

Kirkdale Industrial Training Services

Independent learning provider

Inspection dates		14-17 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
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:

- Success rates for apprentices have steadily improved over the last three years and are now good, as is the proportion of apprentices who successfully completed within the planned timescales.
- The good range of additional engineering qualifications meets the needs of learners and local employers particularly well.
- Apprentices develop very good personal, employability and specialist engineering skills that are highly valued by employers. This leads to good progression and a high proportion of apprentices subsequently progress from intermediate to advanced apprenticeships.
- The good teaching, learning and assessment allow apprentices to develop complex engineering skills that enable them to work as skilled operatives and produce work to exacting standards.
- Leaders and managers set high expectations of staff and apprentices. Performance management arrangements are highly effective in improving quality and raising standards.

This is not yet an outstanding provider because:

- Success rates for apprentices aged 16 to 18 on advanced apprenticeships, those aged 19 to 24 on intermediate apprenticeships, the few female apprentices and those of White and Black Caribbean heritage are too low.
- The identification of the wider skills of apprentices is not captured sufficiently well during initial assessment. In addition, the quality of the written feedback in apprentices' portfolios including the correction of punctuation and grammar and the accuracy of their progress on review documentation is not yet of a consistently good standard.
- The material used during functional skills sessions to promote the relevance of English and mathematics to engineering and manufacturing apprentices is underdeveloped and too generic.
- The quality improvement plan is not detailed and succinct enough and actions for improvement are not always sufficiently clear as to what success will look like.

Full report

What does the provider need to do to improve further?

Improve outcomes by:

- Continuing to increase the proportion of apprentices who successfully complete their apprenticeship qualifications especially in the few areas where provision remains underperforming by:
 - setting challenging and specific targets for each apprentice, closely monitoring progress and taking prompt and effective actions to ensure improvements in success rates are achieved.

Improve teaching, learning and assessment by:

- Ensuring apprentices' wider skills are identified during initial assessment to help staff understand the individual needs of each apprentice and offer targeted support in order to overcome barriers to learning and to promote success within planned timescales.
- Improving the quality of written feedback to summarise clearly the standard of apprentices' work and indicate how improvements can be made in the standard of individual performance including ensuring that spelling, punctuation and grammar are corrected.
- Ensuring that review documentation accurately records the extent of the apprentices' progress in all aspects of their course and clearly identifies the agreed actions to be achieved by the next progress review meeting.
- Ensuring that the teaching material used for English and mathematics functional skills is relevant to engineering and manufacturing so as to support and maintain apprentices' interest and understanding, and to promote the importance of developing higher level skills.

Improve leadership and management by:

- Further developing the observation of the teaching and learning process to ensure that observers focus on the key aspects of learning and that observation grades are secure.
- Undertake more frequently, and make better use of, external stakeholder surveys and quickly act on the feedback received to inform improvements in operational practices.
- Further develop performance management and quality improvement processes to maintain the current trend of improving outcomes for all apprentices.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Overall success rates for apprentices have improved steadily over the last three years and are now above the performance of other similar providers. In addition, the proportion of apprentices who successfully achieve their qualifications within the planned timescales has rapidly improved and is now high. However, success rates for apprentices aged 16 to 18 on advanced apprenticeships courses and those aged 19 to 24 on intermediate apprenticeships courses are low when compared to national rates.
- Since the last inspection, apprentices continue to benefit from and develop good vocational, personal and social skills that improve their confidence. New apprentices who attend Kirkdale Industrial Training Services' (KITS) specialist engineering skill centre on a full-time basis to complete their initial engineering training are well supported. They quickly acquire a broad range of engineering and manufacturing skills that prepare them well for work at employers' workplaces.
- Apprentices develop good employability skills and are carefully instructed to follow closely industry-standard working practices, health and safety protocols such as undertaking risk assessments, and to adhere to standard operating procedures.
- Prior to returning to their employers and attending further training on a day release basis, apprentices benefit from being able to complete a wide range of additional qualifications provided by KITS to extend their engineering skills. Almost all apprentices take advantage of the additional training opportunities and a large majority undertake several short courses in subjects such as computer numerical control (CNC), industrial pneumatics and welding that meet specific local employer needs and identified skills shortages. Employers comment very positively on the impact of these additional skills and the standard of the apprentices' work.
- Apprentices quickly take on additional responsibilities in the workplace, growing in confidence as they progress through their training programme. They work on more demanding tasks and demonstrate their ability to work independently and take the initiative as part of specialist engineering teams.
- Managers use data well to understand and identify achievement gaps for different groups of apprentices and they have taken some effective actions to narrow these differences in performance. For example, apprentices with learning difficulties and/or disabilities now achieve as well as other apprentices and both groups are outperforming their respective peer groups nationally. However, success rates for the few female apprentices and those of White and Black Caribbean heritage are too low and this gap in achievement is not narrowing.
- The majority of apprentices join the programmes with good levels of English and mathematics. Apprentices who are not yet at the required level for English and mathematics receive appropriate support to develop their understanding to the standards required for the apprenticeship qualification. A minority of 16- to 18-year-old apprentices benefit from and gain employment through KITS' recruitment and matching process and the good links it has with local employers.
- Apprentices' progression from intermediate to advanced courses is good. A few apprentices progress on to higher education, secure supervisory positions in their workplace or gain other promotion on completion of their qualification. KITS celebrates apprentices' success well with a range of awards and recognition events that include community groups and employers.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good; this is reflected in the good outcomes achieved by apprentices. Staff have high expectations of apprentices and encourage them to develop good employability skills before they start their on-the-job training with their employer. For example, at the training centre, all apprentices have to register their attendance by clocking in and out, replicating the type of attendance process used in industry. KITS' staff swiftly challenge instances of low attendance or poor timekeeping. During their initial skill training at KITS, apprentices gain a range of appropriate additional qualifications beyond the framework requirements.
- The vocational training in engineering meets the needs of apprentices and employers particularly well through the flexible delivery of the apprenticeship programme. Coordination of on- and off-the-job training is very good and linked well to the needs of the qualification. The training facilities at both KITS' and at employers' premises are of a good standard and are used effectively to support the development of apprentices' engineering skills. Apprentices train on industry-standard engineering equipment that allows them to develop complex technical skills and to produce work to exacting standards. On-the-job assessment is very flexible with assessors responding to meet the shift requirements of the apprentices who have direct access at all times to their assessor.
- Learners' understanding of engineering principles is well developed by tutors who make good use of information and communication technology (ICT) resources to support learning. Apprentices value the flexibility that the ICT resources bring to their learning. For example, one learner produced detailed assembly procedures for the manufacture of complex fabricated products through the use of a three-dimensional computer aided design software programme. The apprentice's assembly instructions were extremely clear, demonstrating very good levels of technical English and ICT skills acquisition.
- Apprentices feel well supported in the training centre and in the workplace. For example, one learner requiring extra support is receiving more frequent reviews to help with identified personal issues; another learner identified with dyslexia received good additional support which enabled them to gain an intermediate qualification in English.
- Apprentices benefit from comprehensive initial assessments including English, mathematics and engineering aptitude tests. However, initial assessment does not always identify the wider skills of apprentices. KITS recognises this and is working towards improving its initial assessment procedures. The success rate for those apprentices identified as having barriers to learning are similar to apprentices not receiving support. Portfolios are orderly and well presented with a good standard of work. However, the written feedback to apprentices is weak. Assessors do not routinely summarise the quality of the work or indicate how the apprentice can improve their standard of performance. In a few instances, punctuation and grammar are not always corrected. Internal verification is fit for purpose, standardisation meetings are held and both interim and final checks are made on apprentices' portfolios to ensure they meet awarding body standards.
- In the training centre, the tracking and monitoring of apprentices' progress is accurate and well presented. Skills development tracking charts are displayed in a prominent position in workshop areas so that all apprentices are aware of their year-to-date progress. However, the identification of apprentices' progress during planned reviews is inconsistent. In the better reviews, effective use is made of individual coaching which is to a high standard with much good use of probing and challenging questions. The good verbal feedback to apprentices is promoting progress. 'Flash cards' are used very effectively to promote and reinforce the apprentices' knowledge and understanding of equality and diversity. However, the recording of apprentices' responses is not always thorough and their progress is poorly recorded on the review form. Motor vehicle apprentices who use an e-portfolio are fully aware of the progress they make. All apprentices feel safe and safeguarding is promoted well in progress reviews.

- Apprentices successfully develop their communication skills and improve their reading, analysis and understanding of written instructions through good personal support. Apprentices requiring additional learning support for English receive good individual coaching with regular checks on their performance and progress. However, too much of the training materials used to deliver functional skills including mathematics are unrelated to engineering, resulting in missed opportunities to maintain apprentices' interest and understanding.
- In practical activities, KITS' staff successfully develop apprentices' understanding of mathematics to a high level so that they can apply these skills effectively in a commercial workplace. At the start of their training, apprentices' knowledge of the differences in metric and imperial measuring systems is weak; this is an important skill when repairing or remanufacturing engineering components. As a result of the training they receive, apprentices gain confidence in using mathematical formulae, calculations and in the analysis of data and measurement activities to produce industrial components to a high standard. They are confident in interpreting complex computer numerical control machine tool movements and in using sophisticated measurement techniques for quality control purposes. For example, one apprentice, a test engineer, uses high-order statistical mathematical processes to identify sampling, trends and acceptable quality levels in the manufacturing process in the workplace.
- Potential applicants receive timely information, advice and guidance to support them in their choice of apprenticeship training programmes that meets their needs and interests well. Progression routes are well planned and the recent introduction of higher-level qualifications, taught by college staff at KITS, benefits the apprentices by extending their knowledge, thus increasing their value to employers. The comprehensive two-week induction is useful and informative and provides apprentices with a broad range of information that equips them well for the challenges of their training programmes, and a useful insight into their rights and responsibilities.
- Equality and diversity are promoted and reinforced well. Some employers have attended equality and diversity seminars at the training centre and these have been useful in helping further these aspects within the workplace. The promotion of equality and diversity in progress reviews is suitably demanding and the apprentices' knowledge and understanding are good.

The effectiveness of leadership and management	Good
---	-------------

- Governance arrangements are good. The Board of Trustees use their extensive skills well to serve the interests of the organisation; they receive regular and detailed reports on the performance of the organisation and provide effective support and challenge to leaders and managers. The Board and managers have made good use of the action plan developed after the last inspection to secure improvements. Leaders and managers have a clear strategic vision for the company. Targets set in the strategic plan are used to set challenging targets for the Chief Executive and others. The annual business plan identifies appropriately demanding organisational goals including the continuous improvement of apprenticeship success rates and maintaining a financial surplus to support on-going investment in the training centre, both of which have been successfully achieved to date.
- Performance management systems are well developed with good use of data to monitor apprentices' outcomes and staff performance. Improved data reports and regular staff meetings ensure apprentices making slow progress and needing additional support are identified quickly. However, more detailed reports such as those on the achievement of functional skills are underdeveloped. The management of subcontractors is satisfactory; KITS conducts appropriate due diligence checks on all subcontractors and has appropriate service level agreements in place. However, contract monitoring meetings with subcontractors, although frequent, are not sufficiently challenging.
- Staff appraisals are rigorous and challenging; performance is closely monitored against a range of individual and organisational targets. Where underperformance is identified, intervention and support are swift. Staff development is given a high priority. The arrangements for, and the

quality of, staff development are good with a broad range of training prioritised; for example, safeguarding, improving assessment practice and support for apprentices with English and mathematics within lessons. This enables staff to develop and improve their professional practices quickly.

- The process to monitor the quality of teaching and learning through the observation of teaching, learning and assessment requires improvement. Although the arrangements for the observation of teaching and learning have successfully reduced the proportion of less effective teaching, some aspects of teaching have been overstated. For example, on some lesson observation records, the overall grade awarded did not reflect the profile of the grades awarded for different aspects of teaching, learning and assessment. However, observer comments on areas for improvement provide useful indications on how to improve individual performance. KITS is aware of the improvements required and has recently started to review its observation practices.
- Training resources for apprentices are very good. On-going and recent investment in the training centre ensures that apprentices develop their engineering skills to a high standard in a safe learning environment and on equipment that replicates that found in industry.
- Since the last inspection, many aspects of the organisation have improved. The most recent self-assessment report presents a fair, accurate and suitably self-critical account of the provision but is overly descriptive and did not identify all areas for improvement, for example, 16- to 18-year-old advanced apprenticeship success rates. Stakeholder involvement in self-assessment is good and includes staff, apprentices, employers and board members. Progress against the accompanying quality improvement plan is closely monitored at monthly management meetings and actions prioritised effectively. However, some of the targets and the measures of success within the plan are not sufficiently precise, challenging or self-critical. In addition, strategies to collect the wider views of apprentices and employers remain underdeveloped.
- Curriculum planning is good. The Board has a good strategic oversight of the training needs of the local engineering industry and is well informed about planned changes to funding and qualifications that may impact upon KITS' future business priorities. The curriculum matches apprentices' needs, interests and aspirations well. For example, apprentices gain additional engineering skills credits well above the requirement of the apprentice programme in areas such as computer numerical control (CNC) and welding. In addition, KITS offers clear progression routes in engineering for apprentices from foundation courses through to higher education.
- Equality and diversity are well promoted and understood by apprentices. Apprentices receive detailed information on equality and diversity during induction and this is appropriately reinforced by assessors during progress reviews. Equality and diversity policies cover harassment, bullying and discrimination satisfactorily. However, recent efforts to improve the recruitment of female apprentices and those from minority ethnic groups on to engineering courses have had limited impact to date.
- KITS meets its statutory requirements regarding safeguarding. Staff have received appropriate safeguarding training and updates. Safeguarding is appropriately prioritised and promoted at all levels of the organisation. On an annual basis, the Board reviews its safeguarding arrangements and a board member has strategic oversight for safeguarding. Managers ensure that health and safety have a high priority in all learning activities.

Record of Main Findings (RMF)

Kirkdale Industrial Training Services

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	NA	NA	NA	NA	NA	2	NA	NA
Outcomes for learners	2	NA	NA	NA	NA	NA	2	NA	NA
The quality of teaching, learning and assessment	2	NA	NA	NA	NA	NA	2	NA	NA
The effectiveness of leadership and management	2	NA	NA	NA	NA	NA	2	NA	NA

Subject areas graded for the quality of teaching, learning and assessment	Grade
Engineering	2
Manufacturing technologies	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 0							
	Part-time: 234							
Principal/CEO	Mr David Todhunter							
Date of previous inspection	May 2012							
Website address	www.kits-training.co.uk							
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	N/A	N/A	N/A	N/A	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 traineeships	16-19		19+		Total			
	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+		
	86	19	109	66	0	0		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Leeds City College ■ Smart People 							

Contextual information

Kirkdale Industrial Training Services (KITS) is an engineering group training company limited by guarantee and registered as a charity. The company is based in Brighouse, West Yorkshire, and principally serves the metropolitan boroughs of Calderdale and Kirklees. The proportion of pupils achieving five GCSEs at grades A* to C with the local catchment area has steadily improved and in 2013 was above both the Yorkshire and Humber regional average and the national average. The regional unemployment average is above the national rate. The main source of employment in Kirklees is in professional occupations. The proportion of residents with an advanced-level qualification is higher than the national rate. Around 12% of the local population have no recognised qualifications. According to the 2011 census, approximately 21% of residents are from a minority ethnic heritage.

Information about this inspection

Lead inspector

Victor Reid HMI

One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Skills Training 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 relevant 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

© Crown copyright 2014

