

KTS Training Limited

Independent learning provider

Inspection dates		29 January–1 February 2013
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 high proportion of learners achieve their key learning objectives and additional qualifications.
- Learners develop good personal, social and employability skills.
- Teaching, learning and assessment are consistently good in all centres, successfully motivating and supporting learners with significant barriers to achieve their learning outcomes.
- Well-managed and well-equipped centres in some of the most deprived areas ensure that hard-to-reach young people have access to, and benefit from, a broad and well-developed range of relevant learning programmes.
- The organisation is led and managed effectively. KTS works closely and productively with a wide range of partners. It provides learners with a good learning experience which meets their individual needs.

This is not yet an outstanding provider because:

- Not enough learners progress into further education or employment.
- Not enough learners take part in work experience activities.
- Not enough teaching and learning sessions are outstanding.
- Individual targets in English and mathematics learning sessions do not sufficiently inform teaching and learning, to ensure learners' skills are fully developed and sustained.
- Structures and processes for observing and evaluating teaching, learning and assessment are in place, but lack coherence and do not sufficiently inform self-assessment and quality improvement planning.

Full report

What does the provider need to do to improve further?

- Raise further, qualification rates and learners' progression into further education, training and employment.
- Increase the number of learners participating in work experience activities.
- Ensure that learning targets in English and mathematics sessions are used consistently to plan learning to meet individual needs and ensure learning is sustained.
- Improve the process for the observation of teaching, learning and assessment.
- Ensure the self-assessment and improvement planning process is sufficiently focused on the evaluation of teaching, learning and assessment.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Outcomes for learners are good. Most learners remain and complete their learning programmes. Overall achievement rates have remained consistently above 60% for the past three years and in 2011/12 rose to 68%. The proportion of learners who progress into further training is also good at 64% in 2011/12 and 66% in the current year. In 2011/12, 42% progressed into employment and 30% onto higher level vocational programmes at a local college. Current learners are making good progress towards achieving their key objectives. ▪ The majority of learners develop good personal and social skills. Some of the centres are located in areas of high deprivation and of low achievement of qualifications at school, and many learners overcome significant barriers with the high level of support from KTS staff. Many develop self-confidence and belief in their own ability to succeed particularly through sports programmes delivered in partnership with a local leisure centre. One elective mute learner developed good communication skills and confidence and is progressing well through a BTEC level 1 sports qualification. ▪ Learners thoroughly enjoy their training at KTS and are highly motivated to achieve and succeed. Learners' attendance and punctuality are generally good and records show that attendance has been over 70% for the past five months. Systems for monitoring attendance and punctuality are well established and effective and very good use is made of mobile phone texting and social networking to support learners to attend. ▪ There is little difference in the achievement of learners from different backgrounds. However, data show that, overall, dyslexic learners and those with other specific learning difficulties perform slightly better than those identified with no learning difficulties. The provider is aware of this but has yet to analyse fully the information across groups and centres. ▪ The number of learners who progress onto work placement experience is low. Approximately 25% of learners have participated or are waiting to start. Whilst in 2011/12 only four attended for the full 15 days required for funding purposes, several others attended for a good proportion of time. There is a good variety and range of placements including, for example, retail, construction, business administration and legal offices, playgroups, schools and nurseries. The provider recognises the need to increase the number of learners benefiting from work experience and has recently appointed a member of staff with the responsibility to look for new placements and place learners. 	

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good across all centres, reflecting the good progress learners make in achieving qualifications and furthering their ambitions to gain employment or progress to the next level of training. Learners are very positive about their learning and enjoy their learning sessions. Several learners have progressed to higher level programmes at a local college, successfully studying construction, care, business administration and law, and classroom assistant programmes. A minority of leavers have been successful in moving onto apprenticeships.
- Each learner has a personalised learning programme which is tailored well to their specific learning requirements. Learners choose from a good range of vocational and functional skills, together with individualised personal, social and development activities including cooking, working in a team and employability skills. Learners' work experience opportunities provide learners with a good understanding of the requirements of the world of work and help them develop self-confidence and self-esteem.
- Teachers know the very diverse and specific needs of learners well and this is reflected in detailed planning of relevant and interesting learning activities which build learners' skills and develop their understanding well. The majority of learning sessions are lively, interesting, well paced and highly participative. Discussions are used effectively, encouraging thinking and clarifying learning. Learners are challenged, in a supportive environment, to explore equality and diversity issues and many learners display a mature attitude to, and understanding of, cultural differences.
- All learning sessions focus well on relating learning to everyday life and work. Topics such as 'numbers you might need at work' show and reinforce how mathematics is integrated across a range of occupations. A video clip showing a chef at work initiated a lively discussion about how frequently he relied on his mathematical skills. All teachers make good use of questions to extend and reinforce learning on a variety of themes from exploring 'barriers to fitness' for sports students to revising area and scale in functional mathematics. Practical activities are used well to motivate learners. Teachers engage learners very well in the practical training sessions at a local leisure centre as part of the BTEC sports programme. Learners display high levels of self-confidence and are able to explain in depth the various activities and their impact on fitness and health.
- Information and communication technology (ICT) is used very effectively by teachers to interest and motivate learners and is integrated into learning sessions. Short, high impact video clips are used imaginatively in lessons to underline key messages across a range of topics from the consequences of knife crime to promoting discussion on human rights. Learners use ICT confidently and teachers use interactive whiteboards effectively to illustrate and reinforce learning.
- The assessment of learners' needs is thorough and leads to comprehensive individual learning plans. Plans are reviewed very frequently and regularly and learners clearly understand the progress they are making. Reviews are detailed and thorough and clearly demonstrate incremental steps in learning. Occasionally, reviews are less detailed and targets describe tasks to complete rather than focus fully on the knowledge and skills learners have gained and need to develop further.
- Initial assessment is good and provides a clear framework for the development of English and mathematics skills. In many cases, teaching staff integrate English, mathematics and ICT into the vocational and employability sessions effectively. However, learning sessions do not always sufficiently target individual learners to enable them to practise specific English and mathematics skills they need to sustain their skills in later life. Learners' work is not always sufficiently marked with evaluative comments to help learners to improve their English or mathematics.
- Learners receive very good guidance and high levels of support from skilled and motivated staff and substantially improve their self-confidence. Support for learners in lessons is particularly effective, especially for those with specific learning difficulties and behavioural issues, and

learners achieve well. Teachers give good one-to-one support and promote a positive learning environment. Teachers have a broad understanding of dyslexia and basic support strategies. However, there is insufficient expertise within KTS to support fully dyslexic learners and help them gain the coping skills they need for the future.

- Teaching meets the needs of all learners and teachers manage groups of learners with very diverse needs particularly well. The KTS social networking media site is managed particularly well and used very effectively to support learners and provide up-to-date useful information about the range of programmes available.
- Learners appreciate the atmosphere of mutual respect in all learning centres. Learners are very aware of equality and diversity issues and appreciate specific training, particularly on anti-bullying. Displays in the centres reinforce the culture of equality and diversity and healthy lifestyles. Names on the doors of learning rooms promote positive role models, for example athletes from the Olympics and Paralympics.

The effectiveness of leadership and management

Good

- Senior managers have communicated the strategic direction of KTS particularly well. Strategic planning is good and highly responsive to the local communities the centres serve, and in particular supports vulnerable and hard-to-reach young people into employment and further education. All staff are very positive and ambitious and fully understand and support the plans to grow the provision. The organisation recognises the need to develop further the management capacity of the organisation and has plans to address this need.
- The provider recognises the quality of teaching, learning and assessment is good and is keen to improve and raise the quality further. Teachers are well supported and have good opportunities to gain professional teaching qualifications. The internal observation process is detailed, and formal and informal observations take place, mainly by foundation learning management staff. Additional observations have been carried out by a local university. However, the process is insufficiently rigorous and outcomes of observations are insufficiently moderated and evaluated.
- Overall, the monitoring of performance through the use and analysis of data is good. The provider has a good understanding of the quality of its provision and managers are open and clear about aspects that need improvement, for example better evaluation and a focus on teaching, learning and assessment in the self-assessment process. Significant progress has been made in addressing the issues identified in the quality improvement plan. The self-assessment report was broadly accurate. Learner views are regularly collected, the results analysed and compared across the centres with actions identified.
- The curriculum is planned and managed well and includes a broad range of vocational programmes and personal development courses that meet the needs and interests of learners very well. Detailed weekly information about achievements, progress towards targets and areas of good practice are shared between centres and closely monitored by the foundation learning manager. Monthly reviews of learners' progress and achievement targets ensure that areas requiring support are identified and challenging targets met.
- KTS makes very good use of partnerships to reach out to, and meet the needs of, their learners. Effective collaboration arrangements with a local training provider network, local colleges and councils are highly regarded within the community. Partnerships include arrangements with local football and boxing clubs that provide challenging activities for learners. The provider is quick to respond to requests for additional programmes, for example local schools wanted sessions for those pupils who failed GCSE English and mathematics courses. These were provided by KTS at short notice. Effective links with a local prison and support agencies ensure that young people, upon release, are met by KTS staff to help them resettlement into the community and improve their chances of not re-offending.
- The standard and management of resources are good. Significant investment has been made in resources including accommodation, facilities, technologies and staff training. Staff are very

experienced and appropriately qualified. Good use is made of ICT, including social networking media, to support learning, although the virtual learning environment is underdeveloped.

- The promotion of equality and diversity and tackling of discrimination are good and are reinforced in creative ways within teaching and learning. For example, learners have created short videos that address issues around discrimination. Managers have made significant progress since the last inspection in monitoring the achievements of different groups of learners and in narrowing achievement gaps. Training for staff in equality and diversity is highly effective.
- KTS meets its statutory requirements for safeguarding learners. Appropriate policies and procedures are established and understood by staff. The designated officer for safeguarding, who is a senior member of staff, ensures that enhanced Criminal Records Bureau (CRB) checks are carried out for all staff and these are recorded on a central register. Staff are well trained to help safeguard their learners. Health and safety arrangements are good and appropriate risk assessments undertaken.

Record of Main Findings (RMF)**KTS Training Limited**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Foundation 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

Additional socio-economic information

KTS (2002) Ltd (KTS) is based in Kingswood and has three other centres at Yate, Southmead and Fishponds. Kingswood and Yate are based in the local authority area of South Gloucestershire, with Southmead and Fishponds based in the Bristol local authority area. Foundation Learning is EFA funded and promoted under the JIGSAW name.

South Gloucestershire, the largest unitary authority in the South West, has a population of 264,800. Within the area there are approximately 10,000 employers; however, most of these are small with 67.5% employing less than five staff. About a quarter of jobs are retail and administrative support services. Significant employment sectors include aerospace (Rolls Royce and Airbus) along with local and central government, higher and further education, insurance and telecommunications. GCSE results in South Gloucestershire are below the national average and numbers of benefit claimants are above the local and national average.

Bristol Unitary Authority has a population of 441,300. Significant sectors are public administration and health along with distribution and logistics. Although GCSE results improved in 2011, the number of pupils achieving five A* to C including mathematics and English is still below the national average. Benefit claimant rates are above local and national averages especially among those claiming disability living allowance.

Information about this inspection

Lead inspector

Bob Cowdrey HMI

One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the operations 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 partners; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the EFA funded Foundation Learning provision at the provider. Inspectors looked at the quality of teaching, learning and assessment 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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