

Manor Training and Resource Centre

Not for profit organisation

Inspection dates		22-23 October 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- the recording and keeping of safeguarding information, including training records, are not systematic and up to date
- quality improvement arrangements, particularly in relation to self-assessment, are not effective
- managers have not developed the planning of study programmes quickly enough in line with national priorities; as a result, not enough learners are able to take part in key elements such as work experience or improve their mathematics and English skills quickly enough
- managers do not monitor the work of partners closely enough
- managers are not able to assess accurately the effectiveness of study programmes as they do not systematically collect details about learners' progression to further study or their next steps.

This provider has the following strengths:

- learners improve their confidence, personal and social skills while they study as a result of the excellent support and care they receive
- the staff at Manor Training and Resource Centre (MaTReC) help many young people who face significant barriers to learning to take part and gain appropriate qualifications
- the young people recruited by MaTReC make good progress in their learning and benefit from the welcoming and helpful staff
- MaTReC works effectively within the community to help local people to improve their skills and prospects for employment.

Full report

What does the provider need to do to improve further?

- Ensure that the recording of information relating to safeguarding is consistently thorough and systematic, and that all staff receive regular updating.
- Ensure that managers use the self-assessment processes to improve teaching, learning and assessment.
- Ensure that tutors set clear and specific targets to help learners improve their English and mathematics.
- Monitor the work of partners more closely and share good practice with them for the benefit of more learners.
- Plan study programmes effectively so that they routinely include the key elements to meet the needs of learners and local and national priorities.
- Collect information on learners' next steps systematically in order to evaluate the effectiveness of study programmes.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ At the time of inspection, MaTReC had 11 learners aged 16 to 18 enrolled on their study programme. All other learners had completed their courses. MaTReC's main provision is with adult learners but these were not in scope at the time of inspection. ▪ The majority of learners aged 16 to 18 on MaTReC's study programme gained their main qualifications in 2013/14. This is a significant improvement from 2012/13. Managers have not collected accurate details on the learners other than the numbers who progressed into further education, employment or training. ▪ Learners make good progress from low starting points and gain in confidence and the belief that they can succeed in their studies. Many learners have previously experienced difficulties in education. The encouragement and rewards for positive behaviour motivate them to participate effectively in learning. They learn respect for differences and tolerance from the positive examples set by tutors. ▪ Information collected on the most recent cohort of learners shows that the majority have progressed into further learning. However, managers have not systematically collected precise details of where learners have progressed to; this is an area that requires improvement. ▪ Learners' attendance is good. Learners whose attendance is exceptional receive suitable awards and recognition. These incentives encourage high attendance and help them to develop good habits for future employment or study. ▪ Learners develop good practical vocational skills in the two main areas of horticulture studies and painting and decorating. The majority of these learners also develop good personal and social skills and learn to work well with each other and the staff. Through a regular drop-in workshop, they develop good interview and curriculum vitae writing skills. ▪ Learners do not have sufficient opportunities for work experience and enrichment and they do not develop their English and mathematics skills quickly enough. 	
The quality of teaching, learning and assessment	Requires improvement
<ul style="list-style-type: none"> ▪ The quality of teaching, learning and assessment requires improvement. This reflects outcomes for learners that require improvement. 	

- The teaching of English and mathematics requires improvement. Tutors do not pay sufficient attention to these subjects in vocational lessons. Tutors do not routinely correct spelling or point out how to improve language. Verbal and written feedback, although generally encouraging, does not give learners sufficient details about how to improve.
- Targets for improving mathematics and English are not specific or meaningful to learners and this restricts their progress. In lessons, checks on how well learners have understood the work presented by tutors are too often superficial and learners do not consolidate key points.
- Tutors and support workers provide good one-to-one support to learners in lessons and help them to achieve their qualifications. In the majority of lessons tutors successfully reinforce clear expectations and set boundaries. As a result, learners are very well behaved and respect each other.
- Tutors are very skilful in building good rapport with the group and establishing a harmonious working atmosphere among all learners. They manage challenging situations very adeptly and keep learners on track and motivated.
- The care and individual support learners receive is excellent. MaTReC has well-established links with local services and works effectively with them to provide the best support for learners. For example, they diagnose and provide help quickly for dyslexia. This support contributes greatly to learners staying on their programmes.
- Assessment of learners' English and mathematics skills at the start of their study programme is thorough. It identifies clearly and accurately learners' starting points and areas to improve. However, tutors do not use the details sufficiently when completing individual learning plans and planning lessons. More capable learners do not have suitable activities to extend their learning and understanding.
- The effectiveness of tutors' use of resources to improve learning is variable. In horticulture they use text books well to improve learners' understanding of gardening terms and research skills. They do not make such effective use of the learning technology resources available to develop learners' skills.
- Learners receive good advice and guidance before and when they commence their study programme about the content and help they will receive. Guidance towards the end when they are about to leave is not as useful.
- A sound induction prepares learners well for their study programme. It covers very thoughtfully health and safety, safeguarding, and equality and diversity. However, tutors do not follow this up by reinforcing key messages about equality and diversity during lessons resulting in learners not being challenged to question their own assumptions and ideas.

The effectiveness of leadership and management

Requires improvement

- The trustees and senior managers have a clear vision and desire for how MaTReC serves community needs with a strong emphasis on reaching disadvantaged people. As a result, staff recruit learners who benefit greatly from the skills and resources they provide.
- Trustees and senior managers have not ensured that the successful practices of working with adult learners have been fully applied to their work with younger learners on study programmes. For example, they have not monitored the work of partners closely and consequently, the teaching of mathematics and English is not as well planned and effective.
- Senior managers have been slow to develop all the key elements of study programmes. The availability of work experience, for example, is restricted and not enough learners benefit from the limited range available to some. However, managers have structured the study programme thoughtfully to fit the circumstances of the learners returning to study and at risk of not being in education or training. This meets a key local priority to engage such young people.
- The system to improve teaching and learning through observations is effective. Tutors improve their teaching skills from the constructive and helpful feedback they receive from being

observed. They also develop professionally from training identified through appraisals and performance reviews linked to the observation process.

- The process of self-assessment does not contribute effectively to quality improvement. Although managers have a clear understanding of the strengths of MaTReC and the areas they must improve, their knowledge is not based on a sound analysis of data and evidence. They use learners' views to good effect in planning and making changes that benefit learners but the process is too informal.
- MaTReC provides a welcoming and inclusive environment which effectively enables learners who experience barriers to learning to become engaged in education. They feel welcomed and safe in an environment where bullying and harassment are not tolerated. Their conduct and behaviour are considerate and supportive to each other.
- The arrangements for safeguarding learners require improvement. Safeguarding meets government requirements but records are not kept in an ordered or systematic way and not all staff have received updated training. Appropriate checks are made on all staff, including volunteers and trustees. Measures to protect and support vulnerable learners are effective. Managers carry out appropriate health and safety risk assessments.

Record of Main Findings (RMF)

Manor Training and Resource Centre									
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	3	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
Outcomes for learners	3	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
The quality of teaching, learning and assessment	3	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
The effectiveness of leadership and management	3	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Employability training	3

Type of provider	Not for profit organisation								
Age range of learners	16-18								
Approximate number of all learners over the previous full contract year	30								
Principal/CEO	Mrs Kim Gervis								
Date of previous inspection	November 2010								
Website address	matrec@matrec.org.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+	
	11	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	N/A								
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"> Steel Inn 								

Contextual information

Manor Training and Resource Centre (MaTReC) is a voluntary-sector training organisation based in Sheffield. It is a charitable company limited by guarantee. Founded in 1987, its primary aim is to help people in the local community through education and training. Manor and Castle ward, which MaTReC serves, has pockets of high deprivation, high unemployment and academic underachievement. The proportion of young people gaining five GCSE passes at grades A* to C, including English and mathematics is below the national average. Historically, MaTReC has held a small contract for 16 to 18-year-olds who predominantly live in the Manor and Castle ward, but in recent years the geographical recruitment area has expanded. Its main purpose continues to be the recruitment of disengaged young people who feel they have had negative experiences in school or other education settings.

Information about this inspection

Lead inspector

Peter Green HMI

One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the Curriculum 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; 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 area 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 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



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.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