

Kingsbury Training Centre

Not for profit organisation

Inspection dates		30 April–02 May 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:

- Good teaching, learning and assessment inspires students, many of whom have low levels of previous achievement, to re-engage in learning and make rapid progress in developing good vocational, personal and employment-related skills.
- Accurate identification of student starting points and aspirations, through good initial assessment and information, advice and guidance informs the development of detailed individual learning plans, which helps students progress well.
- Trustees, directors and all members of the Kingsbury Training Centre (KTC) team have high expectations for students leading to high and improved overall success rates.
- Vocational, functional skills and personal development tutors provide strong pastoral support that results in a caring, supportive and safe learning environment in which students thrive.
- The study programme meets individual needs well and, as a result, the majority of students progress on to employment, training or education.

This is not yet an outstanding provider because:

- Not enough teaching, learning and assessment are outstanding.
- English, mathematics and information and communication technology (ICT) success rates need further improvement.
- Attendance and punctuality need to improve further enabling more students realise their potential through learning rapidly and achieving success.
- An improved range of high quality work experience placements need to be secured so that the needs and aspirations of all students can be met even more effectively.

Full report

What does the provider need to do to improve further?

- Improve the quality of teaching learning and assessment by continuing to share good practice and by supporting tutors to improve their teaching and functional skills qualifications to increase the proportion of teaching, learning and assessment that is outstanding.
- Integrate further the development of functional skills within vocational sessions to ensure students enjoy learning English, mathematics and ICT more by making them relevant to future employed work they will undertake, for example, as a painter, a carpenter or a brick-layer.
- Managers and tutors need to improve further their focus on monitoring attendance and punctuality and ensure that effective action helps students recognise their importance that consistently high levels of attendance and good punctuality are important working behaviours, and vital to support rapid learning.
- Increase the range and length of work experience opportunities for students. Current arrangements meet the needs of students on the study programme but with the introduction of an increasing number of vocational options, a greater range of high quality work placements are needed to meet all individual development needs.

Inspection judgements

Outcomes for learners	Good
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- Students on the study programme, many of whom have particularly low previous academic achievements, make good progress in developing vocational and employability-related skills. Success rates have improved significantly to above those achieved by similar providers although the achievement of functional skills qualifications is an area for further improvement. Managers have recognised this and worked to integrate further the development of functional skills within vocational sessions. This has resulted in good progress; the development of English, mathematics and ICT skills has improved significantly since the last inspection with in-year success rates high in English and improved in mathematics and ICT.
- Students in carpentry, brickwork and painting workshops and in theory lessons clearly enjoy their learning and are inspired and supported by their tutors to take pride in producing high quality work. As a result, students work hard to meet challenging targets and learning goals as reflected in very good vocational success rates.
- No significant achievement gaps exist between different groups of students. All groups make good progress compared with their starting points.
- Students develop a range of good employability-related skills and achieve a wide range of qualifications. For most students, the learning and support they receive at KTC transforms their confidence, social skills and self-belief and develops strong vocational skills, making them more competitive in the employment market. Increasing numbers of students are achieving foundation and intermediate level awards in English and improvements are evident in mathematics and ICT. Attendance and punctuality, although improved since the last inspection still require further improvement.
- Students gain a clear understanding of future career and progression opportunities through vocational taster sessions and good information, advice and guidance and are inspired to succeed. For many this involves a re-engagement with learning and achievement that exceeds their own expectations. Carefully tailored individual learning plans meet individual and future

employment needs well. As a result, the majority of students progress positively into further training, education or employment.

The quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment lead to the high proportion of students who achieve their qualifications and progress to employment, education or further training.
- Students benefit from enthusiastic, knowledgeable and occupationally experienced staff who develop good, effective working relationships based on trust and mutual respect. Staff have high expectations of their students and encourage and support them to produce high quality work and to achieve their qualifications. Students are highly motivated and enjoy their learning.
- Health and safety, and safe working practices receive an appropriately high profile and priority throughout the training centre. Most tutors manage behaviour well. However, very occasionally, tutors do not challenge disruptive behaviour, such as using mobile phones in sessions, effectively. Tutors monitor attendance rigorously and report all absences to help ensure effective follow up action to improve this key learning and employment-related behaviour.
- Most tutors plan effectively to meet the needs of students working at different levels. In one session the tutor's approach enabled some students to use a wider vocabulary in their personal statements, some students to complete job applications and others to write a few sentences about themselves. However, in a few cases, planning is insufficiently formalised and does not draw explicitly on students' individual targets.
- In practical workshop sessions, tutors use their extensive experience well and make good use of practical demonstration to teach students to use the correct vocational technique such as hanging lining paper horizontally. In theory sessions tutors use a range of techniques well to develop and check learning. For instance, in a carpentry lesson on roof construction and components, the tutor used card activities effectively to enable students to match the correct definitions of many items such as a soffit board with the appropriate item description. In functional skills sessions most tutors make good links with the workplace context. For example, a teacher related health and safety regulations to hazards in the workplace such as spilled liquids and not wearing hard hats.
- Good assessment during induction results in students being placed on functional skills programmes at the appropriate level. Tutors use the outcomes of early assessment effectively to inform the development of students' individual learning plan. Most tutors carry out regular reviews of students' progress towards meeting their targets, update targets effectively to promote further progress and maintain detailed records of students' progress towards achieving elements of their qualification. However, a few tutors are slow to update individual learning plans in students' files to confirm that reviews have taken place and not all students complete their learning logs.
- Tutors use assessment activities well to ensure that all students make progress. Tutors' monitoring of learning is mostly effective. However, in a few cases, they do not use targeted questions or other techniques to check students' understanding. Tutors use verbal feedback well to praise and motivate students following assessment of their learning within sessions. The quality of written feedback is variable; in the best cases it is detailed, constructive and clearly identifies key strengths and areas for improvement. However, not all written feedback identifies what students need to do to improve.
- Students benefit from good opportunities to develop the English, mathematics and ICT functional skills required to achieve their vocational programme and functional skills qualifications. Integration of functional skills into the vocational areas is mostly effective. For example, students used the mathematical principle of Pythagoras well in the classroom to understand the relationship of a triangle before applying the technique to mark out and model

the location of bricks to produce a right-angled corner in the workshop. Discrete functional skills sessions provide useful support to students to address skills gaps and prepare for examinations.

- Information, advice and guidance are good and ensure students receive appropriate and individually tailored study programmes. Students take part in taster sessions for each vocational area enabling them to make an informed choice about their preferred area. A comprehensive induction process informs students well about course requirements and their rights, and prepares them effectively to fulfil their responsibilities. Students who need additional support benefit from the very close support and guidance given by their personal development tutor.
- Equality and diversity are effectively promoted. Rights, responsibilities, discrimination and harassment are also well covered as part of the induction process. Tutors have a strong commitment to inclusion and inclusive practice and there is mutual respect between tutors and students. In the better sessions, tutors use naturally occurring opportunities within the vocational sessions well to promote equality and diversity. In one painting and decorating session, the tutor engaged mixed gender students in discussing the reasons behind the current high demand for female painters and decorators.

The effectiveness of leadership and management

Good

- Strong strategic direction sustained during a period of change has seen the introduction of the study programme, the establishment of charitable trustees and significant further development of the training centre. Managers have set well thought through and demanding targets for the improvement of the learning facilities and teaching and learning. Managers have successfully identified and sourced work experience opportunities for students. For example, close working with the contractors carrying out development work on the training centre has resulted in valuable work experience opportunities such as brick-laying and broader construction skills.
- Trustees, leaders and managers have high expectations for every student on the study programme and this helps most to develop good work skills and behaviours. Students who have multiple barriers to learning, and who achieved very few qualifications at school, respond well to the encouraging environment, support and clear belief that every student should benefit from the opportunity to realise their full potential.
- Vocational tutors are very experienced in their trades; they also have appropriate teaching qualifications and benefit from well-managed continued professional development. This professional development includes careful and accurate monitoring of their ability to maximise learning in every session they teach, with supportive advice and guidance on any areas for improvement. Useful weekly tutor meetings, which also involve the well-qualified functional skills tutors, include the sharing of good practice. Current tutors are performing well and inspectors agreed with internal assessments that the vast majority of teaching, learning and assessment is good or outstanding. Good performance management has led to significant improvements in teaching.
- The whole team at KTC, from trustees to tutors and support staff are involved in the self-assessment process; however students' views, although taken into account, are not yet a formal part of the process. KTC staff have a clear understanding of what is done well and what needs to be improved. Carefully monitored improvement action plans allocate responsibility and set challenging but realistic targets for improving learning. Not all actions identified in the self-assessment report are however, included in current action plans and this requires improvement.
- Recent improvements to the management structure, including developing the role of centre manager, have allowed senior managers and directors to focus even more effectively on sustainable improvement and ensured a better focus on monitoring data on students' progress and performance. This has already resulted in improved success rates. Inspectors agreed with the self-assessment, which reflects substantial improvement since the last inspection.

- Managers have successfully introduced the study programme to include a wide range of awards and qualifications that meet the needs and aspirations of individual students well. Opportunities to develop a wider range of vocational skills are now available, although the long established construction trade courses remain the most popular option. With construction skills in increasingly high demand, KTC students are developing skills and knowledge, which meet current local and national priorities well.
- Managers have improved the development of English, mathematics and ICT skills through their greater integration within vocational sessions, which helps students, appreciate the value and importance of these essential skills in the working environment. This approach, with support from specialist tutors and stand-alone sessions for those who need them, helps students learn and has already led to improved performance.
- Managers have ensured that KTC provides a very welcoming, supportive and inclusive learning environment. The thorough student induction process sets clear expectations for inclusive, respectful behaviour between students whatever their gender, social or cultural background. This is clearly effective; however, further training is needed to support tutors to use naturally occurring opportunities to develop further students' understanding of equality and diversity in their working and personal lives. Managers have a zero tolerance approach to bullying, harassment and discrimination.
- KTC provides a safe learning environment that enables students to focus on and enjoy their studies. Managers and personal development tutors have strong and effective links with relevant local agencies; this enables them to provide good levels of support for their students whatever issues they may be facing. KTC meets its statutory requirements for safeguarding learners.

Record of Main Findings (RMF)

Kingsbury Training Centre Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-19 study programmes	Employability
Overall effectiveness	2	2	2
Outcomes for learners	2	2	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
Employability Training	2

Type of provider	Not for profit organisation								
Age range of learners	16–18								
Approximate number of all learners over the previous full contract year	137								
Principal/CEO	Tina Riley								
Date of previous inspection	November 2012								
Website address	www.kingsburytraining.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+	
	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	N/A	N/A	N/A	N/A	N/A		N/A		
Number of traineeships	16-19		19+		Total				
	N/A		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	38								
Funding received from	Education Funding Agency (EFA)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> N/A 								

Contextual information

KTC recently became a not for profit training provider. Its learners come from throughout the Birmingham area, with many coming from local wards where there is significant deprivation. Many learners have significant barriers to learning and have poor previous academic achievement. The KTC premises are in Erdington and include offices, classrooms and vocational workshops, all of which are being further improved through extensions and new builds funded through lottery and other grants. The premises are shared with a sister organisation which provides pathway learning to 14 to 16 year old learners; this provision was not included in this inspection.

Information about this inspection

Lead inspector

Mark Shackleton HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the managing director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, 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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