

Business Training Enterprise Ltd

Independent learning provider

Inspection dates		19-22 March 2013
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- Too few learners progress into an apprenticeship, employment with training and further education at the end of their programme. Their achievement of qualifications, particularly in English, mathematics and information and communication technology (ICT), requires improvement.
- Teaching, learning and assessment are inadequate. Tutors do not plan lessons to meet the needs of all learners. They rely on a narrow range of teaching methods and as a result, too many lessons are dull.
- Most aspects of leadership and management including programme management, use of management information, staff qualifications and on-going training and performance management are inadequate.
- Quality improvement, including self-assessment is inadequate. Weaknesses in the provision are not identified accurately. Actions taken since the previous inspection have not improved the quality of teaching, learning and assessment.

This provider has the following strengths:

- Learners develop a good range of practical skills. They enjoy learning vocational skills in a safe learning environment.
- Business Training Enterprise Ltd (BTE) is an inclusive organisation that successfully attracts young people and adults back into learning.

Full report

What does the provider need to do to improve further?

- Manage the performance of all tutors by setting out clear job descriptions and roles, supporting them in their professional development to improve teaching, learning and assessment. Lay out clearly the performance criteria for the evaluation of their work against which the managers can monitor their performance and set them targets to improve further.
- Expect high standards of all learners so that outcomes improve significantly. Increase the learners' progression rates into apprenticeships, employment and further education at the end of their programme by working closely with local training providers, employers and further education providers.
- Increase the rates of achievement of all qualifications, particularly English, mathematics and ICT at foundation level. Ensure that all tutors work closely with the learners to make them aware of the importance of functional skills in their chosen vocational areas and further learning. Check that all tutors plan, develop and reinforce functional skills well in all classroom and vocational training sessions so that all learners develop high-level skills.
- Radically improve the planning of teaching to ensure that all tutors use the findings of initial assessment to plan learning programmes to meet the individual needs of learners. Provide more interesting, interactive and challenging teaching to include the use of a broad range of learning technology to engage learners fully in their learning. Provide learners with plenty of opportunities to gain knowledge and to practise and consolidate their skills.
- Plan, review and record learners' progress more effectively to ensure that the learners move rapidly through their programme and progress to their chosen destination. Check that all tutors focus clearly on speeding up learners' progress by setting the learners short, interim targets.
- Rapidly improve the management of the programme by ensuring that it has a formalised and suitable structure that is understood fully by all learners and tutors. Collect, interpret, analyse and act on data to obtain a greater awareness of its performance and set an action plan to make swift improvements. Monitor the effectiveness of the action plan to secure substantial improvements.
- Shift the focus of BTE from compliance with the examination bodies' requirements to embedding quality improvement in all aspects of learners' experience. Observe activities, such as induction, interviews, guidance, support and progress reviews and teaching and learning, and devise an action plan to improve learners' experiences and monitor this to ensure that sustainable improvements have taken place.
- Conduct a thorough self-evaluation of the provision by using the broad range of evidence including learners' views to formulate an accurate view of the learners' experience. Devise a robust action plan to rectify all areas for improvement and monitor it rigorously on an on-going basis.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners require improvement. The number of learners who progress from the Foundation Learning programme into further education and/or into employment without training is satisfactory. The number of learners progressing into an apprenticeship is low. Progression rates improved in the previous two years, although the overall number of learners on the programme has decreased this year 	

- Achievement of vocational qualifications is good in construction. In 2011/12, many learners sampled a range of practical skills tasters and achieved a foundation-level qualification comprising a variety of vocational units. Learners are clear about their career pathway, enjoy learning practical skills and are proud of their achievements. Learners' achievement of qualifications in English and mathematics at entry levels is satisfactory but inadequate in ICT.
- Learners make the progress expected of them, often from low starting points. There are no differences in the achievement of different groups of learners. Learners who attend regularly and remain on programme develop good standards of practical skills, such as painting and decorating, tiling, plumbing and hairdressing.
- Learners make slow progress in developing English and mathematics skills, which is reflected in the low numbers of learners achieving their functional skills qualifications, particularly at foundation level. Teachers do not develop English and mathematics skills sufficiently in the context of vocational training and many learners do not appreciate the relevance of these skills. Many learners are entered for the same level of examinations in English and mathematics as their entry points.
- The development of personal, social and employability skills is insufficient. Learners are not challenged routinely to improve their behaviour, attendance and punctuality to ensure that they develop a suitable work ethic. Attendance and punctuality rates during inspection week were poor. Tutors do not set objectives for learners to improve their personal skills.
- The quality of learners' work and their ability to demonstrate independent knowledge, skills and understanding are satisfactory. Learners do not develop broader skills such as communication, teamwork, leadership, taking responsibility, reflective thinking and problem solving to sufficiently high levels.
- Opportunities for extended periods of realistic work experience are insufficient. Students have access to a limited number of clients attending the BTE hairdressing salon or to work on the maintenance of the buildings in the complex.

The quality of teaching, learning and assessment	Inadequate
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- Teaching, learning and assessment are inadequate. Tutors do not plan lessons to incorporate strategies that meet learners' different needs. This results in learners making slow progress in lessons. However, learners make adequate progress overall because of the strong individual support provided by tutors, often outside of lessons.
- Tutors are knowledgeable and experienced in their vocational areas and have relevant trade skills. Most tutors have teaching qualifications and experience. Planning for learning is weak and often does not provide sufficient challenge. For example, in many lessons, most learners complete tasks that meet the examination requirements, but have insufficient opportunities to develop and practise their trade skills.
- Tutors are not skilled at asking different styles of questions to extend learners' ability to think through problems or to develop analytical and evaluative skills. Learners of differing abilities are often required to work through the same paper-based tasks, offering little challenge, especially for more able learners.
- Planning for the use of support workers in lessons is insufficient. Support tutors work alongside the main tutor without a clear definition of their roles. In lessons, this often results in support tutors intervening too quickly, completing tasks themselves and preventing learners from learning from their mistakes and thinking for themselves.
- Learners have little access to information and learning technology (ILT) in lessons to enhance their learning experience and gain essential workplace skills. Construction workshops and hairdressing and beauty salons are adequately equipped for small groups of learners at foundation level. However, classrooms are cramped and poor room layout often hinders active learning techniques. The quality of décor and cleanliness, particularly in some classrooms and workshops around the centre, is poor.

- Tutors do not provide sufficient support learners to develop and reinforce learners' English and mathematics ability. Tutors focus on accreditation requirements and do not focus sufficiently on skills development. Learners are not set specific targets to help them improve their functional skills.
- In personal and social development sessions, tutors often plan lessons that focus on the completion of worksheets on particular topics. Learners do not have enough active learning opportunities to improve their skills through a variety of learning activities such as team work, role play, and small group discussion.
- Tutors do not seek a firm commitment from learners for regular attendance and punctuality. The lessons and programme days are changed frequently to accommodate learners' different arrival times. Most learners are unclear of their individual timetables and this often results in learners not taking responsibility for their own progress and learning.
- Staff identify satisfactorily learners' skills, aspirations and previous educational experiences at the start of their programme. However, they do not use this information well enough to develop an individual programme on which to effectively build and improve learners' skills. Staff set long-term targets with learners, but interim targets to help with learners' motivation are often missing.
- Learners benefit from individual and supportive progress reviews with their tutors. Tutors give high priority to pastoral issues. However, written feedback and guidance on how learners could improve their work is inconsistent. Information, advice and guidance are weak. Learners are not offered sufficient independent advice and guidance on progression routes and employment possibilities.
- Equality and diversity are promoted satisfactorily in theory lessons. Staff focus strongly on promoting an atmosphere of mutual respect and tolerance. They provide high levels of support to encourage hard-to-reach young people and adults back into learning. However, they do not pay sufficient attention to helping learners to acquire good personal, social and employability skills, such as taking responsibility for their own progress and behaving well.

The effectiveness of leadership and management

Inadequate

- Leadership and management are inadequate. BTE is clear about its strategic vision to attract disengaged young people and adults back into learning, and it has a good reputation in the local area for this. However, managers and leaders have not fully understood the requirements of, or how to implement, the Foundation Learning programme and, as a result, provision is inadequate.
- BTE staff have low expectations, for example, in accepting learners' poor attendance, punctuality and unacceptable behaviour. In contrast, however, vocational tutors expect high standards and this results in many learners, especially in construction, having a clear idea of their future careers and developing practical skills.
- Professional development is ineffective as it fails to develop the skills necessary to improve tutors' classroom practice. Much of the staff development focuses too much on compliance with examination body requirements. Managers do not ensure that good practice learnt from external training is disseminated fully for the benefit of all staff.
- Performance management is inadequate as it does not take into account tutors' performance in the classroom or the outcomes for their learners. Managers have not set targets for the tutors to improve learners' attendance and punctuality or their achievement of qualifications and progression.
- Observations of teaching and learning are ineffective in securing improvements because there is too much focus on what tutors do and too little focus on learning. A few records of individual observations identify areas for improvement but managers have not devised any formal action plan to improve tutors' skills.

- Programme management is weak. The flexible structure of the programme results in too many disruptions to classes as many new learners join classes to sample taster sessions. Learning is hindered frequently by last minute changes to the lessons and tutors' general poor planning. Work placements are not planned adequately. The monitoring of attendance and punctuality is weak.
- The self-assessment report is insufficiently analytical or self-critical in its approach to evaluating the provision. It does not make use of the readily accessible management information to analyse performance or set targets for improvement. The report did not identify weaknesses found by the inspectors.
- Learners enjoy the vocational elements of their programme, especially learning practical skills and they value the support from the tutors. Learners' views have been used to improve a few areas of the programme. However, BTE acknowledges that it does not gather meaningful feedback from learners systematically to improve the provision.
- BTE meets its statutory requirements for safeguarding learners. It conducts identity and background checks on all staff. Staff have appropriate understanding of the issues and the procedures for recognising and dealing with safeguarding issues promptly and effectively. Learners are protected adequately from bullying and harassment. Learners feel safe and they work in a safe learning environment.
- Staff and learners demonstrate satisfactory awareness of equality and diversity. Most learners demonstrate appropriate awareness of the need for respect for all groups and basic understanding of the legal protection they have. Tutors promote equality and diversity satisfactorily in personal and social development sessions.

Record of Main Findings (RMF)

Business Training Enterprise Ltd

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Foundation learning	4

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	45	5	2	12	N/A	N/A	N/A	N/A
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+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	10							
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:	N/A							

Additional socio-economic information

Business Training Enterprise Ltd (BTE) is the only provider of Foundation Learning in Kingston-upon-Thames. It operates from Kings Park Business Park and industrial units in New Malden. A small number of Year 10 and 11 pupils attend vocational training. In recent months, BTE has secured funding to deliver intermediate- and advanced-vocational qualifications in construction, hairdressing and beauty therapy and childcare. Unemployment rates in September 2012 were 6.2% compared to 8.9% in London. The proportion of learners who are not in education, employment and training in the London region is 4.5% compared to 10% for England in 2012. Twenty full- and part-time staff train and support learners. In 2011, the number of pupils achieving five GCSEs at grades A* to C including English and mathematics was 71% compared to 59% in England.

Information about this inspection

Lead inspector

Harmesh Manghra HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, 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, the previous inspection report as well as the survey 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 on-line 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 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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