

CableCom Training Limited

Inspection report

Unique reference number: 50949

Name of lead inspector: Elaine Clinton HMI

Last day of inspection: 29 July 2011

Type of provider: Independent learning provider

Address: 1 Wylam Court
Westland Way
Preston Farm Industrial Estate
Stockton-on-Tees
Teesside
TS18 3FB

Telephone number: 01642 804000

Information about the provider

1. CableCom Training Limited (CT) is a private training provider, a company limited by guarantee, based in Stockton-on-Tees, Teesside. The company moved to purpose-built, state-of-the-art premises in 2010. CT delivers training from these premises, from a small base in Gateshead and from employers' premises across the country. Strategic and operational management of the company is by a managing director, a quality manager and four directors. CT employs 15 full-time staff, including assessors, trainers and internal verifiers. A team of part-time assessors and trainers work across the country. Those who deliver training and assessment have appropriate qualifications and industrial experience.
2. CT holds a contract with the Skills Funding Agency to provide training in engineering and manufacturing technology, retail and commercial enterprise, and information and communication technology (ICT). In addition it holds contracts with the Department for Work and Pensions to deliver training to long-term unemployed, workers at risk of redundancy and to young people who are not in education, employment or training or who are at risk of becoming not in education, employment or training. At inspection, most learners in all subject areas had completed their programmes. One-hundred and fifteen learners were working towards a National Vocational Qualification at level 2 in transportation operations and maintenance, all of whom had completed their qualification by the end of the inspection. Eight learners were working towards apprenticeships in ICT.
3. CT recruits learners from across the country. Many learners come from areas where unemployment is high. In 2010/11 over 40% of enrolled learners had literacy, numeracy or language support needs. Some 7.1% of learners are from minority-ethnic groups and 3% are female.
4. CT delivers training on behalf of the following providers:
 - Gateshead College
 - Hartlepool College
 - Middlesbrough College
 - Stockton Riverside College

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	1,471 learners 30 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
---	----------------

Capacity to improve	Grade 2
----------------------------	----------------

	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	1
Equality and diversity	2

Subject Areas	Grade
Engineering and manufacturing technology: Transportation operations and maintenance	2

Overall effectiveness

5. This good provider successfully meets the needs of learners and employers. All learners who remain on the programme achieve their qualification and nearly all achieve before the planned end date. The development of learners' skills and knowledge is good and apprentices are well prepared for the workplace. Taxi drivers improve the understanding of their work role significantly as a result of the course. Those spoken to during the inspection reported that they were much better informed about aspects of their work such as safe lifting and communication. Apprentices speak highly of the employment opportunities that are provided by additional learning in areas such as sustainable energy. In the words of one learner, 'What I have learned has exceeded anything I could have ever hoped to learn'.
6. CT staff are committed and enthusiastic and strive continuously to improve their learners' knowledge and understanding. Assessors make regular visits to the workplace and provide valuable help, making good use of their vocational knowledge to enhance assessment. Teaching is satisfactory. Reviews of learners' progress are frequent but they do not fully involve employers and learners. Understanding of equality and diversity is not sufficiently checked or recorded.

7. The leadership and management of programmes are particularly good. Communication is excellent and ensures that the learners' experience is as good as it could be. Thorough risk assessments ensure the safety of staff and learners. Staff model exemplary safe working practices at all times. The good promotion of equality and diversity is best demonstrated through the increased understanding and confidence taxi drivers demonstrate in challenging inappropriate language and respecting individual dignity. Arrangements for quality assurance are good, although outcomes of the observation of teaching and learning are not moderated to ensure rigour and consistency or to inform future staff development.

Main findings

- The numbers of learners successfully completing before the planned end date is much higher than at similar providers. The success rates for Skills for Life, transportation, and ICT learners are particularly high. The number of learners who complete their programme is similar to other providers, although provider data show the number is significantly higher than other providers in the current year.
- Learners successfully attain their learning goals. They make good progress and develop particularly sound workplace skills. Their development of communication and interpersonal skills is good. Learners enjoy the training and say they feel extremely safe. Their attention to safe working practices is excellent.
- Assessors use the results of thorough initial assessment particularly effectively to plan learning and assessment. Learners enjoy their training and demonstrate a good understanding of their subject area. Teachers do not always make best use of their significant vocational knowledge to make learning stimulating and challenging.
- Assessment is thorough, but written feedback does not clearly tell the learners what they need to do to improve. Reviews of learners' progress are frequent and detailed, but targets set do not fully support learners, or their employers, to manage their own learning or understand how to track their progress. Equality and diversity are not sufficiently promoted during reviews.
- CT has very close relationships with the employers with whom it works. This significantly benefits learners, ensuring that the training closely matches the requirements of the employer. Arrangements for attendance and assessment are very flexible. While employers contribute fully to the planning of future learning, too little use is made of reviews to seek their feedback.
- Support for learners is good. Learners' programmes are developed and delivered to suit their specific needs, interests and preferred learning styles. Adaptive and assistive technology is used well to support learners with learning difficulties and/or disabilities to succeed.
- CT has a clear, forward-looking strategic direction. Communication is excellent and morale is high. A comprehensive three-year business plan considers threats and opportunities in detail and lists a number of developments needed to

improve further the provision and actions needed in the event of changes to funding.

- Staff have very good opportunities to engage in staff development. All staff have at least the minimum teaching qualification and they are actively encouraged and supported to progress to higher-level qualifications as well as training not related to business needs. Succession planning is very effective and good use is made of internal promotion to meet business and individual needs.
- Safeguarding is excellent. Staff consistently model exemplary safe working practices. Health and safety are rigorously monitored and risk assessments are thorough. Links with local agencies are strong and used well to develop policies and deliver staff training.
- Learners speak of feeling highly valued. Staff attitudes and behaviour promote equality and diversity particularly effectively. However, opportunities to reinforce learners' understanding of equality and diversity are missed in the planning of a few lessons. Excellent arrangements for flexible working ensure that staff absences and turnover are very low. Close attention is paid to monitoring and reducing any variations in attainment.
- Self-assessment is well established and effective although formal quality-improvement arrangements are incomplete. Designated staff observe teaching and learning and provide feedback and action points to tutors. Currently, there is no system of moderation. Outcomes of observations are not used during appraisal or to plan further staff development. Internal verification of assessment is satisfactory.
- Financial management is strong. Resources are of a very high quality and replicate industry standards. Sustainability has a high priority within the organisation.

What does CableCom Training Limited need to do to improve further?

- Improve the reinforcement of equality and diversity through lesson planning and more in-depth questioning of learners during progress reviews, ensuring their understanding is improved and learning is reinforced.
- Use progress reviews to set short-term, realistic and achievable targets from the start of the learners' programme. Fully involve employers in target-setting to ensure they contribute to learners achieving within the planned duration. Improve the recording of learners' and employers' feedback on reviews.
- Implement and monitor planned improvements to quality-assurance arrangements by making better use of the results of observing staff to improve teaching further and to support staff to use their own learning to extend their teaching skills.

Summary of the views of users as confirmed by inspectors

What learners like:

- the excellent support provided by assessors
- the particularly high-quality training centre
- the small groups in the training centre
- learning more than could have been imagined
- improving English skills
- knowing how to talk to people
- the very friendly and approachable staff
- being given more responsibility at work and opportunities for promotion.

What learners would like to see improved:

- more information on what to do next.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the high standard of work learners produce
- the absolute flexibility of the organisation
- the extent of learners' knowledge
- CT staff providing unconditional support to ensure the highest-quality safe learning environments
- support for both learners and employers which exceeds expectations
- the professionalism of provider staff and how this beneficially impacts on learners
- mutual respect between the provider and employers.

What employers would like to see improved:

- no significant improvements were identified.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. In the year the new managing director has been in post, he has focused on the evaluation and development of responsive learning programmes in a structured way to develop provision further. He has engaged staff exceptionally well, raising their morale and enthusing them to be the very best. Central to this development is a sound understanding of the importance of close data scrutiny, monthly reporting and analysis of learners' progress, and the engagement of learners and employers to ensure that local and national labour-market needs are well met. These factors, along with an inclusive and accurate self-assessment that takes into account local and national employment trends, combine to demonstrate good capacity to improve.
9. Since the previous inspection, many improvements have been made to the provision and all identified weaknesses have been rectified. Success rates for all learners have improved over the last three years; in 2009/10 some 90% of learners completed their programme by their planned end date. In 2010/11 CT expects over 97% of learners to complete their qualification by their planned end date.
10. Strategic management and direction are focused, strong and supportive. Well-established strategies and priorities ensure continued improvements and raise expectations for all users. CT encourages the use of the latest technologies in teaching and learning and makes particularly good use of adaptive and assistive technology to support all learners to achieve highly. The company actively supports staff to engage in training that furthers their progression in the workplace. Robust financial management supports the development of high-quality training. The safety of staff and learners is of the highest priority.
11. Continuous improvement is central to the company. Quality-improvement arrangements are very effective, although some targets set at appraisal and during learner reviews are not sufficiently measurable to show progress clearly. Although the company has an established process for observing the quality of teaching and learning, it does not yet have a moderation process that ensures the accuracy of the outcomes. Areas for improvement identified as a result of these observations are not used effectively to plan future staff development. Reviews do not always involve employers sufficiently and staff miss opportunities to identify further improvements and developments that would meet employers' and learners' needs even more effectively.

Outcomes for learners

Grade 2

12. In 2009/10 success rates within planned timescales were high at 89.8%, remaining above the national average for the last three years. In the same year success rates for Skills for Life qualifications were also high at 95%. The significant majority of learners complete very useful additional job-related

qualifications, such as in solar technology, that support them to gain promotion at work. Learners enjoy their training.

13. The standard of learners' work is generally good, often exceeding the requirements of the awarding body. Portfolios of learners' work are detailed and comprehensive, demonstrating their good understanding of safe lifting, driver competence, and practices relating to wheelchair access and storage. Learners' confidence increases considerably.
14. CT's attention to health and safety is extremely high in all aspects of its work. Many learners work in situations where they are potentially vulnerable, including prolonged and late working hours, unknown locations for pick-up and drop-off and the handling of money. The programme and additional accredited training allow learners to develop exceptionally safe working practices. They quickly gain very high levels of confidence in resolving potentially difficult situations and when dealing with challenging customers. Learners' awareness and application of health and safety practices are outstanding. Learners say they feel safe in all environments and in all aspects of their work.

The quality of provision

Grade 2

15. Learners speak highly of their training and many report that the progress they make exceeds their expectations. Induction and initial assessment is thorough and outcomes are generally used well to plan learning. However, not all lessons provide a good mix of learner- and tutor-led activities. The range of teaching and learning resources available is very good, replicating industry standards.
16. Assessment of learners' performance and progress is rigorous. Assessors are well qualified, very experienced and make good use of their knowledge to check learners' knowledge and understanding. They provide clear guidance through discussion after assessments and at progress reviews although action points from assessments are not always clear. Feedback given by assessors on learners' portfolio work is often too descriptive and does not reinforce the oral feedback or enable learners to improve their work and develop their skills further.
17. Reviews take place frequently and learner achievements are accurately recorded, but some targets are too vague which makes it difficult to measure learning and achievement. They do not always result in clear actions to identify developmental needs or record what employers should do to help learners make progress. Reinforcement of equality and diversity during reviews is generally satisfactory, although learners' understanding is not recorded in detail.
18. Programmes are carefully planned to meet the needs of learners and employers. Employers are very positive about the programmes and speak highly of the efforts made to meet their specific needs. Very effective use is made of induction activities to develop programmes that match the learners' aspirations and employers' needs.

19. CT works very effectively with partners, particularly with employers, to develop provision and to ensure that programmes meet changing industrial needs and developments. Good use is made of formal and informal feedback from both learners and employers to improve the programmes, although opportunities are missed during the review process to get feedback from employers.
20. Literacy, numeracy and language support for learners is good. Good support is readily available in the workplace and at the centre for those learners needing help with literacy, numeracy or language. Goal setting and monitoring of progress in literacy, numeracy and language is good and learners are involved in planning their own learning. Materials relate very closely to the transport industry and are appropriately linked to the main qualification. Information for learners on progression to further learning is satisfactory.

Leadership and management

Grade 2

21. Strong leadership by senior managers is successfully promoting the ambition of staff and learners and raising standards. The managing director has established a clear strategy to ensure the provision fully meets the needs of learners and employers. Communication is excellent and morale is high. A good understanding of local and national labour-market needs and a sound understanding of new and emerging technologies is ensuring that CT is well placed for further development. The use of data to plan, monitor and review the provision is good. Targets are set to drive improvement and these are suitably based on an accurate evaluation of the main priorities for improvement, but a few targets lack the challenge needed to meet CT's ambition to be excellent.
22. The safety of learners, staff and employers is of the highest priority. Staff set exceptionally high standards and lead by example. A clear safeguarding policy is well established and implemented effectively. Staff and learners are fully informed about safeguarding matters. ICT learners are very clear about how to protect themselves and clients when making home visits. Many taxi drivers are highly appreciative of the knowledge they have acquired about safe moving and handling and the impact it has had on their own mobility. Learners are confident that any concerns raised are listened to and acted upon immediately. Links with local agencies are strong and used well.
23. Equality and diversity are central to the company's ethos. The new building was carefully designed, ensuring excellent access for all users. Careful risk assessments, excellent use of adaptive and assistive technology and well-planned adaptations enable learners with significant learning difficulties and/or disabilities to participate and achieve highly. A wide range of technology supports learners in remote locations to access learning.
24. Data are analysed rigorously to monitor any variations in the performance of different groups of learners. Reasons for underperformance are quickly identified and rectified. Staff are highly valued at CT. Flexible working is actively supported. As a result of this, staff absences and turnover are low. Equality and diversity are generally well embedded into learning. Many taxi drivers talk

confidently about how much their understanding of respect and dignity have been improved as a result of their training. Reviews and lesson planning do not consistently include equality and diversity.

25. Employers and partners participate fully in the development of new programmes. Their skills and expertise are central to ensuring that programmes meet industry needs and standards. Feedback from learners, partners and employers is used constructively to support and promote improvements to programmes, although the learner review process is not used to its full extent to gain direct feedback.
26. Arrangements to improve the quality of provision are very effective. A strong commitment to continuous improvement is at the core of the organisation. Self-assessment is comprehensive and accurate; staff make a good contribution to the process. Observation of all aspects of learning is well established, but outcomes of observations are insufficiently used to inform staff development activities. Moderation of these observations is not fully established. CT accurately recognises this as a key area for improvement in its self-assessment report.
27. Financial arrangements are robust. Outcomes for learners are good. Learners show good gains in skills and knowledge. Sustainability is central to the company in delivering training and meeting the needs of the local and national economy. Resources are of the highest standard and availability is excellent. Managers give investment in the development of staff a very high priority.

Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's managing director, 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.
29. 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)

CableCom Training Limited

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full-time and part-time courses, Foundation learning tier, including E2E); **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships **Blank Column:** insert DWP employability programmes (including Workstep), or Judicial Services or nextstep as appropriate

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners at the time of inspection		
Full-time learners	0	0
Part-time learners	123	123
Overall effectiveness	2	2
Capacity to improve	2	
A. Outcomes for learners	2	2
A1. How well do learners achieve and enjoy their learning?	2	
A1.a) How well do learners attain their learning goals?	2	
A1.b) How well do learners progress?	2	
A2. How well do learners improve their economic and social well-being through learning and development?	2	
A3. How safe do learners feel?	1	
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a	
B. Quality of provision	2	2
B1. How effectively do teaching, training and assessment support learning and development?	3	
B2. How effectively does the provision meet the needs and interests of users?	2	
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2	
C. Leadership and management	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
C3. How effectively does the provider promote the safeguarding of learners?	1	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
C5. How effectively does the provider engage with users to support and promote improvement?	2	
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

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

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

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090105

© Crown copyright 2011