

Carillion Training Services

Employer

Inspection dates		29 July–02 August 2013
Overall effectiveness	This inspection:	Good-2
	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 is good because:

- Apprentices and workplace learners benefit from the provision of good teaching, learning and assessment by well-qualified, enthusiastic staff in mainly very good quality classroom and work experience placement learning environments.
- Success rates are very high for advanced apprentices and workplace learners; success rates for intermediate apprentices have improved since the last inspection and now stand just below those of similar providers. Most learners progress in to jobs, further education or training.
- Instructors and assessors make good use of in-depth trade skill and knowledge, combined with good teaching and coaching ability to inspire learners to develop high-level trade, personal and employability skills.
- Strong and ambitious leadership by the Carillion Training Services (CTS) director and senior managers resulted in learning programmes that closely meet Carillion and broader construction industry needs, and to improving success rates.

This is not yet an outstanding provider because:

- Not enough teaching and learning sessions are outstanding.
- A minority of intermediate apprentices do not progress as well as they could and some leave their programmes early.
- Progress reviews and assessments are not yet consistently good. Some assessors do not always provide enough written feedback to allow learners to improve.
- A small number of regional training centres need to continue to improve success rates to meet the high standards demanded by CTS.
- CTS need to be more self-critical in order to achieve ever-higher standards in its provision.
- Further improvement is required to develop learner awareness of working within a diverse community and workplace.

Full report

What does the provider need to do to improve further?

- Increase the pace of improvement in the less successful regional training centres through sharing best practice more effectively and minimising delays in access to work placements for intermediate apprentices.
- Increase the proportion of teaching and learning sessions that are outstanding, and reduce the number of sessions that require improvement.
- Improve the accuracy and detail of written target setting within progress reviews.
- Fully implement the existing plans to further promote and reinforce equality and diversity within learning sessions, by more effectively planning sessions and taking advantage of opportunities to reinforce awareness in the workplace.
- Improve learners' writing skills by ensuring that mistakes in their work are always corrected and that appropriate written feedback, which supports individual improvement, is provided.
- Increase the number of female learners and those from minority ethnic groups through setting challenging but realistic targets and working even more closely and effectively with the local authorities and communities.

Inspection judgements

Outcomes for learners	Requires improvement
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- The proportion of apprentices at intermediate level, who successfully complete their programmes, requires improvement. The majority of these apprentices successfully achieve their programmes but the success rates remain just below those for construction crafts training providers nationally. The proportions that complete their frameworks within planned timescales are improving and stand just above those of similar providers. The CTS in-year data shows continuing improvement.
- A very high proportion of advanced level apprentices complete their programmes successfully and within planned timescales; this success rate is much higher than those achieved by similar providers, and is very good. Success rates for learners on adult skills programmes are exceptionally high. Very high proportions complete their learning programmes within the planned timescales.
- Progression from pre-apprenticeship courses to apprenticeship programmes is high while progression from intermediate level to advanced level apprenticeships is satisfactory. The pre-apprenticeship courses prepare learners very well for their subsequent programmes.
- CTS managers recognised, and took steps to start reducing the existing variability in performance by region and learner group; nevertheless, too much variability remains and this requires improvement. Examples of effective actions include the provision of good support for learners with declared learning difficulties or disabilities. Actions taken at training centres with poorer achievement rates are starting to have positive effects. This action includes arranging very effective support to help learners overcome a range of significant barriers to continued learning.
- All the apprentices are employed by CTS, which helps them complete their frameworks. Where progress is slower due to occasional difficulty in finding work-placements, apprentices have the advantage of remaining in employment and many complete successfully, although not within planned timescales.

- There are few female learners and few learners of minority ethnic heritage; CTS managers have recognised this but need to improve further the efforts to attract a greater diversity of learners. Since the appointment of an inclusion manager, there has been an improved focus on this aspect of provision; as a result, plans already include challenging but realistic targets.
- On successful completion of their programmes, most apprentices gain employment or enrol for further education or training. For the minority who are not successful, most achieve some elements of the framework including the National Vocational Qualification (NVQ). Some valuable additional skills and certificates achieved during the programmes include the use of abrasive wheels and the Construction Skills Certification (CSC) Scheme Health and Safety card.
- Learners develop good personal, social and trade skills that are highly valued by employers. Learners are enthusiastic about their studies, keen to improve and successfully develop high-level craft skills. For example, high-quality precision joinery and accurate marking and setting out for bricklayers. They use these skills in a wide range of situations including when working at height, alongside other trades on large building projects.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Most teaching sessions use a wide range of appropriate teaching and learning strategies that keep learners highly motivated and keen to learn. This reflects the high expectations and ambition that CTS staff have for all learners. Individual attention is good and learners benefit from clear guidance on how to improve. The tracking and monitoring of learner progress is highly effective. This helps increasing numbers of learners to succeed within planned timescales, and to identify those at risk of not completing.
- In teaching sessions instructors use very effective questioning techniques to develop and check understanding, which helps learners to make good progress. Instructors link theory and practice well with good examples from the workplace. For example, roofing joist theory covered in the classroom is reinforced by producing a scale model in the workshop. However, in the small number of less effective lessons there is insufficient checking of learning, and questioning lacks challenge, which slows the pace of learning.
- Placement monitoring officers secure a range of work experience placements, which include prestigious high profile developments; this helps inspire and motivate learners with many gaining permanent employment on these sites. While on work placement, CTS and placement provider staff closely monitor learner progress and ensure that skill levels and work experience are carefully recorded. Staff keep placement providers well informed when additional work experience is required. Learners also take part in a wide range of charitable and community projects; one group of carpentry and joinery learners constructed massage beds for a centre for children with cerebral palsy.
- The quality of assessment practice is good. On-site assessment is accurate and thorough. Highly qualified assessors develop flexible schedules to meet the needs of learners. They make good use of questioning to check and confirm learners' understanding. Learners' site diaries contain a good range of work and NVQ evidence that contributes to rapid progress. Learners' portfolios are generally well organised and include a substantial amount of evidence. In a small number of portfolios, written feedback to inform learners how to improve is insufficient and grammar and spelling errors are not always corrected.
- Progress reviews are detailed, well planned and involve staff from the work placement provider. Improvement targets are identified and agreed with learners however, the detail is not always fully recorded. In most reviews, targets are very clear, include time constraints and improve learner progress. Learner progress is reviewed regularly and learning is reinforced by questioning.

- Learners undertake additional qualifications that are beneficial to them in the construction industry, but are not a requirement as part of their framework. All learners also undertake additional units in sustainability, e-safety and safeguarding. As part of their training, at the end of the pre-apprenticeship programme, learners receive a comprehensive trade specific tool kit that they look after and value highly.
- Instructors have good recent industry experience and apply this very effectively to make learning more meaningful. Most teaching staff have attained a teaching qualification, and CTS provides appropriate professional development to ensure continuously improved quality in teaching and learning.
- Care, guidance and support are good. Pastoral support from training advisors is particularly good. Learners really appreciate the support they receive from staff and external agencies that has helped many learners with multiple learning barriers to continue attending and complete their apprenticeship. Learners also benefit from good advice and guidance from their instructors and assessors across all programmes.
- The development of English and mathematics is good. All learners are encouraged to complete the functional skills qualification at a level higher than that required by their framework; this helps many to make rapid progress on later courses.
- Health, safety, and safe working practices receive very high priority both in the workplace and in the training centres. Safe practice extends to wearing five items of personal protective equipment, where the industry standard is four. When working on site, learners are required to undertake their own risk assessments before starting work.
- Equality and diversity are effectively discussed during progress reviews. However, despite assessors using a list of equality and diversity questions and discussion points, some discussions lack depth, and fail to develop fully the learners' knowledge and understanding of equality and diversity.

The effectiveness of leadership and management

Good

- Strategic management is good. Senior leaders and managers take decisive action when required and provide clear strategic direction that supports the strong ambition to deliver high quality provision. Leaders and managers communicate their high expectations very effectively to all staff and partners. Operational and centre managers ensure that all staff feel involved in decision making and clearly know their role in enabling CTS to achieve its targets.
- Arrangements for improving the quality of teaching and learning are good. All staff are observed, at least, annually, and where appropriate more frequently. Feedback from observations is detailed and developmental. Annual appraisals make good use of observation outcomes to set targets and recognise effective performance. Observations have a strong focus on the learner experience, the progress learners make and skills they develop. Observation reports make clear judgements about the key elements of teaching and learning and contribute to evaluating their overall effectiveness across the provision. Good and effective practice is identified but not always comprehensively shared across the provision.
- Quality improvement arrangements are good. The wide range of quality improvement activities provides managers with a good understanding of the strengths of the provision and areas for improvement. Inspectors agreed with many of the positive judgements in the self-assessment report but too few areas for improvement are identified and substantiated. For example, although the variations in practice and standards are discussed at the monthly meetings they are not identified as an area to improve in the overall self-assessment report or quality plan. Staff involvement in the self-assessment process is good.
- Managers use management information very effectively to monitor the effectiveness of the provision and plan further improvements. The vital signs health check provides valuable, centre

specific, data reports which managers use to scrutinise the programme, challenge centre managers where necessary and set improvement targets.

- Instructors and assessors have very good construction trades experience and expertise. The strong staff development programme supports staff new to teaching and extends the skills of established staff by specifying minimum standards and providing a clear route to the skills, qualifications and competences expected by the company. A wide range of CTS-developed modules such as using learning technology, time management and goal setting are effective in developing staff. Very good CTS specific resources on behaviour and classroom management, learner motivation and engagement enhance the skills of staff and support the values and aspirations of the company.
- Resources to support learning are good overall. However, a minority of accommodation fails to meet the standards required to provide a consistent, high quality learning experience for learners. Partnership arrangements are very strong. Centre managers and placement monitoring officers have very productive working relationships with work experience providers, local colleges and the construction industry.
- Opportunities for learners and work experience providers to formally evaluate and influence the programme are good. Learners complete surveys and some complete evaluation forms following observed sessions. The annual 'values-week' reinforces the CTS commitment to its core values and provides learners and staff with practical opportunities to understand these values and suggest ways of improving the provision.
- The apprenticeship programmes meet the needs and priorities of Carillion Construction PLC and the wider construction industry very effectively, providing highly skilled apprentices who possess the practical and employability skills necessary for the construction industry. Learners benefit from a good induction programme that reinforces the values and objectives of the company and makes clear the standards and involvement expected.
- The promotion and reinforcement of equality and diversity requires further improvement. The recently appointed inclusion manager is beginning to have an impact on staff and learners' understanding of the importance of equality and diversity. However, too many staff still lack the necessary awareness and confidence when questioning learners on their understanding or when using everyday workplace situations to reinforce equality and diversity. The initiatives to increase the participation in apprenticeships by females and people from minority ethnic groups have yet to have a significant impact and too few centres have a clearly defined strategy to improve participation from under-represented groups.
- The commitment to health and safety, well-being and the safeguarding of learners is very strong resulting in excellent arrangements; as a result, CTS meets its statutory requirements for safeguarding learners. Leaders and managers are relentless in reviewing health and safety arrangements and constantly reinforcing safe working practices with learners, staff and work experience providers. All staff receive regular awareness training. Learners value and appreciate the high level of guidance and support provided by staff.

Record of Main Findings (RMF)

Carillion Training Services

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships	Other work- based learning
Overall effectiveness	2	2	2
Outcomes for learners	3	3	2
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
Construction crafts	2

<p>At the time of inspection the provider contracts with the following main subcontractors:</p>	<ul style="list-style-type: none"> ■ NVQ Training Limited
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Additional socio-economic information

CTS is the training division of Carillion Construction PLC and operates through a network of 13 regional training centres that are mainly located in urban centres of population. Carillion Construction employs all its apprentices, who come from a wide range of backgrounds, during their programmes.

Information about this inspection

Lead inspector	Mark Shackleton HMI
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the business assurance and compliance 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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