

# CG Partnership (Lincolnshire) Community Interest Company



## Not for profit organisation

<b>Inspection dates</b>		25-28 September 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	Requires improvement-Grade 3
	Previous inspection:	Good-Grade 2
Outcomes for learners		Requires improvement-Grade 3
Quality of teaching, learning and assessment		Requires improvement-Grade 3
Effectiveness of leadership and management		Requires improvement-Grade 3

## Summary of key findings for learners

### This provider requires improvement because:

- The number of learners on Foundation Learning who finish the course and move to available education, employment and training opportunities is satisfactory but needs to improve. Too few learners start an apprenticeship.
- Pass rates on most courses are satisfactory and need to be improved further.
- Learners are making reasonable progress in comparison to how good they were when they started, but they could move through the course even more quickly.
- The quality of teaching, learning and assessment in class taught sessions varies too much and not enough is consistently good. The teaching of English and mathematics skills is not always effective and exam pass rates are low.
- Managers need to improve more quickly the quality of the Foundation Learning course. They do not use data and targets as well as they could to manage performance.

### This provider has the following strengths:

- Learning takes place in an environment that values mutual respect. All learners develop a good understanding of their rights and responsibilities.
- Tutors and support workers use their good skills well to identify learners' support needs and plan suitable learning programmes. All learners receive a review of progress that is regular and supportive. Learners receive good care and support.
- Managers ensure all learners are protected from harassment, bullying and discrimination so they all can achieve to their full potential. Learners feel safe while training and are confident they can discuss concerns with tutors who will help.
- The three training centres are of a good standard and located so learners can easily travel to them. Tutors make sure learners timetables are particularly flexible to fit in with their other commitments.
- Managers and tutors are very caring and place a high emphasis on learner's welfare. They are good at promoting learners' understanding of equality and diversity and celebrating the differences between groups.

## Full report

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

- Further improve the quality of teaching, learning and assessment through more effective session planning that includes a wide variety of engaging and challenging activities, linked to detailed feedback that learners can use to improve their progress and achieve high standards.
- Improve the effectiveness of leaders and managers by focusing their efforts on significantly increasing the pace of quality improvement activities. Ensure that managers routinely set and meet ambitious short-term targets to aid improvement performance monitoring.
- Enhance the timeliness and effectiveness of decision making through the robust use of data to identify trends and for comparative purposes.
- Raise the overall progression rate, and the rate learners enter work and apprenticeship training through the greater use of work placements.
- Raise all pass rates, particularly level 1 progression and entry-level mathematics programmes by using more stimulating and engaging class sessions that are relevant to learners' experiences.
- Raise significantly learners' attendance and punctuality rates through a greater emphasis on its importance for sustained employment and better monitoring and remedial action to address identified shortfalls.

## Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"><li>▪ Outcomes for learners are satisfactory but require improvement to ensure they can fully participate in the available education, employment and training opportunities. Pass rates on most courses need to be improved further and are low on the level 1 progression and entry-level mathematics programmes. Different groups of learners progress and achieve at a similar rate.</li><li>▪ Given their starting point, current learners are making reasonable progress relative to their starting point but the rate needs improving.</li><li>▪ Learners make adequate progress in developing a good range of useful personal skills. For example, one learner reported improvements in self-confidence that allowed him to feel much more able to meet people and live independently. Learners develop good listening skills that help them value the views of others, even when they don't agree with what other learners say.</li><li>▪ Learners demonstrate appropriate progress in the development of employment related skills and qualifications that they record well in detailed curriculum vitae. Through the effective guidance and support from tutors, they feel more confident to attend interviews, behave better and use appropriate language in formal settings. However, too few learners have an adequate appreciation of the importance of good attendance and punctuality.</li><li>▪ Too few learners make good progress in the development of English and mathematics skills, in part because they find the taught sessions uninspiring. Whilst some learners acquire the skills to pass the national test, they often demonstrate a lack of interest and ability in applying their newly acquired skills. Some learners produce poor quality work.</li><li>▪ Learners demonstrate good respect for tutors and each other. They develop a sound understanding of their rights and responsibilities, particularly in relation to discrimination. Learners are able to talk knowledgeably on a range of social, moral and cultural issues that tutors have developed well through, for example, the use of the experience of learners from the traveller community and visits to external organisations.</li><li>▪ Learners progress to further learning or employment at an adequate rate but this needs improving. In particular, managers recognise that the number of learners progressing to apprenticeship programmes is too low. Tutors' careful support and guidance allows learners to demonstrate an appropriately realistic understanding of available career and progression opportunities.</li></ul>	

## The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement which is reflected in learners' achievements and progress. Learners do not consistently experience lessons that challenge them and ensure the more able achieve their best. Teaching strategies do not always ensure that tutors address learners' individual needs effectively.
- Where tutors plan sessions well, and use a variety of teaching strategies, learners experience stimulating and engaging learning that is motivational and helps them succeed. For example, in one lesson, learners used art to represent their progress and set their own objectives. Learners chose their own media and expressed their ideas on a wall display, with learners' participation and learning enabled by the tutor's skilled use of questioning techniques, change of pace, rotating learning environments and positive reinforcement.
- Too much learning is classroom based and lessons often overly focus on qualification and accreditation requirements. In the weaker classes the pace of learning is slow and tutors place an over reliance on workbooks, some of which contain grammatical errors. When tutors integrate information and communication technology (ICT) into lessons effectively, learners are prepared well to use the technology in a range of settings, though this does not happen often enough.
- Tutors and support workers are highly skilled in identifying learners' support needs and use initial assessment findings to plan support and learning programmes. Learners deal with marginalisation, unstable family lives, transient housing and poor educational attainment with the pastoral care, and support of caring and committed staff. Tutors motivate learners well with good guidance and support that makes them feel more positive about their future.
- Reviews of learners' progress are supportive and regular. Learners contribute well to the process, sometimes supported by their parents. Learners receive constructive feedback on their performance in class, and their achievement of qualifications. Tutors give learners thorough assessment feedback though this does not always set out clearly enough what the learner needs to do next, in a way that allows them to measure their progress and improve.
- The teaching of English and mathematics requires improvement so all learners achieve their full potential. Classroom sessions do not include an appropriate range and variety of teaching strategies to engage and motivate all learners to succeed. Marking of learners' work does not consistently set high enough standards, or clearly indicate how learners can improve.
- Learners receive good advice, pastoral care and support from caring and committed tutors. Learners value and enjoy work placements which match their interests and inform future career plans. However, tutors do not use work placements enough to develop further learners' work skills, or as progression preparation to an apprenticeship or employment.
- Learners enthusiastically join in lesson discussion on subjects that improve their knowledge of equality and diversity. For example, discrimination in the workplace was discussed when a learner from the Traveller community was refused an interview at a local café. However, the promotion of equality and diversity through teaching and learning is inconsistently effective and tutors do not always challenge inappropriate remarks made by learners.

## The effectiveness of leadership and management

Requires improvement

- Leaders and managers have effectively set and communicated a clear vision and mission that has resulted in the successful engagement of hard-to-reach learners living in geographically isolated communities. However, managers have yet to achieve the ambitious targets set for improvements in learners' outcomes. Managers have clearly identified actions to promote ambition and improve standards that include the quality of teaching, learning and assessment, but the pace of change in key areas has often been slow.
- Managers make adequate use of strategic data for performance management purposes. However, they do not sufficiently use data at the operational level to identify trends or for comparative purposes. Managers recognise that the use of short-term targets to aid the monitoring of progress in achieving improvement activities, and raising outcome rates, is underdeveloped.
- Managers know their organisation well and use the self-assessment process effectively to identify an appropriate range of actions to improve the learners' experience. They make good use of users' views and the outcomes of quality assurance processes to evaluate the provision. However, managers have not given high enough priority to the timely implementation of some key activities identified in the self-assessment action plan.
- Arrangements to elicit feedback from learners are good. Managers make good use of informal feedback to address immediate concerns raised by individual learners or groups. However, managers recognise a need to further collate and analyse all feedback to identify patterns and trends that inform improvement initiatives.
- Managers effectively use local and regional data, alongside tutors' local knowledge, to plan and modify provision so it better meets learners' needs. The three training centres, with their high quality learning resources, offer an ease of access that learners greatly appreciate. The timing of learning programmes is particularly flexible and fits well with learners' needs, including for the development of English, mathematics and employability skills.
- Managers promote equality and diversity well through staff training and a culture of care that values and celebrates differences between groups. It makes good use of external partnership working and class activity to both challenge and extend learners understanding. Managers appropriately evaluate the impact of promotional activities and share good practice across the provision effectively.
- Managers ensure the effective protection of learners from harassment, bullying and discrimination so they all can attain to their full potential. Tutors use their good understanding of learners' lifestyles and barriers to success to very effectively identify and respond to identified concerns. Learners report feeling safe whilst training and are confident they can discuss concerns with tutors who will help them find a solution.
- CGP meets its statutory requirements for safeguarding learners and secures learners' protection. Learners report feeling safe while training and are confident they can discuss concerns with tutors who will help them find a solution. Managers give a high priority to monitoring and securing learners' health and safety while at the training centre, when participating in off-site activities and in their personal lives.

## Record of Main Findings (RMF 2012)

### CG Partnership (Lincolnshire) Community Interest Company

16-18 learning programmes leading to qualifications: FE full- and part-time courses;

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

Subject areas graded for quality of teaching, learning and assessment	Grade
Foundation learning	3

## Provider details

<b>CG Partnership (Lincolnshire) Community Interest Company</b>	
<b>Inspection dates</b>	25-28 September 2012
<b>Lead inspector</b>	Nigel Bragg HMI
<b>Type of provider</b>	<b>Not for profit organisation</b>
<b>Age range of learners</b>	16-18
<b>Approximate number of all learners over the previous full contract year 2011/2012</b>	85
<b>Director</b>	Ms Janet Farr
<b>Date of previous inspection</b>	25 January 2008
<b>Website address</b>	www.cgpartnership.com

<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>	<b>30</b>	-	-	-
<b>Apprenticeship level</b>				
<b>Number of apprentices</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Higher</b>	
	-	-	-	
<b>Age of full-time learners</b>				
<b>Total by age</b>	<b>14-16</b>	<b>16-18</b>	<b>19+</b>	
	-	<b>30</b>	-	
<b>Number of part-time learners</b>	N/A			
<b>Number of main sites</b>	3			
<b>Funding received from</b>	Education Funding Agency (EFA)			
<b>At the time of inspection the provider contracts with the following</b>	N/A			

## **Additional socio-economic information**

Lincolnshire is a large rural county with a population approaching 700,000. The provider offers a Foundation Learning programme in the north of the county from centres based in Gainsborough, Market Rasen and Mablethorpe. The number of secondary school pupils attaining five GCSEs at grade A\*-C varies between and within locations but is comparatively low in East Lindsey where Mablethorpe is located. Unemployment levels are similar to national averages though wage levels are generally low and often involve part-time work patterns.

## **Information about this inspection**

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's position statement, most recent self-assessment report, development plans and the previous 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 to gather the views of learners. They observed learning sessions, assessments and progress reviews. These views are reflected throughout the report. The inspection took into account all of the 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

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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.

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