

Carillion Training Services

Inspection report

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Type of provider: Employer

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Information about the provider

1. Carillion Training Services (CTS) is the construction skills training division of Carillion plc, a major construction and business services company. It currently holds its contract with the Skills Funding Agency in the West Midlands to offer apprenticeships and Train to Gain programmes, both at levels 2 and 3. CTS employs and trains apprentices on behalf of its supply chain and other companies within the construction sector; it operates through a national network of 17 construction training centres. Government funded training accounts for 95% of the training delivered. The company's main area of learning is construction. CTS also operates in partnership with a number local further education colleges to deliver foundation learning programmes to young people. CTS was inspected by the Adult Learning Inspectorate in 2006 and visited by Ofsted as part of a monitoring inspection in 2008.
2. CTS currently employs 180 staff. The CTS director is supported by an operations director, a number of senior managers, three regional operations managers and 16 centre managers. All training centres are further supported by two regional teaching and learning team leaders and four regional internal verifiers. Centre-based staff comprise assessors, instructors, placement and monitoring officers and administrators. CTS works with a large number of employers and has training centres in the north east and Scotland, north west, midlands, Humberside, London, south east, south west and Wales. At the time of the inspection, there were 1,484 learners on programme. Of those, 1,184 learners were on apprenticeship programmes at level 2 and 150 were at level 3. A further 150 learners were enrolled on a Train to Gain programme.
3. Approximately one percent of the learners had recognised additional learning needs. The majority of learners were male and had a White British background. CTS achieved the information, advice and guidance Matrix standard award in 2010 as well as the Royal Society for the Prevention of Accidents gold award for occupational health and safety.

Type of provision	Number of enrolled learners in 2009/10
Employer provision:	
Train to Gain	588 learners
Apprenticeships	1,150 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		2
Equality and diversity		3
Subject Area		
Construction, planning and the built environment		3

Overall effectiveness

4. The number of learners who achieve their learning goals is satisfactory overall. Pre-apprentices progress well onto level 2 apprenticeships, but opportunities for work placements are limited. Not all learners continue into employment and only a few progress onto level 3 apprenticeships. The majority of Train to Gain learners complete their programme in the planned time. Learners produce work of a high standard. They feel very safe in the training centres and on the construction sites.
5. The quality of teaching and assessment is satisfactory. Practical sessions are stimulating and motivate learners well. Theory sessions do not always make sure that the more able learners are kept interested. The range of programmes meets the needs of the construction industry and the learners well. Partnerships with employers and local colleges work well and are beneficial to learners and their communities. Learners receive adequate support and satisfactory information and advice.
6. The management of the training programmes is satisfactory and CTS focuses well on improving the provision. However, some of its quality improvement systems are not completely effective. The system for observing teaching is underdeveloped. Arrangements for safeguarding learners are good and the way

CTS promotes equality of opportunity to all its learners and employers is satisfactory.

Main findings

- Outcomes for learners are satisfactory. Overall success rates for apprentices have slightly increased since the previous inspection and are just below the national average having declined in 2009/10. The number of learners completing training within the planned time is also satisfactory. A high proportion of learners on Train to Gain programmes complete within the planned timescale.
- The standard of learners' work is good. Some learners work in high-specification loft conversions, demonstrating a good commercial standard. In training centres, learners display work of good quality and several learners have won national competition awards reflecting the very high standards they have learnt. Current learners make satisfactory progress toward their qualifications.
- The progression rate from pre-apprenticeship onto apprenticeships at level 2 is very high; however, progression onto advanced apprenticeships is low. A significant number of learners progress onto employment with one of their placements on completion of their programme. Many become self-employed, demonstrating the high levels of confidence they acquire on the programme.
- The consistent reinforcement of health and safety in the training centres develops a high awareness in learners. They wear appropriate personal protective equipment at all times including gloves, although these are not compulsory in the construction industry. There have been few reportable accidents and publicity of health and safety statistics is widespread.
- CTS promotes sustainability well. Learners show a good awareness of the need to protect the environment through recycling materials wherever possible. Similarly, they learn to plan their work well and estimate the amount of material needed to complete work efficiently. Many learners have made a positive contribution by undertaking community projects.
- Teaching, training and assessment are satisfactory. Practical teaching sessions are more stimulating and learners participate in them well. Tutors do not always plan their theory lessons well to meet learners' needs. CTS coordinates assessment well, although it uses an insufficient range of methods to evidence learners' competence. Target setting and action planning in learner progress reviews are not always sufficiently specific.
- CTS has developed its provision well to match the needs of employers and learners. However, not enough employers are available to provide learners sufficient work experience placements. Partnership working is good. CTS works collaboratively and productively with funding bodies, other training providers, employers and schools to provide and develop a good range of construction programmes.
- Personal and specialised support arrangements are satisfactory. CTS supports learners while they are at work very effectively; however, the information,

advice and guidance learners receive towards the end of their programme is not as comprehensive. CTS does not fully evaluate the support arrangements in terms of value for money, impact or effectiveness.

- Effective leadership provides clear strategic direction to managers to improve learners' success and to develop innovative ways to secure more work experience opportunities. However, regions, centres and learners do not have realistic and challenging targets, and only two thirds of level 2 apprentices complete their qualifications. Arrangements to monitor performance are too new to have a meaningful impact.
- CTS safeguard its learners particularly well by increasing their awareness of risk and their confidence to highlight unsafe situations. It carries out thorough risk assessments on all work placements. Managers, staff and learners have received training in safeguarding. However, the training has not yet included information about safe use of the internet.
- CTS promote equality and diversity adequately through its work to recruit more learners from under-represented groups, such as women, and those who might otherwise not be engaged in training or employment. It trains its learners in the principles of equality and diversity, but misses opportunities to reinforce this learning through lesson planning and reviews of progress.
- The self-assessment process provides a clear baseline for improvements, and the quality improvement plan is detailed and relevant. Other systems for improving quality, such as the arrangements for observing teaching and learning, are under developed. This system measures teaching techniques rather than learning. CTS does not moderate the awarded teaching grades during observations.

What does Carillion Training Services need to do to improve further?

- Raise learners' retention and achievement rates above national averages by setting realistic, but challenging, targets by region and systematically monitoring learners' progress against their targets for attainment.
- Develop classroom teaching methods to better engage learners in more interesting and stimulating theory sessions and carry out more assessment of learners by direct observation in the workplace.
- Ensure that all learner reviews set clear targets for improvement and further promote and develop learners' understanding of equality and diversity.
- Further develop the system for observing teaching and training through moderation of observation records and through a better focus on the learning and development that takes place in the lessons.
- Extend support for learners by evaluating the impact of support interventions, increasing work placement opportunities and developing more effective employability training.

Summary of the views of users as confirmed by inspectors

What learners like:

- the safe work environment where they get treated like adults
- the enjoyable practical work they carry out while they learn a trade
- being paid for learning
- the support they receive from the friendly staff
- that every aspect of the training has been made enjoyable.

What learners would like to see improved:

- the amount and choice of work placements available to learners
- the food facilities at the training centres
- the level of consultation between CTS and the learners.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good communications with CTS
- that apprentices are ready for employment and have a good work ethic
- the high priority that CTS places on health and safety
- the extremely helpful staff at Carillion.

What employers would like to see improved:

- an increase in the provision of level 3 qualifications in all centres
- the match between the trade they offer and the qualification the learner is taking.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. CTS has demonstrated that it has satisfactory capacity to continue making improvements. Since the previous inspection, the provider has improved its promotion of equality and opportunity and its learners' qualification success rates. However, in many regional centres, retention has not improved. CTS identified the reason for its poor retention as a shortage of work placements, and is developing different projects and partnerships to increase the number of placements. At the same time, it maximises use of the placements it has by use of a rota for learners.
8. CTS has a clear vision of how the provision should be strategically aligned within the group of construction companies, and has appropriate priorities for improving its service to employers and the sector in general, as well as learners. It is increasingly engaged in socially responsible projects, and has also embarked on a programme to improve provision by closing less successful and unprofitable centres. It places a strong emphasis on health and safety and instils a clear work ethic into its learners. CTS' production of a helpful 'excellence' model shows exactly its current position in specific areas, such as safeguarding and equality and diversity, and what it would have to do to continue improving these.
9. CTS has a thorough self-assessment process and is largely aware of its strengths and areas for improvement. Staff and managers understand the plans for improvement but, at regional and centre level, do not have specific, realistic but stretching targets. More detailed systems to monitor learners' progress and trainers' performance have only recently been introduced, and have not yet had a chance to have an effect.

Outcomes for learners

Grade 3

10. Success rates for the apprenticeship programmes are, overall, satisfactory. Overall success rates for level 2 apprentices have slightly increased to an average of 66% in the last four years, which is in line with the national average for last year. For level 3 apprentices, these have also slightly increased to just below the national average for last year. Success rates for level 3 increased more than those for level 2, but the number of learners in programme decreased.
11. The number of apprentices that successfully complete their qualification within the planned time increased in the last four years overall, but decreased last year. Overall Train to Gain success rates have increased in the last four years to meet the national average rate. The number of learners taking a Train to Gain programme, who complete by their planned end date, is very high. There are differences in the achievement of different groups of learners based across the different regions.

12. Progression from pre-apprenticeship onto level 2 apprenticeship has been very high in the past at an average of 86%, but slightly declined in 2009/10. The progression from apprenticeship level 2 onto level 3 is low at 14% for the past two years. A significant number of learners achieved a positive employment destination in 2008/09. Current apprentices are making satisfactory progress and Train to Gain learners are making excellent progress.
13. Learners display a very good understanding of health and safety issues within the construction industry. They consistently adhere to safe working practices in the training centres and in the work place. They are able to identify potential safety risks in the construction sites and suggest actions to control them. They are aware of sustainability issues within the construction industry and produce work of good standards.

The quality of provision

Grade 3

14. Teaching and training are satisfactory. Tutors use their extensive industrial and commercial knowledge well during the practical training and coaching sessions to motivate and interest learners. These sessions are very effective in supporting learners to develop good vocational skills. However, classroom-based sessions do not provide sufficient challenge for more-able learners. Tutors have recently started to use information-based learning technology in lessons, but these resources are not always used well to support teaching and make learning more interesting.
15. Assessment arrangements are satisfactory. Assessors provide comprehensive feedback which recognises good work and identifies what learners need to do to improve. However, assessors do not use sufficient direct observation of learners at work to assess their competence to accelerate learners' progress. Target-setting in reviews is not always sufficiently specific and measurable. CTS does not fully develop the learners' understanding of equality and diversity during reviews.
16. CTS has responded particularly well to the needs of local construction businesses by planning to provide customised programmes and to increase the portfolio of apprenticeships. There are insufficient placement opportunities for learners at some training centres. However, CTS has acted to increase the number of available work-placement providers.
17. CTS' very productive partnerships have been fundamental in shaping its training provision. It has successful arrangements with an increasing number of further education colleges and employers to provide training programmes at foundation level, with good job prospects and access to intermediate and advanced apprenticeships. CTS are highly influential on local and regional forums, networks and careers events.
18. CTS provides satisfactory support through initial assessment and its arrangements to meet learners' additional needs. Information, advice and guidance are most effective in supporting the progression onto intermediate

programmes. However, they are less so in encouraging learners to progress to advanced programmes. CTS' job search training activities are not sufficiently structured to help learners who do not progress into arranged employment. CTS does not evaluate the effectiveness of its support interventions with learners to better inform support strategies.

Leadership and management

Grade 3

19. Effective leadership provides a clear strategic direction for CTS. The company is aligning itself better to the overall aims of the Carillion group by providing a steady stream of well-trained apprentices for the building company and its supply chain and subcontractors. It sets high expectations for regional managers and clearly manages underperforming centres. However, regional target-setting is not rigorous enough to provide achievable, but stretching, targets for all centres to improve their apprentices' qualification success rates. CTS aims to become an outstandingly good training provider in the next five years, and managers understand the necessary actions to support this objective.
20. CTS safeguards its learners particularly well while they are in the centre. Its continuous focus on health and safety includes training learners well on identifying safety risks at all times. However, their training about safety has not yet been extended to cover online learning and safety on the internet. CTS carry out regular checks on learners' welfare when the learners are based in their work placements; learners can access a 24-hour helpline. Although staff in the work placements have not been checked by the Criminal Records Bureau, CTS has carried out a rigorous risk assessment on every placement, which is reviewed during each visit.
21. Since the previous inspection, CTS has adopted a more structured approach to promoting equality and diversity. It now focuses its recruitment on increasing the number of women, people with disabilities and people from ethnic minorities to join the apprenticeship schemes. It has also identified that its learners from non-traditional backgrounds tend to achieve less well, and has started to put in place strategies to help them be successful. This includes a mentorship scheme for women. Learners receive adequate training on equality and diversity and demonstrate respect in their behaviour. However, the equality and diversity discussions during reviews are not particularly demanding and do not encourage learners to think about equality issues. Trainers do not promote equality and diversity well in lesson plans. CTS is working with its work experience providers to promote equality and diversity through the production of a newsletter, but this is not yet fully developed.
22. Through its project work, CTS has created innovative and collaborative developments to identify and respond to the needs of its users. For example, in Wolverhampton, a partnership with the local college provides pre-apprenticeship training for young people who are later employed by CTS as apprentices, and who work for Carillion Building Company on rebuilding local schools. This meets the needs of the young people, the local education

authority, the college and the building company. Similar projects in Birmingham and Kings Cross offer construction training opportunities to learners who might otherwise be unemployed and not engaged in training.

23. The provider uses its assessment processes well to become informed of its strengths and areas for improvement, which are clearly expressed in its self-assessment report. However, certain aspects of quality improvement, such as the teaching and learning observation system, require further development. The quality improvement plan is detailed, but actions to improve apprentices' success rates have only recently been introduced and have not yet had time to take effect. Several actions in the quality improvement plan do not have specific targets.
24. CTS provides satisfactory value for money by using a good range of funding sources to provide training for a wide range of learners, that otherwise would not have access to training. However, about a third of its level 2 apprentices, who are the largest group of learners, leave without achieving their qualification.

Information about the inspection

25. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's director of operations, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from 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.
26. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the different programmes the provider offers.

Record of Main Findings (RMF)

Carillion Training Services

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	Employer responsive
Approximate number of enrolled learners		
Part-time learners	1,484	1,484
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?	2	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	2	
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?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
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>	n/a	
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?	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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