

# Kettering Borough Training

## Local authority

Inspection dates		27-30 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		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

## Summary of key findings for learners

### This provider requires improvement because:

- Outcomes are not good because progression into further education, apprenticeship or employment is still only satisfactory.
- The number of learners gaining vocational experience or qualifications is very low.
- Teaching and learning are not good because staff do not plan training sessions to meet the needs of individual learners.
- Target setting is weak and resources are inadequate.
- Leadership and management are not good because curriculum management of the programme is insufficiently effective.
- Observation of teaching and learning lacks rigour.
- Inaccurate data have hindered managers' attempts to use it to set targets and as a performance management tool.

### This provider has the following strengths:

- The progression rate into further education, apprenticeship or employment is rising rapidly from a very low level at the start of the foundation learning.
- Learners gain in confidence and in their ability to interact effectively with other people.
- Pastoral support for learners is good.
- Staff development is good. Managers support staff well to work towards relevant qualifications and encourage them to take on greater responsibility since the recent restructure.
- Partnership working with other organisations is good. This includes close cooperation with the youth offenders' team, Connexions and local schools.

## Full report

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

- Increase learners' rate of progression into further education, apprenticeship or employment by ensuring that each learner is prepared to the best of their ability through vocational experience and qualification, and by improving their functional skills.
- Identify the means to overcome the limitations on teaching and learning imposed by the size of the existing premises and allow the use of better resources and the inclusion of a wider range of vocational areas in the programme.
- Ensure that sufficient staff gain the specialist expertise and qualifications to teach functional skills to young learners with low levels of previous academic achievement and/or learning difficulties.
- Introduce better curriculum management by ensuring a more structured approach to meeting the needs of individual learners.
- Ensure that management information data accurately reflects the provision so that managers can use it effectively.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The progression rates of learners into further education, apprenticeships or employment has increased rapidly from the very low level at the start of the programme to the current level, although this is less than good.
- Achievement of qualifications is high. The number of learners entering externally accredited qualifications has risen from a low level over the last two years to the current appropriate level. However, the number entering for vocational qualifications remains low.
- Learners demonstrate improved confidence and increased engagement as they progress through the programme. They display improved communication skills and ability to interact with others. A minority of learners, as they near the end of their programme, are taking on responsibility for mentoring new learners and acting as role models for them.
- The percentage of learners recorded as achieving their main learning aims is high, but the method by which staff set and measure aims is confusing.
- A minority of learners willingly work on projects at a community allotment or assist with maintenance work at local elderly care homes. They gain limited work experience through these activities, but generally learners have insufficient exposure to realistic work experiences.

<b>The quality of teaching, learning and assessment</b>	Requires improvement
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- The quality of teaching learning and assessment requires improvement. This is reflected in the progression that is less than good and in the low numbers of learners entering for vocational qualifications. Tutors pay insufficient attention to designing personal study programmes for learners to support their progression. Attendance for a minority of learners is erratic.

- In the better training sessions, learning aims and objectives are clear and activities are practical and purposeful. Tutors match learning carefully to learners' abilities and aptitudes and they challenge and motivate learners. Learners make good progress and enjoy their learning.
- In the weaker sessions, learning lacks variety and challenge. These sessions have too few practical activities and learners spend too much time completing workbooks and past examination papers. Tutors do not ensure learning sufficiently meets learners' identified needs and the deployment of teaching assistants is not effective in providing the maximum support to learners.
- Resources are inadequate. The training room, usually with two groups in occupation is too small and has cramped working space. Facilities are not available for learners to engage in vocational training, such as a carpentry workshops or catering areas for learners, to develop practical work-related skills. Tutors do not have access to information and learning technology and general learning resources for learners are too limited. Consequently, tutors use too much photocopied handouts and worksheets.
- Learners receive good pastoral support. Learners appreciate the tutors' caring approach and readiness to help. When learners require specialist advice, relating to issues such as housing or teenage pregnancy staff refer them quickly to an appropriate external agency.
- All learners complete suitable initial and diagnostic assessments for English, mathematics and information and communications technology when they join the programme. However, staff do not use the results effectively to plan individual programmes of study. Arrangements are in place to identify and appropriate support learners with additional support needs, such as for those with dyslexia.
- Target setting is inadequate. Learners do not have measurable, attainable, challenging and time-bound short-term targets to guide their learning and to measure their progress. Insufficient importance is placed on learners completing tasks within prescribed time limits, which slows their progress. The approach is too relaxed and learning loses momentum.
- Learners gain insufficient vocational training and experience. This prevents them from becoming more familiar with their preferred occupational sector and deprives them of opportunities for considering a number of possible career options. Very few learners visit workplaces or have tasters, work shadowing or work experience. The provider is aware of the need to develop this aspect.
- Tutors usually give learners detailed oral feedback when they complete exercises in class and good formative feedback as they complete their portfolios for externally accredited qualifications. However, tutors do always mark written work thoroughly, provide comments on how learners can improve and take too long to return a minority of work. Work submitted for external accreditation staff effectively assess in accordance with awarding organisations' criteria.
- Learners have good opportunities to improve their functional skills and to prepare for examinations in English and mathematics at the correct level. However, functional skills are not sufficiently integrated into personal, social and vocational learning to strengthen learners' English and mathematics further. Tutors do not routinely correct learners' spelling and grammatical errors.
- Staff provide good information, advice and guidance to learners before the start of their programme and intermittently thereafter. Induction is too long, insufficiently planned and of limited use to learners. The information that staff obtain during induction they do not use effectively to compile a personalised learning programme for each learner.
- KBT accepts a wide range of learners onto the programme, including those with multiple and complex barriers to learning. Staff treat learners equitably, courteously and respectfully. They have an adequate understanding of equality of opportunity, which they promote appropriately through teaching and learning.

**The effectiveness of leadership and management**

Requires improvement

- Governance and strategic direction have improved, but remain less than good. The borough council previously did not manage KBT closely. Over the last two years, senior officers have taken a close interest in the organisation. The council's learning and development manager manages the day-to-day running of KBT. One of the council's deputy chief executives oversees KBT and receives monthly performance reports. KBT is a substantial part of the council's response to youth unemployment and attempts to reduce the number of young people not in education, employment or training. The council's department managers have recently agreed to provide more work placements for young people.
- KBT is actively involved in the borough's strategic planning to respond to the forthcoming legal changes to the involvement of those aged 17 and then 18 in education or training. At a recent local authority provider conference on this subject, a current KBT Foundation Learning Programme learner spoke on what provision was needed from a young person's perspective.
- Staff development is good. Following a staffing restructure, line management is now clear and staff are encouraged to take on greater responsibility. Managers provide good support for staff to work towards relevant qualifications. Staff have progressed from preparing to teach in lifelong learning sector to the certificate for this area and plans are in place for them to progress to the diploma, and for those involved in teaching functional skills to gain the appropriate specialist expertise or qualifications, which they currently lack.
- Observation of teaching and learning lacks rigour. It does not focus adequately on learning, grading is too generous and observations do not link sufficiently with staff learning and development plans. KBT recognises this issue and it is starting to take strong action to resolve this problem.
- Self-assessment is robust. Staff involvement is good and the views of learners and stakeholders are part of the process. Self-assessment grades are accurate and managers recognise most of the issues identified at inspection.
- KBT responds well to the needs of the local community in providing a route to employment or training for young people in an area of high youth unemployment. It has moved the site of delivery of the programme in response to the dissatisfaction of learners and staff with previous locations. However, curriculum management has not sufficiently guided the development of the Foundation Learning Programme so that it fully meets the needs and interests of the learners. The overall programme lacks sufficient structure, planning of learning sessions and work experience placements.
- Inaccurate data have hindered managers' attempts to set targets and for the management of performance. Managers have been confused on what to include on early leavers and accredited qualifications on the data presented at the start of the inspection. Similarly, a minority of learners had progressed into employment or further education without being included in the data. Due to these issues, targets set by managers are not effective.
- Social inclusion is good. KBT works with the youth offenders' team to assist in the rehabilitation of young offenders and with local schools to provide an alternative educational route for pupils in danger of exclusion. Learners from both groups progress onto the foundation learning programme. Other learners include those with previously low levels of academic achievement or learning difficulties. Staff carefully monitor the relative achievements of different groups of learners. They perform at the same level. Staff promote equality and diversity appropriately discretely and by integrating this area into learning.
- The provider meets its statutory requirements for safeguarding learners. Staff have a good awareness of safeguarding issues. The borough council's human resource department assists in safe employment practices and in applying for Criminal Records Bureau checks. Policies and procedures for child protection are clear and appropriate.

## Record of Main Findings (RMF)

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

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

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	27	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:	<div> <div></div> <div>None</div> </div>							

## Additional socio-economic information

Kettering Borough Training is a training arm of Kettering Borough Council. It operates from a building close to but separate from the council offices. Until August 2012, the provider held a contract from the Skills Funding Agency to provide apprenticeship training, which it now offers under sub-contract from Northamptonshire County Council. Overall unemployment rates in Kettering are close to regional and national levels. However, the percentage of those aged 18 to 24 year olds claiming job seekers allowance is 10.2%, some three percentage points higher than both regional and national rates.

## Information about this inspection

### Lead inspector

Cliff Rose HMI

One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the Learning and Development 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 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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