

# CTC Kingshurst Academy

## Independent learning provider

Inspection dates		28–31 January 2014
Overall effectiveness	This inspection:	<b>Inadequate-4</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Inadequate-4
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 achieve their qualifications and the proportion who are successful has declined over the past three years.
- Very few learners progress from the employability programme on to higher level programmes or into jobs.
- Not all groups of learners achieve equally well. In particular, the achievement gap between learners with learning difficulties and disabilities and those without is widening.
- Not enough teaching and learning sessions are good or better.
- Learners do not always receive sufficiently detailed feedback on their work to help them to improve.
- Information and communication technology resources are limited and are not used effectively to support learners' enjoyment in learning or to motivate them to find out things for themselves.
- Managers do not manage all aspects of learning programmes well. In particular, the development of English and mathematical skills and work experience.
- Managers do not use data effectively to set targets and to help them to improve the provision.
- Managers do not recruit from all groups of learners within the local community, or provide support that enables all learners to achieve equally well.

### This provider has the following strengths:

- The majority of apprentices develop good personal and work skills.
- The self-assessment process provides an honest and self-critical evaluation of the provision that has enabled managers to undertake some recent improvements.

## Full report

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

- Strengthen the management of learning programmes and ensure that programmes meet the full range of learners' needs and requirements. For example, provide more effective and timely information, advice and guidance (IAG) for all learners and appropriate and timely work experience for learners in the employability programme.
- Improve the quality of session planning to ensure that learners' needs and interests, including their development of English and mathematics, are reflected in planned activities.
- Work closely with employers to provide a better link between on- and off-the-job training activities for apprentices.
- Make better use of the outcomes from initial assessment and progress reviews to ensure that managers and tutors effectively meet learners' additional support needs.
- Improve the quality of the feedback tutors and assessors give to learners and ensure that this feedback, and the targets tutors and assessors set, including those in reviews, enable learners to understand precisely what they need to do to improve. Monitor and record the full range of learners' skill developments, particularly in the employability programme.
- Improve the use of data, by developing the ability of all staff to use the management information system to enable them to manage learning programmes effectively.
- Devise and implement an equality and diversity action plan and include challenging targets for improvement. Ensure that staff identify all gaps in recruitment and success rates and put in place actions to close these gaps and manage and monitor the results.
- Ensure that tutors have sufficient information and communication (ICT) resources. Carry out any necessary training to develop tutors' understanding of the potential of these resources to support learning and build their confidence in using them. Use ICT to extend the range of learning opportunities tutors offer to learners and develop learners' confidence and independence in learning.

### Inspection judgements

<b>Outcomes for learners</b>	Inadequate
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- Outcomes for learners are inadequate. Success rates for all learners have declined markedly over the past three years, particularly for learners aged 16 to 18. At the time of the previous inspection success rates were around the national average. However, by 2012/13, success rates for apprentices were well below national averages and the proportion that completed within the planned time was very low. Success rates for the foundation, now employability, study programme also declined markedly between 2010/11 and 2012/13 and are very low. Kingshurst Training's (KT's) own in-year data indicates that success rates are improving. Success rates for apprentices in the subcontracted provision are higher than those for apprentices recruited by the provider.
- Functional skills success rates were satisfactory at the time of the previous inspection but declined markedly in 2011/12 when only just over a quarter of learners achieved their qualifications. These rates improved in 2012/13 and in-year data indicates they are continuing to improve, but are still low.
- The majority of apprentices develop good vocational skills that they demonstrate effectively in their workplaces. Most develop confidence and the majority of those in schools and nurseries learn to communicate well with colleagues and parents. The majority of learners on the

employability programme develop appropriate personal skills but staff at KT do not systematically measure or formally record these improvements.

- The standard of learners' written and class work in the employability programme requires improvement. Learners produce better work in the more challenging teaching sessions. The majority of apprentices produce good work in their portfolios and perform well in their assessments; however, standards are too variable.
- The majority of apprentices, who complete their programme, progress to higher-level qualifications and to jobs that meet local needs in nurseries and schools. Progression rates from the foundation programme were very low and the rate remains low for the current employability programme. Managers collate these data but they do not analyse them to help plan improvements.
- Different groups of learners do not all achieve equally well. Since 2010/11 the achievements of minority ethnic learners and learners with learning difficulties and disabilities show marked variations and no improving trend. In particular, success rates for learners with learning difficulties and disabilities have declined significantly. In 2010/11 the rates for these learners were marginally above those with no declared disability but by 2012/13 the gap had widened considerably.
- The attendance policy includes expectations of punctuality. Managers collate these data and deal with individual poor performance. These data, however, are not analysed to help plan improvements across the provision.

## The quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment are inadequate and result in poor outcomes for learners. The quality of teaching, learning and assessment is not consistent across the provision or within each subject area. Where tutors, assessors and managers have higher expectations of learners, the learners perform adequately and sometimes well. However, too much teaching and assessment fails to challenge or inspire learners. Inspectors saw no outstanding teaching and too few good sessions.
- In the better teaching and assessment sessions tutors and assessors plan carefully and use methods and approaches that encourage learners to perform well and make progress. In these sessions learners remain interested and are aware of their developing learning and increasing understanding. However, in too many sessions learners are bored because tutors and assessors do not structure the work effectively.
- Staff make insufficient use of the limited range of ICT resources to enrich sessions and encourage independence in learning. A few apprentices are unable to word process their work which limits their ability to amend and improve it easily. It also prevents them from sending materials electronically to their assessors for marking.
- Tutors and assessors do not give enough learners the support they need to help them complete their learning goals. Tutors provide good care and support for a minority of learners in the study programme which helps them overcome their particular personal and learning barriers. However, a few learners, particularly those with additional needs, do not fully understand the support arrangements. Support for a few apprentices is poor. Staff do not always meet the needs of learners who require additional support to enable them to achieve functional skills qualifications.
- Recently improved arrangements for initial assessment means that tutors now use them well to ensure that learners' individual learning plans are appropriate to their needs. However, most tutors do not use this information sufficiently well when planning teaching sessions.
- Too few tutors and assessors give learners appropriate and sufficiently detailed feedback on their work to help them improve. A few tutors and assessors give good feedback and correct

work thoroughly. However, a significant minority fail to correct grammatical and spelling errors in learners' written work or provide sufficient evaluative comment about its quality.

- Managers provide staff training to improve the quality of the targets that tutors and assessors set for learners and these are now largely clear and time bound. However, although targets have improved in many areas they remain related to the completion of tasks rather than developments in learning. For a minority of learners the targets tutors and assessors set are too ambitious and are not sufficiently broken down into small and easily understood steps.
- Most assessors, and a minority of the teaching staff, are skilled and experienced. However, the number of teaching staff has recently been reduced and a few tutors are new to teaching. In functional skills mathematics, staff turnover is high and most learners have had several different tutors, which has hindered their learning.
- IAG are satisfactory for most learners at induction but are not sufficient to support progression for learners on the employability programme. In addition staff do not give a significant minority of apprentices sufficient information to help them to make appropriate choices about their future career paths.
- Staff promote learners' understanding of equality and diversity well during induction. In the better lessons in the employability programme tutors continue to promote and celebrate equality and diversity appropriately. However, in other lessons tutors do not take opportunities to incorporate appropriate topics. In reviews, assessors use a standard list of questions and they rarely extend or challenge learners' understanding of equality and diversity issues.

## Early years and playwork

### Apprenticeships

Inadequate

- Teaching, learning and assessment are inadequate leading to success rates that are significantly below national averages and in decline over the last three years. Success rates for advanced apprentices are better than for those on the intermediate programme. A large majority of learners make slow progress, but a few, mostly those on programmes with subcontractors, make good progress.
- Learners are employed in a variety of good quality settings such as schools and nurseries. They improve their knowledge of working with children and learn quickly how to promote children's positive behaviour, keep them safe, and work well with parents.
- When working with individual learners, assessors do not always focus sufficiently on developing learning and understanding. Learners value the good teaching in paediatric first aid and know what to do if someone faints or a child has a febrile convulsion. However, teaching of functional skills has not been effective in preparing learners for assessment. Assessors use professional discussions to promote learning, but a few of these sessions are not sufficiently challenging or effective in developing expected levels of professional practice.
- Assessors visit most learners regularly. However, for learners who do not receive regular visits, communication is poor. Delays in setting examinations and delays in the return of written work hinders progress further. A few learners start their training late due to difficulties in finding placements.
- The majority of assessors do not give sufficiently detailed feedback to help learners to understand how to improve. Target setting has recently improved for some learners but assessors miss opportunities to improve learners' English by not systematically correcting errors in learners' portfolios. Assessors plan their assessment visits to learners but the language they use in planning is often too complex to enable learners to fully understand what they need to do to prepare well for assessment.

- Assessors give most learners good care and support, however support for a few is poor. In the better practice, assessors provide good additional support through extra coaching sessions and professional discussions. However, those learners who have unreliable assessors or frequent staff changes are subject to an unsettling experience which limits their progress. Although assessors introduce functional skills early in the programme, a significant number of learners do not receive sufficient support to improve their mathematics.
- Links between training sessions and work place activities are weak. Employers are very supportive and keen to be involved in the training process. However, assessors do not always involve them sufficiently. This restricts employers' ability to plan appropriately linked activities during learners' placements.
- The development of ICT and electronic methods of assessment is slow. Assessors encourage learners to carry out research and use computers and a few improve their ICT skills. However, the majority do not use computers to complete their portfolio work and assessors do not promote the use of multimedia to enrich learners' work.
- Most assessors have good, appropriate experience in childcare settings, hold relevant qualifications and use their knowledge well to plan assessments. However, not all assessors are sufficiently knowledgeable or experienced to support learners working at advanced level and to help learners link theory to practice.
- Staff do not always give information, advice and guidance to learners in good time to support their learning effectively. A few learners are not clear about career pathways and what qualifications are available. Equality and diversity are an integrated part of the training programme and are explored in teaching and progress reviews, but not all learners are aware of their rights and how to complain.

## Employability

### 16-19 study programmes

Inadequate

- Teaching, learning and assessment are inadequate leading to declining success rates, low progression rates and generally poor outcomes for learners. In too many lessons tutors fail to provide learners with a structured and stimulating learning experience.
- Arrangements to provide learners with the support and care they need to achieve their personal goals are adequate. Learners benefit from the services of a trained counsellor who is part of the staff team. However, arrangements to provide systematic support for learners with additional needs or who require extra help are ineffective.
- In the majority of sessions where planning is weak and does not take account of learners' needs, learners are bored, easily distracted and not motivated to learn. A minority of lessons provide a good range of teaching and learning activities and tutors motivate learners who enjoy their learning. In these sessions planning is detailed and tutors take account of learners' individual needs and interests. For example, in one session the tutor reflected learners' specific interests in particular countries and cultures to plan a world map reading activity.
- Opportunities for learners to develop employability skills and increase their vocational knowledge through work placements are inadequate. A small minority of learners benefit from work placements but arrangements to provide learners with good work placement opportunities are underdeveloped.
- Tutors adequately assess learners' initial starting points. They have begun to use an electronic system to identify learners' abilities and needs in relation to functional skills. However, too few tutors make effective use of the results of initial assessment to plan individual learning or to plan sessions that meet the range of needs and interests of learners.

- Tutors carry out appropriate reviews of learners' progress. In the best teaching sessions they use effective questioning techniques to check and monitor learners' understanding and progress. During reviews tutors give general feedback to learners about their progress in relation to their qualification goals. However, tutors do not give learners sufficient individual guidance about how to improve their learning.
- Tutors do not systematically record the progress learners make in developing their skills, particularly employability skills. Target setting is weak and tutors do not use targets effectively to motivate learners and provide them with achievable small steps towards their learning goals.
- The quality of English, mathematics and ICT teaching is inconsistent. A minority is good. However managers find it difficult to recruit and retain mathematics tutors and many learners have little continuity of support in their learning in this subject, which limits their development of mathematics skills.
- Tutors' use of resources require improvement. ICT resources are very limited and tutors do not make sufficient use of them to enhance the quality of their teaching or to provide learners with a range of opportunities to extend their learning.
- Tutors give learners adequate IAG at induction and provide them with sufficient information about policies and procedures, including the code of conduct. However, during the later stages of the learners' programme the information they receive requires improvement. The majority of learners are unclear about what they have achieved to date on their programme and do not know what their options are when leaving the provider.
- Tutors provide learners with appropriate information about equality and diversity policies and practices during induction and review sessions. However, they do not always take opportunities to integrate equality and diversity topics into teaching sessions and the continuity of the promotion of equality and diversity requires improvement.

### **The effectiveness of leadership and management**

Inadequate

- Leadership and management are inadequate. Leaders and managers have not identified a clear vision for the development of KT and have only recently established an ambition to improve learners' experience and the poor and declining success rates. Governors did not pay enough attention to performance and, until March 2013, were not aware of the significant weaknesses of the provision. Governors now understand the extent of the problems, including declining success rates, weak teaching and learning, a high level of staff turnover and poor staff morale.
- Governors have appointed two interim senior managers to rectify the weaknesses in the provision; improvement actions are beginning to make a difference. For example, managers have put in place a new initial assessment process which identifies learners' starting points and support needs accurately so that they are more likely to be placed on the right programme. In-year data indicate that fewer learners are leaving their programme early. Learners' progress reviews now take place more regularly and target setting has improved for many learners but it is too early to judge the impact of actions on outcomes for learners overall.
- Managers have now introduced a staff appraisal system, which includes the setting of clear individual objectives for staff that managers review quarterly. Staff have clear job descriptions and understand their roles fully. Managers have tackled issues of staff underperformance appropriately, resulting in several staff leaving. However, the revised process for evaluating teaching and learning is not sufficiently critical and observers do not identify all significant areas for improvement.
- The recent self-assessment report provides an honest and self-critical evaluation of the provision. However, managers do not formally seek the views of learners and employers as part of the self-assessment process. Staff regularly obtain and act upon informal feedback from employers and learners but feedback arrangements are not systematic.

- Managers have been too slow to carry out the recommendations of the previous inspection and many remain outstanding. For example, the need to improve the use of ICT, raised at the last inspection, remains an area for further development. Some other recommended improvements have only been implemented very recently.
- Learning programmes are not well managed. Tutors on the employability programme do not organise work experience well and only three of the current learners attend a placement. The remaining learners are unaware of any plans for work placements. Staff changes and absence result in disruption for learners. Childcare learners are not clear about what tutors will cover on the days they attend for training and, in some instances, managers have cancelled classes without notice when no tutor is available.
- The management of the provision to develop learners' English, mathematics and ICT skills requires improvement. Managers struggle to find appropriate tutors to deliver the functional skills courses, particularly mathematics, and use a series of temporary staff to deliver the lessons. This is not successful and many learners have little mathematics support to prepare them for the examination.
- The use of data to manage learning programmes and set targets remains underdeveloped as at the previous inspection. Managers introduced a new management information system several months ago. However, staff do not use the system fully to manage and monitor learning programmes efficiently. Managers and staff hold much information separately rather than centrally. For example, staff record data on learners' attendance on a separate spreadsheet rather than on the central management system and managers have no clear overview of attendance patterns.
- Managers' communication with subcontractors and employers is not effective. Many employers do not know enough about their apprentices' learning programmes and are unable to support learners fully. Subcontractors' staff attend 12-weekly meetings at KT to discuss assessment issues. However, they do not have information on how they are performing in comparison to each other, or the contract as a whole to enable them to initiate improvements.
- The promotion of equality and diversity requires improvement. Managers have an action plan to promote equality and diversity but have not yet implemented it. Little mention is made of equality and diversity in the self-assessment report or in the development plan. Managers have identified the large achievement gap between learners who have a learning difficulty or disability and those who do not but action to close the gap has not yet impacted on learners' outcomes. The recruitment of males onto childcare programmes, identified as an area for improvement at the previous inspection, remains low.
- Arrangements for safeguarding learners meet statutory requirements. Managers check staff appropriately at recruitment. Staff monitor the safeguarding of learners by subcontractors and employers. Staff have undertaken appropriate training in safeguarding. Learners feel safe and know who to contact if they have a safeguarding concern.

## Record of Main Findings (RMF)

CTC Kingshurst Academy			
<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>Apprenticeships</b>	<b>Employability</b>
<b>Overall effectiveness</b>	4	4	4
Outcomes for learners	4	4	4
The quality of teaching, learning and assessment	4	4	4
The effectiveness of leadership and management	4	4	4

  

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Early Years and Playwork</b>	<b>4</b>
<b>Employability Training</b>	<b>4</b>

## Provider details

Type of provider	Independent learning provider								
Age range of learners	16-25								
Approximate number of all learners over the previous full contract year	Full-time: 1								
	Part-time: 271								
Principal/CEO	Tracey Watkins								
Date of previous inspection	February 2012								
Website address	www.kingshurst-training.com								
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	0	0	N/A	0	N/A	0	N/A	N/A	
Part-time	23	5	N/A	3	N/A	2	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+		
	42	19	10	38	N/A		N/A		
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	33								
Funding received from	Skills Funding Agency and Education Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"><li>Greater Heights</li><li>Mary P's</li><li>Seesaws</li><li>SMBC.</li></ul>								

## Contextual information

KT is the work-based division of CTC Kingshurst Academy. The provider offers apprenticeships for young people in early years and playwork at levels 2 and 3 and an employability study programme (formerly a foundation programme) for young people. Assessors work with apprentices in the workplace and learners attend weekly workshops at the providers' premises. The employability programme is delivered on the providers' premises and a few learners have work placements. The majority of learners are recruited locally and many come from areas of significant deprivation. KT works with four subcontractors, most of whom have their own assessors. The provider also offers an outreach programme for young parents which was not running at the time of the inspection.

## Information about this inspection

<b>Lead inspector</b>	Sandra Summers AI
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Four additional inspectors, assisted by the principal 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>

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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