

Certified Computing Personnel

Reinspection report

Unique reference number: 51090

Name of lead inspector: Andy Harris HMI

Last day of inspection: 18 November 2011

Type of provider: Independent learning provider

Address: Unit 18, Iron Bridge Close
Great Central Way
London
NW10 0UF

Telephone number: 0208 4592418

Information about the provider

1. The Certified Computing Personnel (CCP) Group has run government-funded training programmes since 2001, predominantly in Brent and Harrow. It particularly provides training opportunities for disadvantaged young people or those with poor educational experiences. It moved to new premises in Neasden in 2007. Following a short-term embargo on recruiting new learners after the August 2010 inspection, it has given up one of its two premises, moving its practical training areas into the main facility.
2. CCP delivers apprenticeship programmes in information technology (IT) and, to a lesser extent, plumbing and customer service. Previously, apprenticeships were mainly delivered on CCP's premises. Apprentices are now placed in employment, and at the end of their apprenticeship CCP assists them in finding continuing employment at the original workplace or elsewhere. Young people are also offered Foundation Learning courses to help them progress into employment, training or education; this programme replaces the Entry to Employment (E2E) scheme. Adult learners are also trained in vocational qualifications in IT and customer service. CCP offers private training in management, plumbing and IT, but nearly all its business is publicly funded by the Skills Funding Agency or the Young People's Learning Agency. Since the previous inspection the number of staff employed by CCP has reduced to around twelve full-time and nine part-time freelance and apprentice staff members.
3. At the previous inspection in August 2010 CCP was judged as inadequate overall, with all main aspects of performance also judged inadequate, except for outcomes for learners and equality of opportunity which were graded as satisfactory.
4. The unemployment rate in Brent was 10.3% in March 2011; this was higher than the London rate of 8.6% and the national rate of 7.6%. In 2009/10 the proportion of school leavers in Brent who gained five or more GCSE passes at A* to C grades, including English and mathematics, was just above the outer London average.
5. CCP has no contractual arrangements for the provision of training by, or on behalf of, other providers.

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: Foundation Learning, including Entry to Employment	64 learners
Employer provision: Train to Gain Apprenticeships	73 learners 51 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		2
Subject Areas		
Information and communication technology		3
Foundation Learning		3

Overall effectiveness

6. CCP is now delivering satisfactory programmes for learners. In Foundation Learning the learners enjoy their courses, achieve good pass rates in their examinations and are developing their social and employability skills well. However, current attendance on Foundation Learning courses is poor. A satisfactory proportion of these learners move on to other appropriate activities; in the past year this has mainly been to colleges. On the vocational programmes, including IT courses, current learners are progressing well and are improving their skills with suitable support from employers. Adults are on vocational courses which are closely linked with improving relevant skills and job performance. Most of these adult learners are close to completing their qualification.
7. Lessons at CCP are, on the whole, satisfactory, with most learners motivated to improve their skills. However, lessons do not always provide enough interest for all learners. CCP and employers support their learners well, and the safeguarding of learners has improved significantly since the previous inspection. The courses, and CCP's approach, help all learners from a variety of backgrounds to succeed

in their programmes. A good atmosphere of mutual respect between learners, and with staff, is apparent at CCP.

8. The day-to-day work at CCP is managed satisfactorily. Courses are planned appropriately and as a matter of routine staff seek to make improvements to the provision. Improvement work was helped by effective use of post-inspection action planning after the previous inspection. CCP is now working to change its approach to apprenticeships, where its strategy has seen too many apprentices entering employment with too little chance of remaining with the employer after they have successfully completed their qualification.

Main findings

- Overall, outcomes are satisfactory. A satisfactory proportion of learners on Foundation Learning courses move into other education or training. The achievement rate for qualifications on the Foundation Learning programme is high. Published data for 2010/11 suggest a low proportion of Train to Gain learners and apprentices successfully complete their qualification, but this mainly refers to performance at the time of the previous inspection. Current learners are performing satisfactorily.
- Foundation learners and apprentices enjoy their course or training and employment. Apprentices are in productive and relevant employment and are improving their skills with appropriate support from employers. Those on Foundation Learning courses are improving their personal and social skills, but attendance and punctuality are poor. Adult skills learners are progressing well in relevant vocational qualifications.
- Teaching and learning are satisfactory. Taught sessions vary in quality, but they generally have a good link to the world of employment with some good personal support and encouragement. The pace of lessons is not always well judged, with some Foundation Learning sessions too slow with a risk of learners becoming bored, and some IT lessons too fast to allow for proper consolidation.
- Assessment of learning, particularly in the vocational qualifications, is thorough, with a good range of evidence collected. Portfolios of evidence are well presented, but with insufficient involvement of learners. Written feedback in Foundation Learning is insufficiently detailed. Reviews are now effective, with some detailed target setting in the vocational programmes, although the impact of this is slightly reduced by learners not keeping a copy of their review notes.
- Initial advice and guidance, and initial assessment of vocational, literacy and numeracy skills have improved and are now satisfactory. Learners are placed on appropriate vocational courses. The results of initial testing are more effectively used in preparing individual learning plans in Foundation Learning.
- The Foundation Learning programmes meet the needs of learners well. On vocational programmes learners' short-term needs are met satisfactorily as learners are given the opportunity to gain an apprenticeship. At present most learners' continuing employment is reviewed after completion of the qualification; this does not always meet their long-term employment needs.

CCP is increasing the number of employers who can offer potentially long-term employment.

- Support for learners from CCP and, where relevant, employers is satisfactory. In Foundation Learning there are good links with a range of partners, such as youth workers, which are helping to improve the programme.
- Routine management of the provision is satisfactory. Communication is good and staff development satisfactory. Curriculum planning has improved to a satisfactory level. In Foundation Learning better use is made of information on learners to guide individual planning and support, but data relating to individual learners' progress, such as attendance and punctuality patterns, are not used consistently to help identify potential problems.
- Senior managers have set some imaginative and potentially helpful long-term plans and targets, but the change from apprenticeships delivered in-house to employed apprenticeships has been inappropriately managed. Too many apprentices have been in work with limited likelihood of employment after completion of their qualification. Most IT apprentices are with one company, previously linked with CCP, which has a disproportionately high number of apprentices. CCP is now improving this approach.
- Safeguarding of learners is now good. This was inadequate at the previous inspection. Policies and procedures are clear. Staff are now well trained and understand their responsibilities. Learners and employers are well aware of the relevant procedures. CCP employs good health and safety practices and uses appropriate risk assessments.
- CCP is working well to help close achievement gaps and promote equality and diversity. The programmes are aimed at learners who may have had challenges in the past, or who are struggling to get on a vocational course. CCP analyses the performance of different groups of learners, taking action where appropriate. A good atmosphere of respect and understanding of equality is reinforced in lessons and in routine work at CCP.
- A comprehensive post-inspection action plan was used well to guide immediate and necessary improvements at CCP. The impetus has been maintained through routine improvement activities including comprehensive internal verification. Observations of teaching and learning help staff develop their skills. Too much of the formal quality improvement is dependent on targets linked with data, such as success rates or recruitment numbers, rather than using a range of performance indicators.

What does Certified Computing Personnel need to do to improve further?

- Review and fully implement strategies to monitor and improve attendance to ensure that regular attendance at lessons by learners is a routine expectation.
- Further use observations of teaching and learning, staff development, improvements in resources and even better setting and review of learner targets to raise the quality of teaching and learning to a good standard.

- In Foundation Learning, develop better use of data to identify potential problems that are having a negative impact on learners' progress in order to improve the provision.
- Ensure that numerical targets in improvement activities are combined with the use of quality-based measures, such as outcomes of the observations of teaching and learning, in order to secure improvements in the quality of provision.
- Review and challenge more critically employers' recruitment practices to ensure that apprentices are part of an experienced workforce with a reasonable chance of long-term employment. Ensure that any formal links between CCP and employers are identified clearly so that there is no real or apparent conflict of interest in placing learners with employers.

Summary of the views of users as confirmed by inspectors

What learners like:

- the opportunity to access an apprenticeship programme in a relevant subject
- the mix of helpful on- and off-the-job training for apprentices
- the support and interest shown by staff at CCP
- the way that the staff treat learners with respect.

What learners would like to see improved:

- more support for tutors in class to help learners who are struggling.

Summary of the views of employers as confirmed by inspectors

What employers like:

- CCP's professional approach to all aspects of links with employers
- the clear explanations of the requirements of apprenticeship programmes
- the prompt response to any queries
- the very flexible approach to providing training to meet employers' and learners' needs.

What employers would like to see improved:

- more detailed feedback on progress and targets so that links with on-the-job training can be improved.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. CCP's provision has improved from the inadequate performance seen at the previous inspection to a satisfactory level. Published data on apprentices and Train to Gain learners suggest there has been a decline in performance since that inspection. But, after a significant reduction in numbers of learners shortly after the previous inspection, learners' performance has been improving over the last 12 months to a satisfactory level. Safeguarding was inadequate at the previous inspection and considerable effort has been put into ensuring this has improved to a good level.
10. A detailed post-inspection plan helped short-term improvements at CCP. Routine quality improvement has built satisfactorily on this. Systems in place to monitor and further improve provision are adequate for a relatively small provider, with routine staff activity helping continuing improvement. Work has started to deal with the one remaining inadequate element of the provision linked with the way that CCP is managing the national initiatives aimed at improving apprenticeship programmes.

Outcomes for learners

Grade 3

11. The proportion of young learners who progress into full-time education or training from Entry to Employment (E2E) or Foundation Learning is satisfactory. The achievement rate for learners from those programmes, who attempted additional qualifications, is good. Published Train to Gain outcomes for 2010/11 are inadequate and apprenticeship rates show a decline to unsatisfactory levels. However, this is mainly linked with a period of turmoil at the August 2010 inspection. For those learners who stayed on programme at that time, results have been satisfactory. Since the recruitment of learners restarted in May 2011 the vast majority of apprentices have stayed on programme and are making good progress towards the successful completion of their programme. The one main group of adult skills learners recruited since May 2011 are nearly all still on programme and are close to successful completion of their qualification. There are no significant and sustained differences in performance between learners on the vocational programmes, except that females have recently had higher success rates than males.
12. Both the apprenticeship programmes and Foundation Learning programmes are effective in helping learners improve their social skills and readiness to take on employment. Attendance on Foundation Learning programmes is, however, low, and strategies to deal with this are not fully effective. Learners are enjoying their programmes and apprentices value the chance they have to take an apprenticeship and enhance their long-term employment prospects. Apprentices are gainfully employed and are learning new skills, such as search engine optimisation, help desk support, or use of spreadsheets to monitor performance.

13. Learners feel safe in their training and employment. The emphasis on health and safety has improved since the previous inspection to a satisfactory level, although one teaching room is so small it is difficult for learners to work effectively at all times. Learners feel comfortable in CCP's premises, and current employers are working satisfactorily with young learners to ensure they have a safe working environment.

The quality of provision

Grade 3

14. Teaching and learning are satisfactory. Learners benefit from satisfactorily-planned lessons that use a range of methods to increase knowledge and skills. However, some lessons have insufficiently interesting activities to fully engage learners, help those that are struggling or stretch the more able individuals. Written feedback to learners on Foundation Learning programmes is insufficient to help learners improve. Target setting on vocational courses is detailed and helps learners to progress, although as they do not take away a copy of the review its effectiveness is limited.
15. Assessments in IT apprenticeships are well planned, thorough and accurate. Progress reviews are used effectively to monitor apprentices' progress and in Foundation Learning improved reviews, and better use of results from initial testing, are helpful in guiding learners on their programme.
16. The provision meets the needs and interests of users satisfactorily. Foundation learners benefit from a range of activities to support their overall development and progression. CCP's employment-matching services effectively provide work experience opportunities to develop employability skills. A recently-employed recruitment consultant is increasing the number of job interviews for learners. CCP has taken an innovative approach to working with an emerging business to offer apprenticeships. In the short term this is appreciated by learners who have been unable to find places elsewhere. However this, and the apprenticeship places offered by CCP itself, assumes that continuing employment will be reviewed after the completion of the qualification. Business needs suggest that the majority of learners will have to change employers which may have an impact on their long-term needs. CCP is now improving its services to help successful apprentices move to other employment if necessary.
17. CCP has effective partnerships that benefit its learners and provide highly-developed services to facilitate training, work experience and enrichment activities. CCP staff attend and promote initiatives and events aimed at disaffected young people. These activities help widen participation, promote community inclusion and discourage learners from dropping out of education, employment or training.
18. Learners receive good care, guidance and support. Tutors and assessors are supportive of their learners and carefully consider their individual circumstances. CCP provides good, flexible, arrangements for learning, particularly for adult learners in employment. CCP provides appropriate additional learning support

and uses extra drop-in sessions well to meet their learners' needs. The additional learning support manager provides good advice where required. Staff support learners with learning difficulties and/or disabilities with a range of resources as required. Initial advice and guidance are effectively provided to learners and employers to ensure they fully understand their responsibilities and commitments to learning programmes or employment.

Leadership and management

Grade 3

19. Routine leadership and management of the training programmes and day-to-day operations at CCP are satisfactory. Curriculum planning is satisfactory. Communication within CCP and support and development of staff are also satisfactory. Managers ensure appropriate standards are achieved through close work with well-qualified, enthusiastic staff. The main exception to this satisfactory routine management is the failure to follow through effectively, procedures to improve attendance and punctuality for Foundation learners.
20. Strategically, CCP's senior staff have been imaginative in their attempts to improve opportunities for apprentices. However, one key aspect of CCP's management is inadequate. CCP has not been appropriately promoting and implementing national initiatives aimed at improving the status of apprentices. In particular, apprentices are recruited with the expectation that they will complete their apprenticeship in one employment, but may then have to seek other work. This is not in the spirit of the new apprenticeship framework. Additionally, CCP has worked closely with one employer to provide the majority of its apprenticeship places since recruiting restarted. That employer has had links with CCP's management. The business model of having the majority of the workforce as apprentices, whose continuing employment would be reviewed on completion of their qualification, could be seen as inappropriate. However, the initial cohort of those learners is gainfully employed. Learners are enjoying their work, and are improving their skills and employability prospects. CCP is now tackling this inadequate aspect. It is beginning to work with an increasing number of other employers who are looking to take apprentices on and develop them as long-term employees, and a new recruitment officer will be aiding apprentices who have to seek new employment.
21. Safeguarding is now good. Systematic processes developed from rigorous policies are highly effective in protecting learners. In the workshop there are appropriate risk assessments, the proper use of personal protective equipment, satisfactory first-aid resources and good health and safety procedures. Detailed health and safety checks of employers' premises are undertaken. Enhanced Criminal Records Bureau checks are carried out for all staff at CCP and checked in establishments where learners are potentially vulnerable. Staff are satisfactorily qualified in safeguarding. They are well trained through staff development events as part of their continuous professional development. Learners have a good understanding of safeguarding.

22. The promotion of equality and diversity is good. CCP's main aim is to help into employment those who have had challenges or difficulties in the past. CCP has identified groups of learners underperforming through data analysis and has either closed achievement gaps or is still working on minor differences. A range of innovative events tackle discrimination, promote positive cultural inclusion and tackle issues such as gang culture. CCP has liaised effectively with its partners to promote a regional response to the recent London riots. Tutors actively promote equality and diversity themes during lessons, using naturally occurring opportunities.
23. CCP very effectively gains the views of learners and employers to develop its curriculum offer. Employer network groups are effective in gathering opinions from young people to improve CCP's services. Although there is no formal learner representative system, learners' views are gathered appropriately during lessons, progress reviews and other informal systems. The findings are used well to promote improvements and to increase opportunities for learners.
24. Overall, CCP's processes to monitor and evaluate its performance are satisfactory. Managers make improvements promptly when problems, or required changes, are noted. Observations of teaching and learning are mainly effective, well planned and analysed to help the planning of staff development events. However, individual feedback to tutors is often inadequately recorded and does not inform them in enough detail what they need to do to improve. Internal verification and quality auditing are good. Self-assessment is too target driven and focused on achievements and specific data. There is insufficient analysis of more general quality aspects. The quality of provision has been improved, initially as a result of work stemming from a thorough post-inspection action plan. Safeguarding has seen significant improvements.
25. The use of resources to secure value for money is satisfactory. Resources are used efficiently and managed well for different activities to meet learners' needs. Workshops and classrooms are adequately resourced and support all users well.

Subject areas

Information and communication technology

Grade 3

Context

26. CCP has eleven intermediate and three advanced IT practitioners and six IT user learners on apprenticeship programmes. They spend a day a week undergoing training at CCP's premises, with other training and assessment in the workplace. Seventeen of the twenty learners are employed at CCP or at a linked company. CCP supports the workplace vocational training and assessment of eleven IT user and one IT practitioner at level 3 adult skills learners.

Key findings

- Published 2010/11 Train to Gain outcomes are inadequate and apprenticeship rates show an apparent decline. This mainly reflects performance at the time of the previous inspection. Since then the large majority of remaining apprentices, and particularly those recruited since May 2011, have stayed on their courses, are progressing quickly and are near to successfully completing their programme. There is no significant and consistent difference between the performance of differing groups of learners, except that, recently, females have had better success rates.
- A new adult skills vocational programme has started satisfactorily. The training is relevant to the learners' employment. Learners are using their new-found skills well in the workplace. Training is flexible, with a good mix of classroom-based training and personal development and assessment in the workplace. Nearly all of the group who started in July 2011 are still on programme and progressing well.
- Learners, the vast majority of whom were seen on inspection, are enjoying their work and developing work and social skills well. They are gaining good experience of a range of appropriate activities with their employers, in such things as search engine optimisation, tracking of performance or IT help desk operations. Employers are actively involved in properly developing apprentices' skills.
- Teaching and learning are satisfactory. Training at CCP is helpfully linked with the world of employment. Courses are well structured, which helps learners in their logical development of skills. The pace of learning is variable, with some material too rapidly delivered to allow proper consolidation of knowledge.
- The assessment of vocational qualifications is satisfactory. The approach is well planned, and a satisfactory range of evidence is gathered, although there are too few workplace assessments for IT users. Internal verification work is helpful and comprehensive. Portfolios of evidence are well presented, but portfolios are closely managed by CCP with insufficient learner involvement which detracts from learners' full understanding of the qualification.

- Initial advice and assessment are good. After comprehensive initial interviews and assessment there are appropriate adjustments to the level and scope of programmes to take into account each learner's experience. Induction is appropriate, with learners and employers clear in their understanding of the programme requirements. Regular and helpful reviews set clear and very detailed targets for learners, but the impact is reduced as learners do not take and use a copy of the review.
- Learners from areas of high unemployment have useful opportunities to access apprenticeships. The majority of current learners are in jobs with an assumption that continuing employment will be reviewed when they complete their qualification; this does not meet learners' long-term needs. CCP is improving the way it helps learners find subsequent employment, and is working with more employers who are looking for a long-term relationship with an apprentice.
- Support for learners is satisfactory. Learners value the help they receive, both with training and personal matters, from CCP and employers. Additional help with literacy and numeracy development is satisfactory. Some learners are offered a helpful trial on the relevant programme before they fully commit to training.
- Management of routine aspects of the IT programme is satisfactory. Lesson observations and informal discussions lead to appropriate staff development. Communication with staff is good. Course programming is satisfactory. Resources are generally adequate for the task, although one classroom is too cramped. Monitoring of learners' performance and intervention, where necessary, is satisfactory.
- IT learners are mainly in jobs established through an innovative scheme encouraged by CCP. The approach, although helpful to short-term achievement of qualifications, is not in the spirit of employment envisaged by the new apprenticeship framework and funding advice. Apparent previous links with the main employer could lead to misinterpretation of CCP's motives in facilitating potentially short-term placements. CCP is improving its approach and helping more learners move to new employers after completing their qualification.
- The understanding of safeguarding responsibilities among staff is good. Learners are very well briefed and aware of the procedures for referring concerns and are confident that action would be taken if necessary. An improved emphasis on health and safety in the training environment and in the workplace means that learners are now working in a safer environment than at the previous inspection.
- The approach to equality and closing the achievement gap is satisfactory. Appropriate reinforcement in lessons, policies, posters, role models and a mutual atmosphere of respect in the centre all help learners improve their understanding of equality. CCP carries out basic analysis of performance by different learner groups and staff make adjustments to help groups who may be underperforming.

- Action plans were well used to aid improvements after the previous inspection. Now quality assurance is embedded and systems used routinely to aid improvements. The last self-assessment report was issued just after the previous inspection and is a reasonably accurate description of CCP's performance at that time.

What does Certified Computing Personnel need to do to improve further?

- Review and challenge more critically employers' recruitment practices to ensure that apprentices are part of an experienced workforce with a reasonable chance of long-term employment. Ensure that any formal links between CCP and employers are clearly identified so that there is no real or apparent conflict of interest in placing learners with employers.
- Use observations of teaching and learning, staff development and improvements in resources more systematically to raise the quality of teaching and learning to a good standard.
- Ensure that learner reviews have greater impact by ensuring that learners have, understand and use copies of the outcomes and actions resulting from the reviews.
- Ensure that learners are more closely involved in the development of their vocational qualification portfolios in order to encourage their improved understanding of the targets and requirements of the programme and their progression through the course.

Foundation Learning

Grade 3

Context

27. Seventeen learners are on CCP's Foundation Learning programme. Currently all are at CCP and none are on work experience. As well as developing their general employability skills, learners undertake training in functional skills, employability training and vocational qualifications including IT. The majority of learners are 16- to 18-year-old males. In the earlier part of 2010/11 CCP ran Entry to Employment (E2E) programmes.

Key findings

- Outcomes for E2E learners for 2010/11 were high and significantly above national averages for all qualifications offered. For instance, 14 learners on functional skills mathematics had an achievement rate of 86%, 18 learners on functional skills English had an achievement rate of 72% and 20 learners on employability programmes had an achievement rate of 90%.
- Outcomes for Foundation learners on employability training courses for 2010/11 were also very high, with all 10 learners successfully achieving the qualification. Achievement rates on functional skills mathematics courses were good, with an achievement rate of 71% for seven learners. Achievement rates on functional English were satisfactory.
- Progression into positive outcomes for 2010/11 was satisfactory at 61% for Foundation Learning and good for E2E at 70%, which is a five percentage point improvement since the last inspection. The vast majority of learners progress into full-time education. Few learners have been progressing into employment or apprenticeships. Attendance is poor. Individual attendance is logged but processes to monitor attendance have little actual impact on regular attendance by learners.
- Foundation learners generally improve their personal and social development, functional and vocational skills during their programme. Learners enjoy their programmes, including the social aspects, the feeling of worth they now have, and the fact that they are learning interesting new skills and how to cope with the world of work.
- Initial and diagnostic assessment and the monitoring of learners' progress have improved and are now satisfactory. Tutors now make better use of initial and diagnostic assessments in preparing individual learning plans.
- Teaching and learning overall are satisfactory. In most lessons individualised support for learners is good and relevant vocational examples are used effectively. However, in weaker lessons there is limited differentiation and activities do not promote pace or challenge so some learners lose interest. Feedback on learners' work is not always sufficiently detailed. The use of individualised learning plans to monitor and support progress is satisfactory.

- The provision meets the needs and interests of learners well. Arrangements for assessments are flexible to meet learners' needs. CCP actively seeks and uses the views of different user groups, including learners and local community associations, to improve the provision. Good relationships exist with external partners, such as youth teams, and the Connexions service helps ensure the needs of learners are met.
- Leadership and management are satisfactory. Following improvements in initial and diagnostic assessment, better information on individual learning is available to tutors. Most staff are aware of individual learners' progress so that problems can be promptly identified and solved. However, specific data are not yet fully understood and consistently used to monitor and support learners' progression effectively.
- The promotion of safeguarding is satisfactory across all programmes in Foundation Learning. Learners understand concepts such as bullying, harassment and abuse and staff are aware of the actions they need to take if concerns are raised.
- Arrangements to promote equality and diversity are satisfactory overall. However, there have been energetic activities to widen participation through promoting cultural awareness and tackling the negative effects of gang culture. CCP has recognised, but not yet fully reduced, a slight variation between different groups in terms of their outcomes for 2010/11 in functional skills English, mathematics and employability courses.
- Self-assessment is satisfactory and broadly accurate. It effectively identifies key strengths and areas for improvement in Foundation Learning. Routine quality-improvement activities help with regular improvements to the programmes.
- The use of resources to secure value for money is satisfactory. The majority of learners make good progress, develop relevant skills and knowledge and achieve their learning goals. The accommodation is adequate.

What does Certified Computing Personnel need to do to improve further?

- Ensure that learners receive constructive feedback and that written assessment feedback is sufficiently precise to help learners improve.
- Review and implement more effective strategies to monitor and improve attendance to ensure that regular attendance at lessons is an expectation and the norm.
- Further develop the expertise of teaching staff through professional development to ensure that they are equipped with a full set of skills to engage and challenge learners, meet their individual needs and so improve teaching and learning.
- Develop better use of data at all levels of the organisation to identify potential problems with learners, promote improvement, set challenging targets and support learners throughout their programme.

Information about the inspection

28. One of Her Majesty's Inspectors and two additional inspectors, assisted by the provider's business development/operations manager, as nominee, carried out the reinspection. Inspectors also took account of CCP's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, the report from the inspectorate's quality monitoring inspection, and data on learners and their achievements 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 CCP offers.

Record of Main Findings (RMF)

Certified Computing Personnel

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	Employer responsive
Approximate number of enrolled learners			
Full-time learners	-	-	-
Part-time learners	55	18	37
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	3		
<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>	n/a		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	-		
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?	3		

*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