learners

Grade 3

7. Learners improve their economic and social well-being satisfactorily. They make positive use of links with a local college to support their progression to higher levels of study. Learners improve their employability skills and their understanding of the world of work to a satisfactory level.
8. The rate for learners' progression into employment, further education or apprenticeship is satisfactory. Although the number of learners gaining employment or apprenticeships has declined as a result of the recession, and its impact on the construction industry, the provider has maintained a satisfactory rate of progression. Successful learners obtain a certificate in construction skills in carpentry, bricklaying or painting and decorating, which they use to gain entry to the diploma courses at local colleges of further education leading to intermediate level qualifications in the same areas.
9. Learners feel safe and put into practice the safe working practices taught in both theory and practical sessions. Learners recommend KTC to their family and friends as a safe place to learn.
10. Learners make good use of information on health and well-being to make informed choices. A presentation on sex education was appreciated by students who gained useful information on sexually transmitted diseases.

11. Learners have few opportunities to make a positive contribution to their community. There are currently links with one community housing organisation, where learners have painted some of the houses.

The quality of provision

Grade 3

12. Teaching and learning are satisfactory. Tutors in vocational areas are former practitioners and have a good understanding of the relevant skills and abilities needed to carry out a job effectively. They convey this knowledge clearly and ensure learners improve their vocational skills through incremental steps of learning. Tutors develop good working relationships with their learners, motivate them to learn and extend their aspirations well. However, tutors give insufficient attention to planning and carrying out activities to meet learners' individual needs particularly in the development of literacy, numeracy, social and personal skills.
13. Staff carry out a thorough assessment of learners' abilities at the start of the programme which involves learners self-assessing their own skills. However, this information is not used effectively to plan clear targets for learners. Targets in individual learning plans are too generic and do not offer sufficient guidance to learners on what they need to do to improve.
14. Learners work towards a satisfactory range of vocational skills together with additional accreditation in areas such as manual handling, first aid, literacy and numeracy. The range of enrichment provision is insufficient to meet learners' needs; the only activity on offer is a fortnightly football session with no alternative for those who do not wish to take part. Learners all undertake a very similar programme of study regardless of their prior learning and experiences.
15. KTC has productive links with a local general further education college which provides good progression opportunities for learners. Links to Connexions are satisfactory, personal advisors regularly refer learners to KTC and visit the centre occasionally to offer advice. Opportunities for learners to take part in work placements and activities in the community are insufficient. Although learners have provided practical help to a local housing association on several occasions in the past there are insufficient regular links to the community to ensure all learners benefit from outside work opportunities.
16. Support for learners is satisfactory. Staff are well aware of learners' personal circumstances and offer a satisfactory level of informal help. They ensure learners are clear about safe working practices. Learners value the supportive working environment at KTC and the encouraging approach staff take with them. In a few cases staff accompany learners to interviews and, where appropriate, travel with them on the bus when they first go to college. The links to outside agencies who could provide additional guidance and support are not

sufficiently formal and not systematically promoted to learners though regular visits from outside speakers.

Leadership and management

Grade 3

17. Senior managers have recognised the changes in staffing and other resources required to support the introduction of the new Foundation Learning programme. Managers have well advanced plans, however they have not communicated them well to other staff.
18. Staff development is good. The provider supports staff in their acquisition of relevant teaching or other qualifications. KTC uses recently introduced six weekly staff reviews to set challenging targets for staff, to support the annual appraisal process and promote faster progress for learners. The outcomes from the observation of teaching and learning contribute to staff development. However, action planning for staff following their observation is not recorded sufficiently well
19. The vacant posts for literacy and numeracy tutors are straining the organisation's capacity to deliver the programme. In order to provide cover other members of staff have been temporarily redeployed and some other aspects of the provision are not receiving sufficient attention.
20. Safeguarding arrangements are satisfactory. The provider has obtained a Criminal Records Bureau check on all its staff and maintains an appropriate record. The safeguarding policy is comprehensive although it needs to be updated to reflect recent changes in links to other organisations and made more specific to KTC's organisation and context. Staff have attended appropriate training either externally, on line or through in house dissemination from staff who have attended higher level training.
21. The promotion of equality and diversity is satisfactory. The provider has employed successful strategies to recruit young women into the historically male dominated construction industry. Five of the 22 learners at inspection were female. Staff are ethnically and culturally diverse reflecting the profile of the learners. KTC accepts learners unable to access other provision. Equality and diversity policies and development plans are comprehensive and satisfactorily cover harassment, bullying and discrimination. Learners are aware of reporting channels and procedures. The provider does not systematically analyse performance data to identify any achievement gaps between the various groups of students and introduce measures to close them. KTC treats its learners and staff fairly, however, it does not sufficiently formally promote equality and diversity during teaching and learning sessions or learners' reviews.

22. KTC gathers and responds to user views satisfactorily. Learners' views are gathered through a six monthly on-line review and through a learner council. The recent lack of success in getting learners into employment and reduction in available work experience placements largely preclude the gathering of relevant employers' views.
23. Staff involvement in the self-assessment process is satisfactory. Staff attend regular meetings to evaluate the organisation's effectiveness and progress in introducing improvements. The last self-assessment report, which was produced in December 2009, was insufficiently evaluative or self critical. The report used an outdated form of the common inspection framework and did not therefore grade exactly the same areas or use the same criteria as inspectors. The associated development plan did, however, satisfactorily address those areas for improvement which were identified through self-assessment. Quality improvement arrangements are incomplete. Much of the arrangements refer to business management and not all procedures required for the training provision are documented or audited. The new procedures and appropriate monitoring arrangements for the Foundation Learning programme are yet to be incorporated in order to improve quality improvement planning.
24. The provider manages its resources satisfactorily to meet the needs of the learners. KTC is in the process of reorganising its facilities to support the addition of plumbing training. Vocational staff emphasise the need to reuse building and other materials whenever possible and include reference to the importance of using of materials obtained from renewable resources in their teaching sessions.

Information about the inspection

25. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's Director for training, 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 body, 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.
26. 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 and examined assessment and progress reviews records. Inspectors collected evidence from each aspect of the programmes in the subject area the provider offers.

Record of Main Findings (RMF)**Kingsbury Training Centre**

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
Approximate number of enrolled learners		
Full-time learners	22	22
Part-time learners	0	0
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	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?	3	
How safe do learners feel?	3	
<i>Are learners able to make informed choices about their own health and well being?*</i>	3	
<i>How well do learners make a positive contribution to the community?*</i>	4	
Quality of provision	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?	3	
Leadership and management	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?	3	
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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