

# Skills for Work and CALTEC

## Inspection report

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**Unique reference number:** 50806

**Name of lead inspector:** Shahram Safavi HMI

**Last day of inspection:** 14 October 2011

**Type of provider:** Local authority

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## Information about the provider

1. Bradford Metropolitan Council (the council) offers adult provision for community, work-based learning and a range of other employment support programmes. The training provision, which is the focus of this inspection, is currently offered through Skills for Work and CALTEC (the service), part of two different council departments, which are in the process of merging. The service operates from two main training centres in Bradford and in Shipley. A new department, Employment and Skills, will be formally launched at the end of October and will be part of Regeneration and Culture.
2. Funding from the Skills Funding Agency accounts for 20% of the service's income, with the remainder gained through offering courses for employers, providing training for West Yorkshire Learning Providers Ltd, and by funds from the Department for Work and Pensions (DWP). The specialist provision inspected and separately reported represents approximately 70% of the provision. The council's adult and community learning extended its scope to offer work-based provision in 2008. The council's adult and community learning provision was inspected in 2003 and reinspected in 2004 by the Adult Learning Inspectorate; this is the first inspection of its work-based learning.
3. The council has appointed managers and staff from Skills for Work and CALTEC to Employment and Skills, which has recently begun managing some aspects of the provision. The Employment and Skills manager is supported by two operational leads who have responsibility for the development and delivery of adult and community learning and work-based learning respectively. The structure of Employment and Skills is not yet complete. Plans are in place to employ a further 44 staff, of whom 12 will be full-time work-based trainers/assessors and the remainder will have coordination and administrative responsibilities. Employment and Skills will continue to employ a number of part-time tutors, mainly to deliver adult and community learning.

| Type of provision                            | Number of learners in 2010/11 |
|--|-------------------------------|
| <b>Employer provision:</b>                   |                               |
| Apprenticeships                              | 101 apprentices               |
| <b>Provision for adult learners:</b>         |                               |
| Learning for qualifications                  | 319 part-time learners        |
| Learning for social and personal development | 65 part-time learners         |

## Summary report

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

| <b>Overall effectiveness of provision</b>                             |              | <b>Grade 3</b> |
|---|--------------|----------------|
| <b>Capacity to improve</b>  |              | <b>Grade 3</b> |
|   | <b>Grade</b> |                |
| Outcomes for learners   | 3            |                |
| Quality of provision  | 2            |                |
| Leadership and management   | 2            |                |
| Safeguarding  | 2            |                |
| Equality and diversity  | 2            |                |
| <b>Learning for qualifications in employment</b>                      |              | <b>Grade</b>   |
| Business, administration and law                                      | 2            |                |
| <b>Learning for qualifications</b>                                    |              | <b>Grade</b>   |
| Literacy, numeracy and English for speakers of other languages (ESOL) | 2            |                |

## Overall effectiveness

- The service provides a satisfactory standard of education and training, and its prospects to further improve its provision are also satisfactory. Adult learners enjoy their courses, progress well towards what they wish to achieve, improve their self-esteem, and learn a useful range of skills enhancing their employment prospects. Current apprentices progress well and often produce a high standard of work. They develop good skills and gain the confidence to take additional responsibility in the workplace. Overall, the proportion of worked-based learners who completed their programmes in 2010/11 is satisfactory, although the overall success rates of apprentices in health and social care are low. Too many apprentices in 2009/10 did not successfully complete their programmes.
- Teaching and training sessions are good, varied and often interesting. Tutors and trainers have a good knowledge and understanding of what learners wish to achieve and monitor their progress well. Tutors delivering information and communication technology (ICT) programmes place a good emphasis on learning-through-doing. Apprentices benefit from well planned off-the-job training, effective use of technology and varied assessment techniques in the

workplace. However, not enough information and learning technology (ILT) is available to support learners in some literacy, numeracy and ESOL sessions.

6. The service works well to meet the interests and needs of the community and its partners. Partnerships with employers are particularly good and benefit learners. The provision is focused well on groups at entry level who often have few prior qualifications or low levels of prior attainment, for example, through offering a pre-apprenticeship scheme. The availability and quality of information, advice and guidance are satisfactory overall, although it is insufficient for health and social care learners.
7. The provision has been well managed by both departments. A large number of learners who have little prior experience of success in education have been recruited. The planning of the merger of the two departments is detailed and, so far, the change process has been managed well. The service acknowledges that it should ensure that the merger process does not divert attention from the pace of improvement.

## Main findings

- Outcomes for learners are satisfactory. The level of achievement of qualifications and learning goals has remained consistently very high for adult learners on literacy, numeracy and ESOL provision during the last three years. Learners enjoy their studies, make good progress and value highly the contribution that programmes make to their social and economic well-being.
- Overall success rates for apprentices are now satisfactory although they were low in 2009/10, the first year that apprenticeships were offered. These rates improved significantly in the current year for business administration learners but remain low for the smaller number of health and social care learners who are 19-24 years old. Overall success rates for minority-ethnic learners were substantially higher than for white learners in 2010/11.
- Apprentices make good progress and the skills they acquire are highly valued by their employers. They develop good employability skills and employers highlight improvements in areas such as team working and the development of a positive work ethic.
- Overall success rates and success rates within the planned time for Train to Gain learners whose training has been subcontracted to the service are above the national averages. These learners improve their employment prospects and contribute well at work.
- Teaching, training, learning and assessment practice are good for all learners. Apprentices benefit from well planned off-the-job training, effective use of ILT and varied assessment techniques in the workplace.
- Adult learners benefit from good teaching from well-qualified tutors who match learning materials appropriately to learners' prior ability and knowledge. Learning venues are well maintained and welcoming. Not enough ILT is available to support adult learners in some sessions and make their learning interesting.

- The service has developed a satisfactory process and an appropriate range of documents to recognise and record the progress and achievement of the small number of learners who are on non-accredited courses.
- Partnerships contribute very effectively to improving opportunities and resources for all learners. Adult learners appreciate the opportunities to study locally as a result of the good partnerships with schools and community organisations. Particularly good partnerships with employers have provided opportunities for work-based learning staff to share training and expertise and gain access to additional resources for learners.
- Care, guidance and support are satisfactory. Support for adult learners is good and apprentices receive good constructive support from trainers/assessors in the workplace. However, not all apprentices are guided to prepare sufficiently for their key skills when starting their programme. Learners' progression to further study or employment is not monitored sufficiently systematically.
- Leadership and management of both departments are good. The aim of the service to support learners from disadvantaged areas to develop skills for employment is well understood by all staff. Planning of change is well considered, detailed and inclusive. Employment and Skills has thoroughly considered all the risks associated with the change process and is working well to address these.
- Arrangements to safeguard learners and staff are good and very effective. Policies and procedures are comprehensive and focus well on vulnerable adult learners. The departments keep very detailed records of safeguarding issues and take good actions when concerns arise. The response to some safeguarding cases is outstanding.
- The promotion of equality and diversity and improving life opportunities through education and training, which is the ethos of the service, is very effective. The service assesses the impact of its policies in relation to equality and diversity well and makes effective changes. The service is working well to promote social inclusion.
- Arrangements to assure the quality of teaching and learning are particularly good for apprentices through the use of a well documented system that is rigorously applied and monitored. Procedures for adult and community learning are less well developed and not all judgements about its quality are sufficiently accurate.
- The service's self-assessment process is thorough and provides a good basis for improvements. Most of the quality-improvement arrangements are implemented well. The service acknowledges that the sharing of good practice needs to improve.

### **What do Skills for Work and CALTEC need to do to improve further?**

- Develop further initiatives to accelerate improvements in success rates for apprentices, particularly in health and social care and for learners aged 19 to 24.

- Ensure that initial advice and guidance given to apprentices makes them fully aware of the full requirements of the qualification framework including key and functional skills, and technical certificates.
- Monitor and systematically record progression rates between programme levels and destinations to employment, to voluntary work and to other providers. Evaluate and report on these to measure success and plan further actions.
- Continue to ensure that the pace and management of change is effective and build on the existing good practice within the service.
- Strengthen arrangements to improve the quality of teaching and learning in adult and community learning and draw on the effective practice currently used for apprenticeship programmes.

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

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

- becoming more confident and more self-assured
- improving speaking, reading and writing
- having a literacy class in the children's school – it is very convenient
- meeting other parents and learning with them
- not having to pay to attend classes
- gaining qualifications and moving to employment
- very good tutors and trainers/assessors who explain clearly and in detail when needed
- being able to help children with homework.

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

- the range of textbooks used
- the amount of speaking and listening practice.

### **Summary of the views of partners and employers as confirmed by inspectors**

#### **What partners and employers like:**

- providing courses in suitable venues
- equipping learners with good skills at work.

#### **What partners and employers would like to see improved:**

- the opportunity for learners to progress to other courses.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

8. Since the previous inspection, outcomes for adult and community learners have consistently improved each year and are now high. The service offers provision to the most disadvantaged groups and improves their future prospects. The quality of teaching and learning is good. Apprentices in business, administration and law progress well and develop good employability skills. Train to Gain learners' overall success rates, and their success rates within the planned time, based on the data from West Yorkshire Learning Providers, are above the national average. In response to the overall low success rates of apprentices in 2009/10, effective actions have improved outcomes for business administration learners, but success rates for the smaller number of health and social care apprentices remain low.
9. The merger of the two departments is progressing as planned. It is too early to judge its success. Both departments' self-assessment processes are very effective and inclusive, identifying accurately most of the grades, strengths and areas for improvements found during the inspection. Managers and staff are clear about the actions needed for improvement and plan to develop unified practices based on the two departments' best practices.

### Outcomes for learners

**Grade 3**

10. The achievement of qualifications and learning goals has remained consistently very high for literacy, numeracy and ESOL learners over the last three years. Success rates for ICT learners are mostly high but they are more variable. Overall success rates for apprentices are now satisfactory although they were low in 2009/10, the first year that apprenticeships were offered. Success rates within the planned time were satisfactory in 2009/10 and improved in 2010/11 to above the national rates. Success rates for minority-ethnic learners were substantially higher than for white learners in 2010/11. Following effective action, success rates improved significantly in 2010/11, particularly for the large number of business administration learners. Success rates remain low for the smaller number of health and social care learners. The service recognises the difficulties many of these learners have had in achieving their key skills and currently 70% of these learners are receiving enhanced support in literacy and numeracy.
11. Literacy, numeracy and ESOL learners enjoy their studies and make good progress. They value highly the contribution programmes make to their social and economic well-being. They increase their knowledge, are highly satisfied with, and make productive use of their new skills. ICT learners make reasonable progress and acquire satisfactory skills in a variety of applications, including word-processing and spreadsheets. Current apprentices make good progress and develop employability skills that are highly valued by their employers. Several have progressed to higher levels or gained promotion at work.

Employers speak positively of improvements at work in areas such as team working and the development of a positive work ethic.

12. Most learners say that they feel very safe. Learners enjoy the well furnished accommodation in schools and throughout the community, which provides them with a secure space to learn. Some learners attending classes in schools also volunteer to help with school activities and a few have found employment through this.

## **The quality of provision**

## **Grade 2**

13. Teaching, training, learning and assessment are good for all learners. Apprentices benefit from well planned off-the-job training, effective use of ILT and varied assessment techniques in the workplace. Learners' progress is well monitored and recorded. Assessors work flexibly and arrange progress review sessions to suit the needs both of learners and of employers. All assessors are observed and standardisation meetings are held regularly. Arrangements to monitor and verify assessment practice are very thorough.
14. Adult learners benefit from good teaching by well-qualified tutors who match learning materials closely to learners' prior ability and knowledge. Learning venues are well maintained and welcoming. In ICT teaching sessions good emphasis is placed on learning-through-doing with as much time as possible devoted to practical work. Good learning resources guide learners through the different applications and enable them to work at their own pace. ICT learners' work is usually marked immediately and prompt oral and written feedback is given. Learners' progress is satisfactorily reviewed at the end of each session. Not enough ILT is available to support learners in some sessions. Not all ICT learners adopt safe working practices, such as sitting with good posture at computer-desks. Arrangements to assure the quality of teaching and learning are particularly good for apprentices. A well-documented system is monitored, evaluated and applied rigorously. The procedures for adult and community learning are less well developed and, although mostly thorough, not all judgements about the quality of teaching and learning are sufficiently accurate.
15. The provision meets very well the needs of employers, individual learners and the community. Good collaboration with other providers and agencies contributes to good opportunities for learners to progress to higher levels. Provision is targeted well at groups who may have few qualifications or low levels of prior attainment. The service's investment in initiatives to prepare learners who have previously gained few qualifications, for apprenticeships is significantly enhancing their prospects for employment. Literacy, numeracy and ESOL classes meet learners' needs very successfully. Particularly successful is the citizenship programme which is integrated into ESOL classes and covers topical issues relevant to learners' rights and responsibilities as British citizens. The provision successfully makes a good contribution to ICT learners' employability skills. Good progression opportunities are available and each course leads to an externally awarded, nationally recognised, qualification.



16. A range of partnerships contributes very effectively to improving opportunities and resources for all learners. Good links with employers and employment agencies help with marketing the provision. Adult learners appreciate the opportunities to study locally in accessible centres through the good partnerships with schools, neighbourhood forums and community organisations. Particularly good communications and partnerships with employers have provided opportunities for work-based learning staff to share training and expertise and to gain access to additional resources for learners. The service responds well to requests from employers for learners to focus on particular units that suit the needs of their business.
17. Guidance and support are satisfactory. Good learning support for key and functional skills contributes well to apprentices' achievements. They receive good constructive support from trainers/assessors in the workplace. Not all care apprentices were prepared sufficiently for their key skills when starting their programmes in 2009/10. Learner progression, although recorded, is not monitored and evaluated sufficiently systematically. Adult learners receive good support when they enrol and during their initial assessment. CALTEC works closely with Next Step and Jobcentre Plus to provide advice and guidance and to help prepare learners for employment. Additional welfare funding is available for crèche provision and for help with examination fees.

## **Leadership and management**

## **Grade 2**

18. The service is led and managed well. The aim of the departments to support learners from disadvantaged areas to develop skills for employment is well understood by all staff and supports the council's strategy. Managers and staff at all levels are very positive about the merger of the two departments and the benefits which the merger can bring for learners. Planning of change is well considered, detailed and inclusive of staff views. Risks associated with the change process are clearly defined and measures to increase the likelihood of a successful merger are implemented well. For example, the new structure in Employment and Skills includes most of the current staff to ensure continuity of operation. Staff development is effective and particularly good in Skills for Work with a strong focus on improving teaching and learning and support for the change process.
19. The council effectively supports both departments' developments and the change process. The arrangements for monitoring the performance of both departments are satisfactory.
20. Arrangements to safeguard learners and staff are very effective. Policies and procedures are comprehensive and focus well on vulnerable learners. All staff have enhanced Criminal Records Bureau checks and have received good training, which includes case studies about how to safeguard learners. The service has developed a good strategy for groups of learners who may need stronger safeguarding support, for example, by providing these learners with an initial risk-assessment. There are two designated officers, one in each centre, allowing for learners' preference and ease of reporting. Tutors and trainers/assessors are confident in reporting and referring safeguarding issues

to the designated officers. The departments keep very detailed records of safeguarding issues, and take good actions when concerns arise. The response to some very complex and sensitive safeguarding cases is outstanding. Arrangements to liaise with the council's children and adult safeguarding teams and external agencies are very effective. The service provides effective training for its learners about their rights and responsibilities when using the internet or digital communication equipment.

21. The promotion of equality and diversity is well established and central to the working of the service. The service has a strong focus in providing for disadvantaged individuals through developing their skills and life chances. By better planning the provision, the number of women from minority-ethnic groups has significantly increased, although the number of men on some courses is low. Data is analysed well to monitor the participation and success of different groups of learners at service level and to some extent within curriculum areas. All staff have received appropriate training in equality and diversity, although the training, which staff in Skills for Work have received, is particularly good. The promotion of equality and diversity is firmly established in a number of courses and is particularly strong in ESOL where citizenship topics are discussed and learners have a good understanding of equality matters. However, the promotion of equality and diversity during apprentices' progress reviews is not always recorded.
22. Feedback from partners, employers and learners is very effectively collated and analysed to support improvements to the provision. The service uses this information well to plan various aspects of its offer. This feedback is also used to inform course reviews and the self-assessment processes.
23. The service uses the self-assessment process well to secure improvements in both the quality of provision and outcomes for learners. Both departments' self-assessment reports are largely accurate. Course reviews, which inform the process, are generally thorough, detailed and used effectively in promoting improvements. Data are evaluated well along with learners' feedback and observations of teaching and learning grades to inform improvements. Arrangements to monitor the quality of teaching and learning are particularly good for apprentices through a well documented system that is applied rigorously. Procedures for adult and community learning are less well developed and although mostly thorough not all judgements about the quality of teaching and learning are sufficiently detailed and accurate.
24. The service uses its additional funds as a subcontractor, including the funds from its commercial activities and council funds well, to engage hard-to-reach learners, and to develop and offer the provision for them, which significantly impacts on their social and economic well-being. Resources, including the teaching venues are generally of good quality and appropriate to the needs of the community and learners. However, there are insufficient ILT resources for learners on some courses.

## Learning for qualifications in employment

**Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: health and social care.**

### Business, administration and law

### Grade 2

#### Context

25. One hundred and twenty-seven learners are on apprenticeships, of which 33 are in business administration, 32 are in team-leader, 40 are in management, and 22 are in customer service. Sixty-one of these learners are at intermediate level and 66 are at advanced level. The apprenticeships vary in length from 12 months to 24 months. Twenty-four per cent of learners are from minority-ethnic groups and 58% are female.

#### Key findings

- Overall, outcomes for learners are satisfactory. In 2010/11, with significantly more learners than in the previous year, overall success rates and success rates within the planned time for all apprentices have significantly improved. Overall success rates are now satisfactory, and success rates within the planned time are now high. In 2009/10, the first year in which the provision was offered, the corresponding rates were low.
- In 2010/11, overall success rates and success rates within the planned time were very high for advanced apprentices on management courses. Almost all minority-ethnic learners achieved their qualification. However, overall success rates and success rates within the planned time for advanced apprentices in business administration were low.
- Current learners make good progress. Learners' work is of a high standard. Portfolios are carefully organised with good updating of individual learning plans. Learners produce a wide range of evidence which includes personal statements, assignments, case studies and employer witness testimonies, which are clearly linked to the standards to be achieved. Written work for the technical certificate qualification is accurate and clear.
- Learners develop good personal, social and employability skills. They have an improved understanding of their work roles and feel more confident in contributing to workplace projects and working as a team member at work. Learners enjoy the challenge of acquiring new skills, for example, dealing with difficult customers or being responsible for specific work areas such as office stationery or internal post.
- Learners feel safe in the workplace. They have all completed health and safety training in the workplace, have a good understanding of these issues, and know whom to approach in the event of any concerns. Learners confirm a strong

focus on safeguarding from trainers/assessors during their visits to carry out progress reviews in the workplace.

- Teaching, learning and training are good. Learners benefit from the experience and expertise of well qualified staff. Off-the-job training is carefully planned, with clear aims and learning outcomes. Trainers use ILT well to make lessons interesting and engaging. Teaching and learning activities often focus well on developing learners' knowledge of modern practices and build on their workplace experience.
- Learners' literacy, numeracy and language needs are assessed and if needs are identified, learners receive timely and effective support. Trainers provide a wide range of useful materials to help learners to prepare for assessments. However, they do not always identify and plan for individual learning needs and some targets are not sufficiently detailed to ensure that learners know what they need to do to make progress.
- Assessment practices are effective, with good planning of assessments through discussions between assessors, employers and learners. Assessors make good use of ILT during the assessment process, for example, to record learners' comments in response to questions. Following each assessment, learners receive both written and oral feedback, which is generally clear, constructive and helps learners to further enhance their understanding.
- Provision meets the needs and interests of learners well. Progression routes are clear and an increasing number of learners are accessing these progression opportunities. Employers often influence the content of the learners' programme through the selection of the National Vocational Qualification units most appropriate to the workplace. Learners value the provision as providing a career path that increases their employment prospects.
- Well qualified staff offer good information, advice and guidance to learners to inform their choice of further training. Trainers work well with employers to encourage and motivate learners at risk of leaving their programmes before completion. Learners have very good working relations with trainers/assessors and feel comfortable in approaching them if a support need arises.
- Leadership and management are good. The service has taken good action to improve significantly learners' overall success rates, for example, by redesigning how the course is planned and offered. Trainers/assessors meet regularly to review learners' progress, share practice, and identify and resolve any operational issues. Self-assessment is inclusive and identified the issues found at the inspection.
- Trainers/assessors benefit from a good and well established staff development programme, which focuses well on improving the quality of teaching and learning. They are fully informed about changes affecting their employment and contribute well to discussions concerning their future roles and responsibilities.

**What do Skills for Work and CALTEC need to do to improve further?**

- Ensure that trainers plan, set and agree clear individual targets for learners taking account of their starting point.

## Learning for qualifications

**Other learning for qualifications provision considered as part of the main findings but not separately graded: information and communication technology for users.**

## Literacy, numeracy and English for speakers of other languages

### Grade 2

#### Context

26. Forty-two learners are on literacy courses, 68 learners study numeracy and 44 learners are on ESOL courses. Most courses are part time and most run for 37 weeks and lead to externally accredited qualifications. Classes are offered in a variety of locations in and around the city, including learning centres, schools and community venues. Sixty-three per cent of learners are from minority-ethnic groups and 90% are female. In 2010/11, 5% of learners had a declared disability. The provision is managed by a part-time coordinator and taught by 10 part-time tutors.

#### Key findings

- Outcomes for learners are good. For the three years to 2009/10, success rates increased and were high. In 2010/11, although success rates declined, they were still high. On the foundation level course in literacy and numeracy, results in 2010/11 were outstanding with everyone succeeding, while at intermediate level success rates for literacy and numeracy were lower.
- Learners enjoy their learning, feel safe and make good progress. They comment on the personal satisfaction they derive from improving their literacy, numeracy and language skills. Learners become more self-assured and parents are in a better position to help their children understand basic mathematical concepts and improve their reading. Most learners improve their social well-being and enhance their employment prospects.
- Overall, teaching, learning and assessment are good. In the better sessions, tutors' planning is good, learning objectives are clearly defined and learning is closely matched to learners' ability and previous literacy, numeracy or ESOL learning. Learners are highly motivated and fully immersed in learning through practical activities, which are assessed immediately, and good oral feedback is given to learners.
- In the weaker sessions, individual learning objectives are not set and monitored sufficiently well. Learners' needs are not systematically identified and practical work is not always effectively managed. In some ESOL sessions, there is too much emphasis on writing and reading and insufficient time is devoted to developing learners' speaking and conversation skills. In some sessions, there is an inappropriate acceptance of imperfect pronunciation.

- Most learning venues are modern, bright and welcoming. The premises are located in learners' local communities and are accessible to learners who have limited physical mobility. In most learning venues ILT is not available, and consequently there is an over-reliance on marker boards and handouts.
- The literacy, numeracy and ESOL provision meets learners' needs very successfully. Learners are keen to improve their personal effectiveness and employability and they value highly the provision. However, the ESOL provision is limited to speaking and listening and does not yet include reading and writing as examinable components. Male participation in literacy, language and ESOL provision is low.
- All ESOL learners undertake a citizenship programme which is very effective. It involves a wide range of topical issues which give minority-ethnic learners a good opportunity to become familiar with their rights and responsibilities as British citizens. The provision also provides good support to those learners who are seeking British citizenship.
- Good partnerships have been developed with schools and community venues. These partnerships benefit learners considerably because they enable learning to be delivered in learners' local communities, making learning more accessible to learners. Schools and community venues are good sources of learner referrals and many parents find it extremely convenient to join literacy, numeracy and ESOL classes in the schools their children attend.
- Support for learners is good. The service identifies learners' support needs well during their initial assessment. Tutors' support for learners throughout their learning programmes is good, and it makes an effective contribution to improving learners' retention and success rates. However, not all learners have personalised learning targets to meet their very specific literacy, numeracy or ESOL needs.
- Leadership and management of literacy, numeracy and ESOL courses are good. The centre manager and the provision coordinator have clearly defined roles and responsibilities and they provide good support for staff. They are fully aware of, and implement, national Skills for Life priorities. Overall, staff are satisfactorily qualified.
- All staff have enhanced Criminal Records Bureau checks. Safeguarding policies and procedures are in place and swift action is taken if any incidents occur. Safeguarding is a regular agenda item at all staff meetings. The promotion of equality and diversity is good and learners have a good awareness of the importance of learning in an environment that promotes equality of opportunity.
- The self-assessment process is inclusive of learners, employers and staff. Separate course self-assessment reports make a good contribution to the overall self-assessment report. The processes and procedures for observing teaching and learning are insufficiently developed. Value for money is good.

**What do Skills for Work and CALTEC need to do to improve further?**

- Improve the intermediate level success rates for literacy and numeracy learners by ensuring that tutors negotiate and set clear individual learning targets and monitor them well.
- Increase the breadth of ESOL provision to include reading and writing so that learners have a broader range of skills and opportunities to gain additional accreditation. Improve male participation rates.
- Provide ILT resources in classes and use them well to improve teaching and learning for all learners.



## **Information about the inspection**

27. One of Her Majesty's Inspectors and three additional inspectors, assisted by the Employment & Skills Delivery Manager 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 and data on learners and their achievement over the period of the contract.
28. 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 programmes in each of the subjects the provider offers.

**Record of Main Findings (RMF)****Skills for Work and CALTEC**

**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><br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate                                  | Overall  | 19+ Learner responsive | Employer responsive | Social and personal development |
|--|----------|------------------------|---------------------|---------------------------------|
| <b>Approximate number of enrolled learners</b>   |          |                        |                     |                                 |
| Full-time learners   | 0        | 0                      | 0                   | 0                               |
| Part-time learners   | 390      | 222                    | 141                 | 27                              |
| <b>Overall effectiveness</b>   | <b>3</b> | <b>2</b>               | <b>3</b>            | <b>2</b>                        |
| <b>Capacity to improve</b>   | <b>3</b> |                        |                     |                                 |
| <b>A. Outcomes for learners</b>  | <b>3</b> | <b>2</b>               | <b>3</b>            | <b>2</b>                        |
| A1. How well do learners achieve and enjoy their learning?   | 3        |                        |                     |                                 |
| A1.a) How well do learners attain their learning goals?  | 3        |                        |                     |                                 |
| 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. Do learners feel safe?   | 2        |                        |                     |                                 |
| A4. <i>Are learners able to make informed choices about their own health and well being?*</i>  | 2        |                        |                     |                                 |
| A5. <i>How well do learners make a positive contribution to the community?*</i>  | 3        |                        |                     |                                 |
| <b>B. Quality of provision</b>   | <b>2</b> | <b>2</b>               | <b>2</b>            | <b>2</b>                        |
| B1. How effectively do teaching, training and assessment support learning and development?   | 2        |                        |                     |                                 |
| 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?                                    | 3        |                        |                     |                                 |
| <b>C. Leadership and management</b>  | <b>2</b> | <b>2</b>               | <b>2</b>            | <b>2</b>                        |
| 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>                         | 3        |                        |                     |                                 |
| C3. How effectively does the provider promote the safeguarding of learners?  | 2        |                        |                     |                                 |
| 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

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No. 090105

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