

Kingsbury Training Centre Ltd

Independent learning provider

Inspection dates		06-08 November 2012
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider requires improvement because:

- Substantial improvements have been made in learners' rates of progression, particularly into further education. However progression, particularly into apprenticeships or employment, is still too low.
- Learners do not achieve well enough in functional skills English and Information and Communication Technology (ICT) qualifications.
- Learners' attendance is not good at all sessions.

This provider has the following strengths:

- Success rates in construction qualifications are outstanding.
- Learners develop good employability skills, including practical construction skills.
- Learning activities are interesting, varied and planned to maximise learners' involvement.
- A good strategic vision and success in acquiring alternative funding, which is being used to improve the vocational training facilities and broaden the vocational offer for learners.
- Good recent initiatives are being implemented to further improve the quality of teaching and learning.

Full report

What does the provider need to do to improve further?

- Increase achievements in ICT and English functional skills by ensuring that learners attend sessions as required, are punctual, and by putting as many as possible of all these sessions in the learners' chosen vocational context.
- Increase learners' progression rates into apprenticeships or employment by making fuller use of its network of contacts in the construction industry and developing a network of employers in a wider range of vocational areas.
- Further integrate all functional skills into the vocational areas in order to make them more relevant and interesting to learners and to provide further opportunities to improve their skill levels.
- Improve the consistency of lesson planning to ensure that all sessions meet individual learners' needs.
- Ensure learners receive feedback on all written work to help them improve their spelling, grammar and punctuation.
- Improve the recording of learners' progress by setting social and personal development targets in individual learning plans and monitoring them effectively.
- Fully implement recent initiatives to further improve the quality of teaching and learning following effective piloting.

Inspection judgements

Outcomes for learners	Requires improvement
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- Overall progression rates have improved significantly since the introduction of the foundation learning programme; however they still require improvement. The improvement is particularly marked in the rate of progression of learners into full time education. However the economic downturn has impacted on the apprenticeship and employment opportunities for learners in the Kingsbury Training Centre Ltd (KTC)'s core vocational area of construction.
- Achievement of vocational qualifications in construction is outstanding at level 1 and very good at entry level 3 in basic construction.
- The number of learners taking functional skills tests is significantly higher than in previous years. However the achievement rates still require improvement. Achievement in functional maths at entry level is very good; however success rates in functional skills in ICT and English at level 1 are low.
- There are no significant gaps between groups of learners in the achievement of either vocational or functional skills qualifications.
- Attendance at functional skills sessions is low and occasionally, punctuality is also poor.
- The achievement of employability and personal development awards is good. Learners gain in confidence and acquire a positive attitude to work. They develop confidence in their practical abilities and make progress rapidly and beyond their expectations.
- Learners develop and achieve a range of relevant vocationally related health and safety in-house and externally accredited certificates. They develop good employability skills including good practical construction skills and learn how to set up a business. They enjoy learning and have a good rapport with staff.

- Learners, drawn from a wide area of Birmingham, gain further confidence through travel to and from the centre and through meeting and working with others from beyond their own immediate localities.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment are good and improving. Although historical success and progression rates are low, outcomes have improved markedly since the start of the foundation learning programme which reflects the good teaching and learning.
- Learning is well planned with short, varied and active learning activities that maintain learners' interest and increase their enjoyment. Tutors' enthusiastic delivery encourages participation by learners and wider discussion of learning topics. Learners enjoy learning, particularly when they can see its relevance in the context of their progression goals. High levels of mutual respect exist between tutor and learners. Tutors make good use of humour.
- A small proportion of teaching and learning, where learners are unable to see the relevance of learning objectives is less effective. In these cases tutors do not explain the learning objectives clearly and do not encourage learners to participate.
- Tutors miss opportunities to improve learners' functional skills outside of discrete sessions. Learning logs provide recorded evidence of learner's progress and tutors provide constructive feedback to learners. However tutors do not give learners feedback to improve the accuracy of their written work in terms of spelling, grammar or punctuation.
- Functional skills tutors make the learning relevant to learners' chosen vocational areas. In maths sessions tutors use learners' existing knowledge of imperial systems to help them to operate effectively using the metric equivalents. Outcomes are much improved in functional maths but still require improvement in information and communication technology and English. Staff in most vocational areas are suitably qualified to support learners in functional skills.
- Assessment of learners' performance overall is good. Learners have a good knowledge of the progress they have made in individual subject areas. Learners make rapid progress in vocational subjects. Records of their progress are visually displayed in workshops and reinforced through assessment feedback in their portfolios.
- Initial and diagnostic assessment processes for functional skills are comprehensive and provide an accurate basis for planning programmes of learning at appropriate levels. A small number of learners are not sufficiently challenged to take functional skills at higher levels.
- Attendance at functional skills sessions is lower than at vocational and enrichment sessions. Attendance monitoring systems are rigorous for individuals although systems do not allow for easy analysis of attendance by different groups of learners. Managers have taken positive actions to improve attendance by changes to timetabling but it is too early to judge their full impact.
- Learners gain good work experience in construction and demonstrate vocational multiskills by the completion of projects in local schools and community centres. Both learners and the occupants of the premises value the projects highly.
- Individual learning plans do not always provide an accurate account of the progress learners are making towards the completion of qualifications and social and personal development targets. Individual learning plans are not routinely updated with achievements. Managers acknowledge that target setting required improvement to provide further meaningful aims for learners. It is too early to judge the success of recently introduced changes.
- Learners receive a good range of pre-course information and on-going advice and guidance to help their progression aims. Sessions provide motivation and guidance to learners making applications for progression from specialist and experienced staff. KTC has good links with

external organisations, which help provide progression opportunities for learners. Learners receive a good range of support.

- Tutors promote equality and diversity well in sessions. Tutors and learners show mutual respect in sessions, which also help learners develop teamwork and communication skills. Lesson plans do not consistently provide explicit details of how differing learner needs will be met, even though tutors demonstrably meet those needs in the sessions.

The effectiveness of leadership and management

Good

- Directors demonstrate a clear strategic direction. They are making good use of clauses in contracts to further develop their site to require the building contractors to maximise the availability of work placements and apprenticeships for their learners. They have been successful in bids for alternative funding to extend the provision.
- Senior managers have high expectations of learners, nearly all of whom have particularly low levels of previous achievement or have attitudinal or behavioural barriers to learning when they join the programme.
- Staff development is good. Managers actively support staff working towards teaching and other relevant qualifications. Performance management through data monitoring, target setting and observations of teaching and learning is good. Managers have recently introduced improvements in the observation of teaching and learning, which now has a better focus on learning and increased frequency.
- Managers make good use of all the staff expertise available to them. They use staff employed primarily on a lottery funded programme or by KTC's sister organisation, which works with 14-16 year old pupils, to cover for absences or augment those working on the foundation learning programme.
- Staff involvement in the self-assessment process is good. Managers are not involved in staff group work to produce the first drafts of the annual report in order to encourage an objective view. The resultant report is highly self-critical. The process has been delayed this year in order to allow recent changes in quality improvement arrangements to become established, but has already resulted in improved teaching and learning and outcomes for learners.
- Senior managers have very well advanced plans to broaden the vocational offer beyond KTC's historical core focused on construction. A new hairdressing salon has been built, the necessary equipment bought and a suitable tutor engaged to deliver hairdressing with further plans to diversify into customer service making further use of the salon and with appropriate attention to English, maths and functional skills in discrete parallel provision.
- Managers promote equality and diversity well through themes, which staff integrate into teaching and learning. KTC regularly and successfully recruits female learners into construction trades. The programme contributes well to social inclusion as many learners would be unable to access other training provision.
- The provider meets its statutory requirements for safeguarding learners. All staff are subjected to enhanced criminal records bureau checks every three years. Teaching staff are trained to child protection level 3 and other staff to level 2. The relevant policies are regularly reviewed. The entire site is well covered by closed circuit television, monitored from the main office. There is strict control of entry and exit from the building.

Record of Main Findings (RMF)

Kingsbury Training Centre Ltd									
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	3		3					3	
Outcomes for learners	3		3					3	
The quality of teaching, learning and assessment	2		2					2	
The effectiveness of leadership and management	2		2					2	

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

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	22	NA	NA	NA	NA	NA	NA	NA
Part-time	N/A	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+		
	NA	NA	NA	NA	NA	NA		
Number of learners aged 14-16	NA							
Number of community learners	NA							
Number of employability learners	NA							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<div> <div></div> <div>N/A</div> </div>							

Additional socio-economic information

Kingsbury Training Centre Limited has premises in Erdington, Birmingham which house its offices, classrooms and vocational workshops. It shares its premises with a sister organisation which caters for 14-16 year old pupils and which was not included in this inspection. Learners on its foundation learning programme are drawn from the whole Birmingham area. A large majority of learners are white British males. Four of the current learners are female. In Birmingham 16.9% of the population have no qualifications compared with 10.2% in Great Britain as a whole.

Information about this inspection

Lead inspector

Cliff Rose HMI

One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the Managing Director 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 three years to help them make judgements. Inspectors used group and individual interviews, telephone calls 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 at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas 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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