

# BOSCO Centre

## Inspection report

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**Unique reference number:** 50782

**Name of lead inspector:** Diane Stacey HMI

**Last day of inspection:** 25 February 2011

**Type of provider:** Independent learning provider

**Address:** 281 Jamaica Road  
London  
SE16 4RS

**Telephone number:** 0207 232 0440

## Information about the provider

1. BOSCO Centre (BOSCO), situated in Bermondsey, South East London, was established and registered as a charity in 1985. In 2007, BOSCO became a company limited by guarantee. The training centre, that is part of BOSCO, was established in 1996 to support young people who were excluded from school, or who found it difficult to sustain education and training. The majority of learners have specific social and personal needs. BOSCO works specifically with young people who are not in education, employment or training.
2. This inspection focused on Foundation Learning and Entry to Employment (E2E). All learners, enrolled on the E2E programme, have now completed their training and there are currently 43 learners on the Foundation Learning programme. A separately run children’s nursery, youth centre and administration department facilitate the vocational element for both foundation learners and apprentices. BOSCO provides apprenticeship training for learners in information and communication technology (ICT), childcare, business administration and youth work. Numbers on each programme though are very low and the separate subject areas were inspected. BOSCO no longer provides construction training.
3. BOSCO has 28 members of staff, 4 of whom are administrators. Three members of staff, including the director, are volunteers. Staff include seven who have responsibilities as assessors and two who are internal verifiers. Two members of staff are currently training as internal verifiers.
4. Southwark is in the top four London boroughs that have the lowest attainment for young people of 16 years of age (London’s poverty profile 2007). Ten per cent of 16–year-olds do not achieve five GCSEs grades A – C, compared with 8.5% in London as a whole. Southwark is one of the five local authorities with the highest rates of underage pregnancies in England. Inner London has the highest poverty rates of any region in England for children, working age adults and pensioners.

Type of provision	Number of enrolled learners in 2009/10
<p><b>Provision for young learners:</b></p> <p>Foundation Learning including Entry to Employment (E2E)</p>	<p>188 full-time learners</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	
Preparation for life and work	<b>2</b>

## Overall effectiveness

5. The overall effectiveness of BOSCO is good. Outcomes for learners are good. Pass rates are consistently high for literacy, numeracy and ICT qualifications. The achievement of learning objectives shows an increasing positive trend. Progression rates are satisfactory over the past three years, but show a significant rise for E2E learners who left the programme since August 2010. Learners greatly enhance their personal, social and teamwork skills. Attendance rates, though, are low.
6. The quality of teaching and learning is good. The recording of targets during reviews is not always sufficiently detailed. Learners' needs and interests are satisfactorily planned. Partnership arrangements are satisfactory. Individual support is particularly good.
7. Leadership and management are good as is the provider's capacity to improve. Staff, trustees and learners share the provider's vision. Communication between managers, staff and learners is very effective, although arrangements to obtain the views of parents/carers and employers need to improve. Arrangements for safeguarding and equality and diversity are good. Arrangements for improving the quality of the provision are satisfactory overall, although arrangements for observing the quality of teaching and learning need to be more robust.

## Main findings

- Outcomes for learners are good. Learners consistently achieve high pass rates of literacy, numeracy and ICT. Progression rates into further training, education or employment are satisfactory over time and show a significant increase for 2010/11. This is mainly due to learners completing their E2E programme and subsequently joining Foundation Learning programmes. Attendance rates are low.
- Learners develop much enhanced personal, social and communication skills and use them very effectively. Most apprentices at BOSCO progress from E2E programmes. Foundation learners make satisfactory progress in acquiring vocational skills, however there are few opportunities for external work placements to extend these skills.
- Learners feel safe. They are aware of the consequences of not conforming to the provider's code of conduct. There is a strong focus on encouraging healthy living and learners make a very positive contribution to the community.
- Teaching and learning are good. Learners enjoy learning and participate well. The majority of lessons observed were good or better. Teachers pay close attention to checking learning and understanding. Well-planned learning objectives provide a range of interesting learning activities.
- Learners' reviews are frequent, but targets set are not sufficiently challenging or are too vague for learners to understand what they need to do to progress. Systems for tracking learners' progress across different subject areas are satisfactory but are not used sufficiently well to inform reviews for setting targets.
- Initial assessment is satisfactory for literacy, numeracy and ICT, but insufficient use is made of diagnostic assessment to identify specific areas that learners need to concentrate on developing.
- The provision satisfactorily meets learners' needs, particularly in the vocational areas of business administration, ICT, childcare and youth work that BOSCO provides in-house. There is a limited range of vocational tasters outside of the centre. Learners have good opportunities to progress from entry to level 2 in functional skills. Partnership work is satisfactory.
- The majority of learners have complex learning and support barriers to progression when they enrol. Learners receive good and effective support to help them overcome these wide-ranging personal and social barriers. Initial support and guidance provided on an in-depth basis enable effective risk assessment that helps to plan individual programmes.
- The director and senior managers provide good leadership and management. The vision is clearly shared by trustees, staff and learners. The devolvement of management responsibilities is developing and is now shared with a wider group of staff. Business planning sets challenging targets for developing and improving the provision.
- Safeguarding arrangements are good with immediate actions when learners are identified to be at risk. Arrangements for meeting legislative requirements are

met for staff but appropriate vetting checks for some of the trustees have not been confirmed. Safeguarding training is regularly undertaken and an e-learning course recently introduced for staff and trustees.

- The promotion of equality and diversity is good and reflected in all aspects of BOSCO's work. The collation, analysis and use of data relating to different groups of learners are very thorough and effectively lead to actions where gaps are identified. The promotion of equality and diversity in lessons is good.
- Self-assessment and arrangements to make improvements are satisfactory. The views of staff and learners are sufficiently captured and included in the self-assessment process however, arrangements to obtain the views of parents/carers and employers are less successful. The process of observing teaching and learning are insufficiently robust to improve the uniformity and the quality of what is taking place

### **What does BOSCO Centre need to do to improve further?**

- Improve attendance rates of learners to help sustain progression and achievement rates.
- Increase opportunities for external work placements to enhance learners' knowledge of the world of work and improve their employability skills.
- Improve target setting by including actions that are detailed and measurable for all aspects of learners' development and clearly understood by all learners.
- Improve the efficiency of literacy and numeracy programme planning by using diagnostic assessment outcomes to prioritise learning objectives.
- Ensure all trustees have appropriately completed vetting confirmation before they take on new responsibilities within the centre.
- Revise the systems to obtain the views of parents/carers and employers to help increase the rate of feedback and improve the information to managers about the quality of all aspects of training.
- Implement revised procedures for observing teaching and learning to improve the uniformity of identifying more clearly the quality of what is taking place and effective action planning following outcomes from observations.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the respect that staff give to learners
- having the chance to succeed
- the small class sizes
- being in a good place to learn
- the opportunity of getting to know people
- feeling motivated

- the approachability of all staff.

**What learners would like to see improved:**

- lengthening the time of the course
- ensuring the computer network is more reliable
- widening the range of courses to include hairdressing, drama and sports
- quicker responses from staff at times.

**Summary of the views of employers as confirmed by inspectors**

**What employers like:**

- employers expressed no views on what they like about the provider.

**What employers would like to see improved:**

- employers expressed no views on improvements.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

8. BOSCO's capacity to improve is good. Managers have worked hard to introduce the change of provision to the new Foundation Learning programme. The provider has made continuous improvements of learners' achievement of their objectives for E2E learners over the past three years. Achievements of literacy, numeracy and ICT qualifications are consistently high. Progression rates over the past three years have been at a satisfactory level, but have significantly risen for those leaving E2E programmes since August 2010. The majority of apprentices have progressed from E2E programmes and a small number carry on to advanced programmes.
9. The provider's vision is successfully shared with staff, learners and trustees. Self-assessment and quality improvement arrangements are satisfactory. BOSCO is committed to improving its provision, but arrangements for observing and monitoring teaching and learning are insufficiently robust. Some aspects of the areas for improvements identified at the last inspection have improved. Changes made to the management structure and processes to aid succession planning are significantly improved. Self-assessment is inclusive of the views of staff and learners, but arrangements to obtain the views of parents/carers and of employers are not as successful. Inspectors agreed with the provider's self-assessed grades.

### Outcomes for learners

**Grade 2**

10. Outcomes for learners are good. Progression rates into further training, education or employment are satisfactory for the past three years. In-year data show a significant increase mainly due to learners leaving the E2E programme who then subsequently join the Foundation Learning programme. Although in-year achievement and progression data for learners on Foundation Learning indicate less than half of the learners have been successful so far, it is too early to judge the full impact of the new programme. Learners successfully achieve their key objectives that year on year indicates an increasingly positive trend.
11. Learners develop good literacy, numeracy and ICT skills and achieve consistently high pass rates in the qualifications they take. Learners successfully develop effective teamwork and communication skills as they increase their self-confidence. Learners make progress in acquiring vocational skills that are further enhanced when they practise these new skills, mainly through on-site work placements. However, there are too few opportunities for external work placements. Attendance on Foundation Learning programmes is low.
12. Learners feel safe. BOSCO is particularly vigilant to keeping learners safe as well as ensuring appropriate health and safety practices in training. Learners have good awareness of the consequences of not conforming to BOSCO's code of conduct and of actions taken in cases of unsafe or abusive behaviour or treatment. Learners are empowered to make choices about their health and

well-being and are encouraged to develop healthy lifestyles. Learners make a very effective contribution to the community. They were actively involved in the campaign to safeguard the future of a local park and involve themselves with a range of fundraising and other community activities.

## The quality of provision

## Grade 2

13. Teaching and learning are good. The majority of lessons observed were good or better. Learners actively engage in learning activities that are relevant to everyday living and work skills. A good range of challenging and open questioning techniques by tutors checks learning and understanding. Good use is made of practical activities in vocational subjects where functional skills are successfully embedded. Resources are satisfactory, but little use is made of ICT outside of information technology lessons. Planning of learning is satisfactory overall, although there is little sharing of good practice between different subject areas. Assessment and tracking of learners' progress is satisfactory overall. Learners' work is marked regularly, giving appropriate and constructive feedback.
14. Initial assessment of learners' literacy, numeracy and ICT skills is satisfactory, although there is insufficient use of diagnostic assessment tools to plan and prioritise the most appropriate learning route. Initial interviews are used well to identify additional personal and social support requirements. Reviews effectively include contributions from all staff. However, targets set at reviews are not sufficiently specific and do not adequately inform learners of what they need to do to progress or improve their attendance.
15. Provision is satisfactorily planned to meet the needs and interests of learners. BOSCO provides a range of vocational progression routes to apprenticeship programmes and employment. BOSCO is aware that it needs to develop more links with employers to widen learners' experiences of the world of work. Partnerships are well established with schools and organisations responsible for referral and, in some cases, in the care of learners. Involvement with local provider networks further develops provision with schools, improves social cohesion and provides coherency of provision across the region.
16. Support for learners is particularly good. Staff provide a wide range of personal and learning support to help learners with diverse needs achieve their objectives. Learners feel very comfortable discussing personal issues with staff, who provide much personal support and referral to external specialist agencies, such as housing and social services. Learners receive particularly effective one-to-one support for literacy and numeracy. BOSCO provides essential financial support to learners who are not eligible for educational maintenance allowances. Learners have appropriate information, advice and guidance at pre-entry, on induction and towards the end of their training.

## Leadership and management

## Grade 2

17. The director, trustees, senior managers, staff and learners enthusiastically share the vision that BOSCO represents. The management structure has been developed and expanded over the past few years. More responsibilities are devolved to senior staff. The director, senior managers and trustees work well together to review the provision. Business planning effectively sets challenging targets for BOSCO to achieve and make improvements. A range of informal and formal meetings supports effective communications between staff and managers. Regular appraisals of staff focus on identifying professional development and training needs.
18. The majority of trustees, who are relatively new to their roles, have a good range of professional expertise and are very keen to identify key responsibilities for themselves. They provide a satisfactory level of challenge to senior managers. A planned away day for trustees will focus on a further review of staff roles and responsibilities with the aim of making recommendations to ensure effective succession planning.
19. Safeguarding has a high priority at BOSCO through its ethos of positive action. Many learners arrive with a range of emotional and personal issues and swift action is taken to ensure their safety where it is needed. Learners know who to go to if they have any concerns or if they are aware of any bullying or harassment. The requirements for the vetting of staff are met and a central register maintained. However, not all trustees have received confirmation of vetting checks. Safeguarding training is appropriately planned and an e-learning course has recently been introduced for trustees and staff. BOSCO keeps local authorities informed of any incidents. Procedures for recording and reporting incidents are adhered to and are rigorously monitored. A full review and revision of risk assessment policies and procedures are taking place.
20. The promotion of equality and diversity permeates all aspects of the work at BOSCO. Managers collate, analyse and use data particularly well in relation to the application, participation and outcomes of different groups of learners to identify any shortfalls in performance. A mentoring scheme was introduced to support learners from minority ethnic backgrounds to improve their attendance rates and achievements. Attendance for this group has risen significantly. Learners are introduced to equality and diversity at induction and are subsequently reinforced very well in lessons. Staff have satisfactory formal training as well as a range of informal awareness activities. For example: a learner shared information with all staff about the effects that his autism and other difficulties have on his learning. Learning is inclusive for all learners, with teaching re-assigned to ground floor teaching rooms if needed. Current learners reflect the local community.
21. Procedures for obtaining the views of learners, staff and parents/carers are satisfactory. There are many opportunities for staff and learners to express their views both informally and through formal questionnaires for learners and during regular meetings for staff. However, a formal forum to represent the

views of all learners is not established and BOSCO is not as successful in obtaining feedback from parents and carers or employers.

22. Self-assessment procedures are satisfactory and are inclusive of the views of staff and learners. Judgements in the self-assessment report are largely accurate and self-assessed grades matched those made by inspectors. Quality-improvement processes are supported by a quality improvement plan that is reviewed regularly. An annual quality cycle is well established and although it includes a range of monitoring activities, it does not focus sufficiently on all aspects of learners' activities. Observations of teaching and learning are not sufficiently robust, but the provider has identified a senior member of staff who now has responsibility to coordinate these arrangements.
23. BOSCO manages its resources satisfactorily to meet the needs of the learners. Outcomes are good. Managers made the decision to discontinue the construction provision when they were unable to ensure that learners had sufficient placements with employers to enable successful completions of training. Value for money is good.

## Information about the inspection

24. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection and re-inspection reports, and data on learners and their achievement over the period since the previous inspection.
25. 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 parents/carers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the E2E and Foundation Learning programmes.

**Record of Main Findings (RMF)**  
**BOSCO 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	43	43
Part-time learners		
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	3	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	2	
<i>How well do learners make a positive contribution to the community?*</i>	2	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
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	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<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?	2	
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?	2	

\*where applicable to the type of provision

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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