

# G4S Care and Justice Services (UK) Ltd

## Follow up re-inspection monitoring visit report

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**Unique reference number:** 51927

**Name of lead inspector:** Jai Sharda HMI

**Last day of inspection:** 21 October 2014

**Type of provider:** Independent learning provider

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## Monitoring Visit: Main Findings

### Context and focus of visit

This is the third follow up re-inspection monitoring visit to G4S Care and Justice Services Ltd (G4S) following publication of the inspection report on 7 November 2013 which found the provider to be inadequate overall. The areas for improvement were the success rates for learners; the monitoring of the progress of apprentices; teaching, learning and assessment and the processes for improvement, including the rigour and accuracy of self-assessment. Inspectors judged public services and early years and playwork to be inadequate. At the time of this monitoring visit, 80 apprentices were undertaking training.

### Themes

#### **What progress has the provider made in improving the quality and frequency of work place assessment and in increasing the number of work place assessors?**

**Reasonable progress**

Following the previous inspection, the company appointed three of its staff to full time assessor roles. These assessors carry out good quality and frequent work place assessment and, as a consequence, learners are making good progress. Assessors have a good understanding of the progress that learners have made and what they need to do to complete the full qualification. The new assessment recording system works effectively to identify learners who are falling behind with their assessments and enables assessors to intervene promptly. Assessors prioritise assessment activities to maximise apprentices' achievements. Senior managers now oversee the progress learners are making during weekly meetings and take appropriate action where necessary.

#### **What progress has the provider made in improving the planning and monitoring of individual learning?**

**Reasonable progress**

Managers have taken effective action since the last inspection to improve the planning and monitoring of individual learning. Individual learning plans are now linked more closely to action plans and are more focused on what learners need to do to succeed. Assessors use learning plans effectively to drive progress. Support for learners who require individual help, particularly with English and mathematics, is firmly in place. Individual progress reviews are more frequent and indicate early signs of success, with more learners successfully completing within the planned period of study.

**How much progress has the company made in improving the teaching of and the support for functional English and mathematics so that achievement rates improve?****Reasonable progress**

G4S managers have taken effective action to improve the teaching of functional English and mathematics. Functional skills teaching now takes place at the beginning of the programme rather than towards the end, which helps to motivate learners. Joint working with well-qualified and experienced specialist education staff from the Secure Training Centre run by G4S helps ensure that learners receive individualised and specific support to help them achieve. Effective procedures are in place to ensure that new learners now receive a full initial assessment during their first few weeks on programme. Functional skills achievement rates continue to improve and recent rates are high.

**How much progress has the company made in ensuring that self-assessment and quality improvement arrangements are more robust?****Reasonable progress**

Managers have strengthened the self-assessment process and more stakeholders are involved. The current self-assessment report contains realistic judgements about the overall quality of provision. Good use of data and of stakeholder feedback ensures that most judgements are sufficiently critical and supported by evidence. Each of the three centres produces its own self-assessment report which the learning and development manager then collates into a single coherent report. This report accurately identifies the key strengths and areas for improvement. The post inspection action plan incorporates key judgements made at the last monitoring visit and contains appropriate and well-constructed actions for improvement. However a few of the timescales are not realistic.

**How much progress has the provider made in improving the use of management data to contribute to improvement, and to ensure that learners achieve their apprenticeships within the allocated time?****Reasonable progress**

Managers now regularly scrutinise performance data for each centre, and headline data for the achievement of each element of the apprenticeship framework. Following training, assessors and training officers are now able to update and interrogate the central learner database more effectively. Staff can now access the database remotely and use the information to track learners' progress and plan training and assessment more effectively. Assessors have a good understanding of how well their learners are progressing. Almost all current learners are on track to achieve within planned timescales.

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