

# Arthur Rank Training

## Independent learning provider

<b>Inspection dates</b>		25-28 September 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	Inadequate-Grade 4
	Previous inspection:	Good-Grade 2
Outcomes for learners		Inadequate-Grade 4
Quality of teaching, learning and assessment		Inadequate-Grade 4
Effectiveness of leadership and management		Inadequate-Grade 4

### Summary of key findings for learners

#### This provider is inadequate because:

- Qualification outcomes for learners are low, especially in construction.
- Progression rates for learners into further education or employment are low.
- Most teaching, learning and assessment require improvement.
- Functional skills are insufficiently integrated with vocational learning.
- The planning and reviewing of individual learners' progress is inadequate.
- Quality systems to identify and promote improvement are inadequate.
- Analysis of the achievement of different groups of learners is inadequate.
- Leadership and management of the provision are inadequate.

#### This provider has the following strengths:

- New partnership arrangements with a local further education college are beginning to improve outcomes for learners and to tackle many areas for improvement identified by inspectors.

## Full report

### What does the provider need to do to improve further?

- Increase qualification achievement rates and progression rates into further education or employment for all learners.
- Improve the quality of teaching and learning by providing more interesting and interactive sessions for learners.
- Plan, review and record learners' progress more effectively. Provide specific staff training to support the introduction of new processes and procedures.
- Improve communication between learning support, functional skills and vocational teaching staff to better co-ordinate learning, share good practice and improve the learning experience.
- Use initial assessment to identify learners' starting points and to plan learning programmes that meet individual needs.
- Ensure that safety, equality and diversity and functional skills are integrated with the planning of all classroom and vocational workshop training sessions.
- Develop a robust quality assurance system to improve the provision.
- Identify achievement and progression gaps between different learner groups and take effective actions to reduce them.
- Undertake targeted marketing to attract more female learners to improve their representation in the provision.
- Improve the management of the programme by better use of data to monitor learners' progress.

### Inspection judgements

<b>Outcomes for learners</b>	Inadequate
<ul style="list-style-type: none"> <li>▪ Learners' achievement of qualifications and progression into further education or employment is low. Achievement of qualifications is particularly low in construction. Current provider data indicates a recent improvement in the achievement of English, mathematics and construction qualifications but outcomes for learners are still low.</li> <li>▪ Analysis of achievement of different groups is not systematic. The provider is aware of the variations in achievement between motor vehicle and construction learners but no targets are set for underperforming groups. Strategies to attract young females onto programmes have not been successful and they remain under-represented.</li> <li>▪ Learners enjoy learning and develop confidence and good practical skills. The standard of learners' practical work is good. Learners feel they are making progress. However, staff do not use individual learning plans to record learners' starting points on their programmes or to record progress towards their learning goals.</li> <li>▪ Although progression rates are low, recent partnership arrangements with a local further education college have resulted in a wider range of progression opportunities for learners. However, it is too soon to measure the impact of this arrangement.</li> <li>▪ The development and assessment of learners' English, mathematics and functional skills, essential for learners preparing for employment, is weak. Staff often miss opportunities to develop learners' personal and social skills. Work placement opportunities are limited.</li> </ul>	
<b>The quality of teaching, learning and assessment</b>	Inadequate
<ul style="list-style-type: none"> <li>▪ Teaching, learning and assessment are inadequate, which correlates with the poor outcomes for learners. Much learning is uninspiring and tutor-led with little variety in the reinforcement of learning objectives. Inspectors observed too many teaching and learning sessions that were not good enough because they did not stretch or challenge learners sufficiently, particularly in</li> </ul>	

classroom learning.

- The planning of learning and training and assessment activities is weak and they do not meet individual learners' needs. Teaching resources do not sufficiently promote active learning in classroom based activity. Vocational workshop learning resources are adequate but the use of technology to support learning is limited.
- Tutors have good industrial experience and appropriate qualifications and provide clear connections with industrial practice. In practical motor vehicle and construction workshop sessions learners are improving in confidence and developing useful skills. Learners' awareness of health and safety is satisfactory and they have a sound awareness of safe working practices.
- The use of initial assessment to identify additional support needs, identify appropriate planning of learning and to set appropriate targets is poor. Reviews of learners' progress are not carried out. Recording individual learners' progress is not systematic and learners are not fully aware of the progress they make.
- Initial assessment in English and mathematics does not effectively measure learners' achievement against the national standards. Assessment outcomes do not sufficiently inform the next stages in learning. The company allocates insufficient time to the development of English and mathematics skills. Target setting is very weak and does not identify specific goals or timelines.
- The integration of English, mathematics and functional skills with vocational learning is poor. Communication between learning support, functional skills and vocational teaching staff to co-ordinate effective learning requires improvement.
- Tutors do not promote equality and diversity effectively through teaching and learning. However, the promotion of equality and diversity in the training centre through the use of colourful posters and displays is good. Learners speak positively about an atmosphere of respect between learners and staff and learners feel valued as individuals.

### The effectiveness of leadership and management

**Inadequate**

- Since the previous inspection, changes to the membership of the Board of Trustees and to leadership and management, through a recent partnership with a local further education college, have provided a clear strategic direction for staff and the provision. Staff are well aware of the ambitious targets set by the chief executive officer, who is also a senior manager employed by the college. A new comprehensive draft self-assessment report, produced by the partnership, includes many of the areas for improvement identified by the inspection team, but it is too soon to assess the impact of the company's many recent improvement actions.
- The provider does not have integrated quality arrangements to assure high standards and tackle underperformance. Appropriate professional development is available to all staff to improve the standard of teaching and learning. The observation of teaching and learning and a new improved lesson planning process and supporting documentation have recently been introduced but it is too early to judge their impact.
- A systematic self-assessment process has not been in place since the most recent inspection in April 2009. Leaders and managers have not maintained the previously good quality of provision. Although the involvement of local schools, community groups and external agencies is good, the company does not seek their views to review and evaluate the provision.
- The management of the Foundation Learning programme is weak. The use of data to analyse performance and monitor progression is poor. Quality improvement plans have ambitious targets but it is too early to judge their impact.
- Stakeholders and external agencies speak highly of the programme and how it meets the needs and interests of particularly hard to reach and disaffected male learners. The programme is highly accessible to learners through well-developed transport arrangements and the availability of a breakfast for learners at the start of each day.
- Learners are not developing functional skills in English and mathematics sufficiently well to help

them progress into further education or employment. The provider satisfactorily monitors the destination of different groups of learners.

- Partnership working with local schools to encourage participation by young people who are at risk of leaving or who are not in education employment or training is particularly good.
- Appropriate policies and procedures to promote equality and diversity among staff and learners are in place. Learners have an adequate understanding of harassment, bullying and discrimination policies and procedures.
- The company has not yet fully implemented staff training in equality and diversity. The analysis of equality and diversity performance data to identify and close identified achievement gaps is poor. Female learners remain under-represented on the programme and the provider is actively seeking ways to increase their participation and to broaden the curriculum offer.
- Learners feel safe and adopt suitable health and safety practices. The company meets its statutory requirements for safeguarding learners and holds centrally an appropriate single register of checks on all staff. The system for recording learners' concerns and issues and for recording actions taken is robust.

## Record of Main Findings (RMF 2012)

### Arthur Rank Training

**Learning types:**

**16-18 learning programmes leading to qualifications:** full-time courses;

<b>Inspection grades are based on a provider's performance:</b> 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	Foundation Learning	
<b>Overall effectiveness</b>	4	4	
Outcomes for learners	4	4	
The quality of teaching, learning and assessment	4	4	
The effectiveness of leadership and management	4	4	
<b>Subject areas graded for quality of teaching, learning and assessment</b>			<b>Grade</b>
<b>Foundation learning</b>			4

## Provider details

<b>Arthur Rank Training</b>	
<b>Inspection dates</b>	25-28 September 2012
<b>Lead inspector</b>	Robert Hamp HMI
<b>Type of provider</b>	<b>Independent learning provider</b>
<b>Age range of learners</b>	16-18
<b>Approximate number of all learners over the previous full contract year 2011/12</b>	201
<b>Principal/CEO</b>	CEO - Carrie Smith
<b>Date of previous inspection</b>	03 April 2009
<b>Website address</b>	under development

<b>Provider information at the time of the inspection</b>				
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Total number of full-time learners excluding apprenticeships</b>	83	N/A	N/A	N/A
<b>Age of full-time learners</b>				
	<b>14-16</b>	<b>16-18</b>	<b>19+</b>	
<b>Total by age</b>	N/A	83	N/A	
<b>Number of part-time learners</b>				
	N/A			
<b>Number of main sites</b>	1			
<b>Funding received from</b>	Education Funding Agency (EFA)			
<b>At the time of inspection the provider contracts with the following enter no.XX subcontractors:<sup>1</sup></b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>			

## Additional socio-economic information

Arthur Rank Training is a voluntary sector training provider in Coventry and Warwickshire providing programmes for 16–18-year-old learners who are socially and educationally disadvantaged. The provider offers programmes in construction and motor vehicle as well as functional skills in English and mathematics, through a partnership with a local further education college.

Coventry ranks 61 out of 354 local authorities for the highest levels of deprivation and contains three of the 10 most deprived wards in England. Coventry's minority ethnic population is 16% compared with 9.1% nationally. The percentage of pupils from Coventry gaining 5 or more GCSE's at grades A to C is 60% compared with 66% nationally.

<sup>1</sup> The main subcontractors only

## Information about this inspection

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the centre manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous re-inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and emails to gather the views of learners. They observed learning sessions and assessments. These views are reflected throughout the report. The inspection took into account all 16-18 provision at the provider. Subject inspectors looked in detail at a sample of the quality of teaching, learning and assessment in Foundation Learning.

## What inspection judgements mean

Provider		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding provider is highly effective in delivering outcomes that provide exceptionally well for all its learners' needs. This ensures that learners are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good provider is effective in delivering outcomes that provide well for all its learners' needs. Learners are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A provider that requires improvement is performing less well than it might be reasonably expected in one or more of the key areas. This provider will receive a full inspection 12-18 months after the date of this inspection.
Grade 4	Inadequate	A provider that is inadequate is one where the provider is failing to give its learners an acceptable standard of education and/or training and the provider's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the provider. This provider will receive a re-inspection within 12-15 months after the date of this inspection.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



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, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012