

Nuneaton Training Centre Ltd

Independent learning provider

Inspection dates		23-26 October 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- A large majority of learners progress into further education, training or employment.
- Learners make good progress and develop new skills despite significant barriers to learning.
- Good quality training and assessment ensure that the large majority of learners achieve their learning objectives.
- Tutors offer a very high level of support in tutorials and individual support sessions, which are particularly successful in helping learners to deal with their significant personal and emotional problems.
- Tutors plan learning well. They structure sessions carefully to include a good range of practical and interactive activities that involve learners fully and make learning interesting and relevant.
- Managers promote successfully social inclusion by focusing their energies on meeting the needs of very disadvantaged young people and enabling them to progress into further education, training or employment.

This is not yet an outstanding provider because:

- The proportion of learners who progress into further education, training or employment is not consistently high enough.
- Not enough teaching, learning and assessment are outstanding.
- In some group sessions, tutors do not plan to meet individual learners' needs in sufficient detail and activities do not always stretch and challenge fully the more able learners.
- The company has not yet developed an effective programme of work experience for learners to improve further their employability.

Full report

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that session planning takes account of learners' initial abilities and experiences so that all learners benefit from participating in challenging classroom activities.
- Increase the proportion of learners who achieve their learning objectives by continuing to support them to overcome their individual barriers to learning.
- Increase learners' employability skills further by a well-planned programme of work experience.

Inspection judgements

Outcomes for learners	Good
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- Tutors work well with learners individually to help them identify and overcome their significant barriers to learning. Consequently, current learners are making good progress relative to their starting points. Tutors help learners to record their progress in individual learning plans. Nuneaton Training Centre (NTC) recognises this strength in its self-assessment.
- Fewer male learners than female learners progress to positive destinations. Managers have a good understanding of the reasons for their relatively poor performance and have taken appropriate actions to narrow the achievement gap. However, it is too soon to judge the impact of these actions.
- The proportion of learners who progress into further education, training or employment is good. Of the 31 leavers in the 2011/12 cohort, 12 progressed into employment, three onto an apprenticeship programme and eight into further education. The proportion of learners who achieve their key objectives, including qualifications in English, mathematics or employability, is satisfactory.
- Learners significantly develop their confidence, self-esteem and social skills. They enjoy their learning and the wider social and economic opportunities their enhanced confidence gives them. They gain confidence and develop new skills which improve their employability, such as money management, using the internet and letter writing.

The quality of teaching, learning and assessment	Good
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- Tutors and support staff provide a high level of support for learners which is reflected in the good outcomes overall. Support staff work very effectively in sessions to help the less able learners and to promote good behaviour. NTC also provides tutorials and individual support sessions which are particularly successful in helping learners to deal with their significant personal and emotional problems.
- Staff monitor learners' attendance closely and follow up non-attendance rigorously by making phone calls and sending text message, because most learners are not used to attending regularly and some have chaotic and disordered lifestyles. NTC staff stress the importance of good attendance and punctuality during induction, tutorials and progress reviews and staff implement clear procedures to deal with those that do not comply with requirements. The attendance and punctuality of many learners has improved as a result of these measures.

- Staff are well qualified and provide good expertise across the range of qualifications offered, including English and mathematics. Learning resources are generally good and most group sessions take place in a spacious dedicated training room, which contains attractive displays of learners' work. Staff use and promote information and learning technology effectively during lessons. Learners use computer facilities in a dedicated computer suite and laptops during other sessions to develop their computer skills.
- Tutors plan learning well. They structure sessions carefully to include a good range of practical and group activities that engage learners and make learning interesting and relevant. However, in a small minority of group sessions, tutors do not plan to meet individual learners' needs in sufficient detail and activities do not always stretch and challenge the more able learners fully.
- Staff satisfactorily promote independent learning during sessions by promoting the use of a range of websites, reference materials and dictionaries. Tutors provide workbooks for completion by learners independently to cover topics such as equality and diversity and career choices. Learners also work well collaboratively with their peers, which develops their confidence and communication skills.
- Initial assessment of learners' starting points upon joining the programme is comprehensive. It covers an assessment of career aspirations, support needs, previous achievements and abilities in English and mathematics. Tutors use the results of initial assessment well to prepare detailed and appropriate individual learning plans.
- Managers correctly recognise that work experience is not an appropriate option for all learners, some of whom are not ready to face the challenges of the workplace. Nevertheless, current learners receive information and guidance at the start of their programme about opportunities for work experience. The company has yet to establish an effective work experience programme for those learners that would benefit from it.
- Tutors carry out progress reviews frequently and use them well to record an accurate and honest assessment of progress made towards learning objectives. Learners value the recognition of their progress and achievements because it motivates them to continue with and accelerate their efforts. Tutors deal with under-performance firmly but supportively.
- Assessment of learners' work is prompt and thorough. Tutors mark learners' work well, with most errors correctly identified and constructive feedback is given on how to improve. The standard of learners' work and pace of skill development are good.
- Learners study for qualifications in English, mathematics and information and communication technology at a suitably challenging level. Tutors incorporate opportunities to develop basic skills throughout all aspects of the programme. Staff create good links between the various programme components to form a coherent and well-linked set of learning experiences.
- Staff promote equality and diversity effectively through the learners' induction programme and during sessions. Learners have a satisfactory understanding of equalities issues, although their understanding of diversity is less well developed. Staff create an atmosphere of mutual respect and manage challenging behaviour well.

The effectiveness of leadership and management

Good

- NTC's board and senior managers have high expectations of the staff who work for them and of the learners who come to study the foundation learning programme. The company has for many years contributed to widening participation and tackling social exclusion by successfully focusing its energies on meeting the needs of very disadvantaged young people. The company has consequently been very effective in helping a large majority of learners to progress into further education, training or employment.
- The previous inspection found that the effectiveness of NTC's board was weak, but the company has since strengthened its governance arrangements. The board now regularly receives detailed

financial and performance reports which it carefully scrutinises. Board members are well qualified and have begun to take a more active and a closer involvement in the company's performance. The positive impact of the reinvigorated board has led to significant improvements in the overall quality of provision.

- The board has begun to manage the performance of NTC's chief executive officer well through adherence to clear policies and targets. NTC has an effective annual appraisal process for managers and staff which is closely tied in with performance targets and training and development needs. The company has recently managed effectively significant under-performance by two members of staff.
- Self-assessment, including development planning, is rigorous, inclusive and effective. Managers and board members make good use of feedback from learners and stakeholders to identify the company's key strengths and areas for improvement. They use management information well to support self-assessment judgements and to help them understand how well the company is performing.
- NTC has effective arrangements for monitoring and raising the standard of teaching, learning and assessment. All tutors regularly receive an observation of their teaching by a line manager or by one of their peers. Tutors benefit from detailed action plans following observations of their sessions. Staff are well qualified and experienced to support the diverse needs of NTC's learners.
- Tutors devise effective programmes of learning that match learners' specific needs. They pay good attention to the individual needs of learners, most of whom have significant and complex barriers to learning. The high ratio of tutors to learners results in very small class sizes which help to motivate and support learners to achieve their objectives.
- NTC focuses well on the promotion of equality and staff treat learners fairly and with respect. Learners demonstrate an appropriate understanding of equality, but their awareness and appreciation of cultural diversity is limited. Learners' behaviour both in and outside class is good.
- NTC is successful in recruiting young learners from the most disadvantaged communities in North Warwickshire. These include young people who may have previously been excluded from school, who may have a history of offending behaviour, or who may have emotional and behavioural difficulties. The company regularly monitors the performance of different groups of learners and takes actions to ensure that it tackles any identified achievement gaps.
- NTC meets its statutory requirements for safeguarding learners. All staff receive appropriate training and the designated officer has received enhanced training. Staff, including those providing administrative and support services, have received a Criminal Records Bureau (CRB) check. The company maintains an up-to-date and accurate central record of the date that each member of staff received their CRB clearance.

Record of Main Findings (RMF)

Nuneaton Training Centre Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	2						2	
	Outcomes for learners	2						2	
	The quality of teaching, learning and assessment	2						2	
	The effectiveness of leadership and management	2						2	

Subject areas graded for the quality of teaching, learning and assessment	Grade
Foundation learning	2

Nuneaton Training Centre Limited

Type of provider	Independent learning provider
Age range of learners	16-18
Approximate number of all learners over the previous full contract year	Full-time: 31
	Part-time: N/A
Principal/CEO	Ms Julie Sizer
Date of previous inspection	January 2010
Website address	www.ntcl.co.uk

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> Calderdale College Coventry, Solihull and Warwickshire Partnership Leicester College North Warwickshire and Hinckley College 							

Additional socio-economic information

The proportion of school leavers achieving five or more GCSEs, including English and mathematics at Grade A* to C, is 48%, significantly lower than the Warwickshire county average of 59%. According to the Indices of Deprivation, Nuneaton and Bedworth is ranked as the 108th most disadvantaged region in England. It is the most deprived region in Warwickshire. The region has the second highest number of 13 to 19 year olds as a proportion of the total population after Rugby. The proportion of young people aged 16 to 18 in Nuneaton and Bedworth who are not in education, training or employment is 5.4%, slightly higher than the average for Warwickshire. The minority ethnic population in the region is significantly lower than in the West Midlands.

Information about this inspection

Lead inspector

Jai Sharda HMI

One of Her Majesty's Inspectors (HMI) and an additional inspector, assisted by the company's Chief Executive Officer 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 inspection report. Inspectors also used data on learners' achievements over the last two years to help them make judgements. Inspectors used group and individual interviews and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision for foundation learning at NTC. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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