# Certified Computing Personnel Group
## Independent learning provider

| Inspection dates | | 18−21 June 2013 |
|---|---|---|
| **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:

- In 2012/13, the proportion of learners on foundation learning courses who completed successfully and achieved their qualifications was insufficiently high.

- Not all learners attend lessons regularly; consequently, some learners do not develop their skills well, complete their courses successfully and progress to other courses or employment.

- Despite some improvements, managers have not tackled fully the identified areas for improvement at the last inspection. For example, they have not developed sufficiently effective policies and procedures to support all learners to attend regularly and be punctual.

- Quality arrangements have not been sufficiently effective to improve the provision since the last inspection. The collection and use of data to monitor and improve the provision are insufficient..

- Managers and tutors have not used the self-assessment process to evaluate the provision accurately; they have overestimated the quality of all aspects of the provision.

### This provider has the following strengths:

- Directors, managers and tutors have a strong ethos to recruit and support learners, many of whom have complex and diverse personal and social barriers to learning and progress. Many are at high risk of being excluded from social and economic well-being.

- Managers and tutors have detailed knowledge and a good understanding of learners' personal and welfare needs. They work hard to help learners with their housing, physical, emotional, family or mental health needs.

- Safeguarding arrangements are comprehensive. Certified Computing Personnel Group (CCP) takes effective actions to manage risk sensitively.

# Full report

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

- Improve outcomes for learners by:
  - developing effective policies and procedures to motivate learners to improve their attendance and punctuality
  - communicating the attendance and punctuality policies to learners and staff clearly and taking a strong line on their consistent implementation
  - ensuring all managers and staff have high expectations of learners.
- Ensure individual learning plans are used effectively to support learners to develop and achieve by:
  - using initial assessments to identify and record learners' starting points and the barriers to their progress
  - using the information from learners' initial assessment well to plan to address all aspects of individual learners' development needs, for example their attendance rates
  - monitoring and recording regularly learners' progress towards all their targets.
- Improve the proportion of good and outstanding teaching and learning by:
  - ensuring tutors use a more varied range of teaching and training methods which engage and challenge all learners
  - ensuring all tutors have high expectations of learners and the pace of teaching and learning is good or better
  - developing tutors to use information and learning technology (ILT) creatively
  - promoting equality and diversity matters relevant to learners' lives and employment prospects so that learners can apply their equality and diversity understanding well to situations which they encounter.
- Increase the pace of improvements by:
  - using data and information objectively to monitor and develop the provision
  - developing staff capacity through training to drive improvements quickly and effectively
  - reviewing the new staff structure to ensure the new posts drive improvement effectively.
- Improve quality improvement arrangements by:
  - ensuring the observation on teaching and learning gives an accurate view of learners' experience and shares best practice between tutors and other providers
  - improving the rigour and accuracy of the self-assessment process by ensuring sound evidence is used and judgements are based on high expectations about learners' outcomes, the quality of teaching, learning and assessment, and leadership and management.

## Inspection judgements

| Outcomes for learners | Requires improvement |
| --- | --- |

- Outcomes for learners require improvement. Currently, CCP offers only foundation learning. In 2012/13, achievement of qualifications in English and mathematics functional skills at foundation level was low, as were achievement rates at foundation level in vocational subjects such as in customer services and building services.
- Given learners' starting points, current learners are making reasonable progress. Although, some learners' attendance issues have been outside CCP's control, for example learners with health issues, the attendance of learners in lessons is low at approximately 40% for the last nine weeks.

- In 2011/12, CCP lost its funding for apprenticeship and classroom-based provision. In that year, which was the last year that it offered adult provision, success rates for apprentices improved and were satisfactory. Success rates for learners on classroom-based learning programmes were low.

- CCP recruits learners with a diverse and complex range of personal and social needs. Many have multiple barriers to learning and employment, such as being known to the Youth Justice System, living with families in difficult circumstances or having personal difficulties. Learners with a good attendance rate grow in self-confidence and develop a beneficial range of employability skills. However, a significant number of learners does not develop high aspirations, is disaffected and does not have a good enough attitude to punctuality and learning. This is partly as the result of CCP's fragmented policy and its weak implementation of improving learners' attendance, discipline and aspirations.

- The development of learners' skills is adequate overall. Learners on information and communication technology (ICT) classes quickly develop good skills in webpage design and development. The development of learners' English and mathematics skills requires improvement.

- Learners have a satisfactory understanding of equality and diversity centred on respect for others, but the development of their broader understanding of equality and diversity requires improvement. There are insufficient numbers of learners from different backgrounds to make meaningful comparisons regarding achievement gaps.

- Learners move from very low starting points on to higher level courses or employment at an insufficient rate.

| The quality of teaching, learning and assessment | Requires improvement |
|---|---|

- The quality of teaching, learning and assessment requires improvement. This reflects the need to improve the outcomes for learners, for example the pass rates in English and mathematics functional skills and also the proportion of learners who progress to employment, education or training. Since the last inspection, staff are more focused on improving learners' attendance and punctuality. However, all tutors do not effectively and consistently promote the importance of good attendance and punctuality. They do not always challenge sufficiently learners who do not attend regularly or attend the lessons late.

- In the best lessons, tutors plan activities well to ensure learners are challenged and which contribute to a good pace of learning. Tutors have high expectations of learners and work hard to ensure the pace of learning maintains individual learners' interest and motivation. For example, in one ICT lesson, learners were beginning to understand binary and hexadecimal numbers in their first lesson. In these sessions, learners' confidence and self-esteem improved significantly and the learners felt proud of their achievements.

- In the weaker sessions, tutors do not have high expectations of learners. They do not use a good range of teaching methods to ensure all learners are challenged. Often the pace of learning is slow. Tutors do not use ILT creatively, for example showing relevant interesting video clips to bring alive the learning. Too many learners lose enthusiasm during the sessions and disengage from learning.

- Tutors are appropriately qualified; some are working towards teaching qualifications. However, they do not have sufficient access to ILT. The learners' designated area for their break between lessons is dull and not well maintained. Few learners benefit from a work placement in a company other than CCP. Learners' work placements in CCP are as a receptionist or in an administrative role; a small number gains useful experience in the CCP's plumbing workshop stores. Although placements at CCP are helpful as a first step, learners need further experience in other companies to fully develop their employability skills and increase their prospects to gain employment.

- Tutors have a good knowledge of learners' barriers, challenges and of their progress. They recognise well the importance of learners' developing improved confidence and self-esteem. Tutors set learners appropriate short-term targets about their development in functional skills or vocational learning. They do not set them clear targets for their attendance and punctuality nor record their progress reliably or systematically.

- Tutors assess learners' skills in English and mathematics prior to the start of their courses. They use the results of these assessments effectively to determine which level of functional skills each learner should take. CCP makes effective use of teaching assistants, for example through one-to-one additional teaching to provide learners with extra support.

- Most learners benefit from clear, detailed, written feedback after assessments, praising the positive aspects but also ensuring learners understand what they need to do to improve further. In the customer service course, feedback effectively identifies errors in spelling and grammar.

- All staff provide a high level of individual personal support during and outside of teaching or training sessions. The advice and guidance given to learners on choosing a suitable course at interview is satisfactory; however, not all staff develop learners to have high aspirations and, consequently, some learners do not attend and value their training sufficiently.

- The promotion of equality and diversity requires improvement. In most lessons, tutors discuss equality and diversity as a separate part of the session rather than integrating them into the main part of the lesson; this does not help learners to develop and apply equality and diversity matters well. Assessors do not encourage discussions to extend sufficiently learners' understanding of the wider equality and diversity issues during progress reviews.

| The effectiveness of leadership and management | Requires improvement |
| --- | --- |

- All staff have a strong commitment to recruit and support learners with low educational attainments and complex barriers to training. Managers have tackled some aspects of the recommendations of the last inspection, but have not eradicated the weaknesses fully. For example, they have improved aspects of the policies and procedures to improve learners' attendance and punctuality; however, the policies are not yet sufficiently comprehensive and effective to ensure learners are motivated to attend and achieve well. The directors have recognised that a faster pace of improvement is required and have recently introduced a new staff structure. It is too early to evaluate the impact of this structure.

- All staff receive an appropriate annual appraisal and attend a number of courses or training workshops. However, the arrangements have not been fully effective to improve the capacity of managers and tutors to improve the provision. Too few teaching and learning sessions are good or better.

- Despite some progress, quality improvement arrangements are not yet fully effective and require further development. The process for the observation of teaching and learning has not been sufficiently effective to improve the quality of teaching and learning. The monitoring of the quality of learners' individual learning plans and progress reviews has not identified fully the issues for improvement. The self-assessment process is not reliable. CCP has not recognised fully the impact of its weaknesses on the quality of the provision and has overestimated the quality of outcomes, teaching, learning and assessment and its leadership and management.

- CCP uses a number of methods to collect and analyse data and information about different aspects of the provision and learners. The information held within these systems, including paper-based records, is not always reliable, readily available and does not easily provide a clear picture. Managers recognise that the arrangements to collect and analyse data and information require rapid improvement. Since the last inspection, arrangements to collect and use learner feedback to evaluate the provision have improved. CCP does not always inform learners about response to their suggestions.

- CCP's strategies to meet learners' needs require improvement. The company has done much work to encourage hard-to-reach learners back into learning. Learners have not benefited from

external work placements for the last six months. CCP has recently increased the number of external work placements, but it is too early to assess how many learners will gain work experience with other employers.

- Since the last inspection, CCP has maintained its focus well to promote a strong ethos of respect and inclusion between learners. However, the promotion of equality and diversity in teaching, learning and assessment requires improvement. The extent to which managers regularly and routinely use data to analyse performance differences between current groups of learners is satisfactory.

- CCP meets its statutory requirements for safeguarding learners. Safeguarding policies are comprehensive and have contributed to learners reporting that they feel safe whilst on training and are confident they can discuss concerns with tutors and managers who will help them find a solution. Staff give a high priority to monitoring and securing learners' safety and well-being at the training centre and when off-site in their personal lives.

## Record of Main Findings (RMF)

| Certified Computing Personnel Group | | |
|---|---|---|
| **Inspection grades are based on a provider's performance:**<br><br>1: Outstanding<br>2: Good<br>3: Requires improvement<br>4: Inadequate | **Overall** | Foundation Learning |
| **Overall effectiveness** | **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** |

# Provider details

| Certified Computing Personnel Group | |
| --- | --- |
| **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: 52 |
| | Part-time: 14 |
| **Managing Director** | Dan Pathirana |
| **Date of previous inspection** | November 2011 |
| **Website address** | www.ccp.biz |

| **Provider information at the time of the inspection** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | 39 | 1 | - | - | - | - | - | - |
| **Part-time** | - | - | - | - | - | - | - | - |
| | | | | | | | | |
| **Number of apprentices by Apprenticeship level and age** | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | - | - | - | - | - | - | | |
| | | | | | | | | |
| **Funding received from** | Education Funding Agency (EFA) | | | | | | | |
| **At the time of inspection the provider contracts with the following main subcontractors:** | ▪      None | | | | | | | |

## Additional socio-economic information

Brent has one of the largest proportions of ethnic minorities in London, with approximately 71% of the population coming from an ethnic group other than White British. The borough is ranked amongst the top 15% most deprived areas in the country. A growing number of refugees and asylum seekers make up an estimated 6% of the borough's population. Based on Brent's Children and Young People's plan for 2012−15, over a third of children in Brent are currently living in a low income household and a fifth in a single-adult household. Brent had more domestic violence offences per 1,000 head of population in 2010 than the London average and statistical neighbours. Brent employment rate is the twelfth lowest in London.

## Information about this inspection

| Lead inspector | Shahram Safavi HMI |
| --- | --- |

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk