

CCP Graduate School Ltd

Independent learning provider

Inspection dates		21–24 October 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- in 2013/14 the proportion of learners completing key elements of their study programme, particularly English at level 1, is too low
- too many learners leave without being accredited for any achievements they may have attained, including units from the vocational element of the study programme
- learners are not clear about, and do not have targets for, the progress they are making across the full range of their study programme, particularly the specific aspects of English, mathematics or the personal, social and employability skills they need to develop in order to improve
- managers and tutors do not utilise fully the available data to make informed judgements about the performance of learners, the quality of the provision, or the impact of actions identified in the quality improvement plan
- the planning for a coherent study programme, meeting the needs of all learners, requires improvement. Increasing numbers of learners enter local employment; however, tutors do not link the teaching of English and mathematics effectively to learners' vocational programmes and needs of employers.

This provider has the following strengths:

- managers and tutors work hard to provide particularly good support and career guidance to all learners, and especially those with a diverse range of educational, personal and emotional barriers to employment
- CCP has a strong commitment to recruit and support learners with low educational attainment, providing a structured route to learning and progress, together with raising learner aspirations to progress to higher levels of study
- safeguarding arrangements are robust and comprehensive and, when required, actions are prompt and effective.

Full report

What does the provider need to do to improve further?

- Ensure that performance data accurately reflect the outcomes of learners for all aspects of their study programmes. Additionally, all staff should use a single source of information, when setting targets and planning improvements, to ensure consistency and reliability.
- Improve success rates, and in particular, those for functional skills in English; make more effective use of all available assessment dates ensuring learners, especially the more able, can achieve and progress rapidly.
- Ensure that quality improvement actions, identified during self-assessment, have realistic measurable targets; monitor progress towards these targets regularly in management and team meetings. Ensure that those learners who leave the study programme early have the opportunity to have their work accredited, providing unit achievement where appropriate, and support those close to completion by enabling them to attain partial awards.
- Make better use of initial and diagnostic assessment. Ensure that targets developed during reviews, and recorded in learners' individual learning plans, detail the specific aspects of English, mathematics or personal, social or employability skills learners need to develop in order to improve and make progress.
- Improve the written feedback on learners' work, especially in relation to their English and mathematics, providing them with clear advice and guidance on how to improve further.
- Ensure that the teaching of English and mathematics links with, and supports, similar topics in the vocational subjects, helping learners see the relevance and consolidate their knowledge.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ CCP has replaced the previous Foundation programme with a study programme that has vocational strands of information and communication technology (ICT) or business, together with appropriate English, mathematics and work experience. Currently, there are 22 learners on this programme, most with a range of complex learning and social needs. In 2013/14, too few learners successfully completed this programme. Success rates for English level 1 are low, despite a significant improvement over the previous year, primarily as a result of sustained and concerted efforts to improve attendance. Where learners stay to the end of their study programme, they are invariably successful in the vocational element of their programme. In-year data indicate that current, learners are making better progress than those in previous years; however, further improvement is required to ensure all learners achieve well. ▪ Staff provide good support that improves learners' confidence, self-esteem and attitudes to work, and their progression into employment is good. However, many of these learners leave before gaining accreditation for any of the key components of their study programme. ▪ The minority of learners who have additional barriers to learning and employment, for example, being known to the Youth Justice System, receive highly effective support. This enables them to improve their employability skills, giving them the confidence to negotiate routes to employment. ▪ Learners develop good vocational skills, for example in using standard commercial software competently in ICT and business. However, the development of learners' English requires significant improvement. ▪ The number of external work placements has increased since the last inspection and more learners are benefiting from the experience; however, not enough opportunities are available and too many learners have simulated work experiences at CCP or no placement at all. 	

- All learners progress at similar rates, with minimal variations between different groups. Learners have a clear understanding of equality and diversity, treating their peers and staff with respect. They enjoy their learning and greatly value the support they receive from CCP staff.
- Since the introduction of the study programme, a few learners have progressed to higher levels of study within CCP, with the aspiration of further progressing to higher education.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. This is reflected in very good support, leading to good development of learners' employability skills, personal confidence and self-esteem. Learners benefit from well-planned vocational teaching. Learners' attainment of relevant vocational qualifications has risen. Learners enjoy their learning and their attendance has improved significantly.
- Learners' opportunities to participate in work experience or work taster activities have widened since the last inspection and many learners improve their employability skills as a result. Learners' understanding of the world of work is enhanced by relevant external visits, along with tutors focusing well, in lessons, on the specific skills learners need to gain employment. Learners are motivated to prepare for employment by, for example, adopting a smart dress code.
- In better lessons tutors plan a good range of varied learning activities, capturing the interest of learners and actively improving their understanding. All learners participate well and are keen to improve. For example, learners enjoy the opportunity to identify their personal strengths and weaknesses and share them with their peers. Learners then apply this when preparing for an interview with an employer. In the weaker sessions, the pace of teaching is often too rapid and learners do not have the opportunity to assimilate and apply what they have learned before moving on to the next topic. Tutors do not always ensure that all learners understand what they have been taught or consolidate learning.
- Good skills assessment at the start of the programme ensures that learners are placed on the right qualifications to suit their abilities and ambitions. However, learners' individual recorded targets do not sufficiently detail the specific aspects of English, mathematics or the personal, social or employability skills learners need to develop in order to improve. Consequently, reviews on learners' individual learning plans do not always demonstrate to learners the progress they are making across the full range of their study programme.
- Support for learners is good. Well-qualified and experienced staff provide a high level of support for learners' personal and social needs. They assess learners' additional support needs effectively prior to learners beginning their course. However, tutors do not always plan and manage the work of additional support staff in lessons to match the support to individual learners' needs effectively.
- Assessment practice is good and learners know the progress they are making towards their vocational qualifications. Tutors' verbal feedback to learners in lessons is constructive and encouraging. However, the quality of written feedback on learners' work is not always sufficiently detailed, with appropriate developmental examples, to help learners improve and correct their own work.
- Learners make appropriate progress and participate well in mathematics lessons. One-to-one teaching in mathematics is good, with particularly effective reinforcement of learning. For example, when working on fractions, teachers use practical examples to ensure the learner apply their knowledge correctly in everyday situations. Learners improve their understanding and use of punctuation effectively in English lessons. However, the wider skills of spelling and grammar are not sufficiently well developed or reinforced to support the levels of English required in vocational lessons.
- Initial advice and guidance for learners are good. Learners know and understand the programme of study they will be following. Thorough induction prepares learners well for their

studies. The individual advice and careers guidance that learners receive is particularly good. Skilled careers staff support learners well to explore the options open to them, and set clear targets for learners to follow in order to achieve their personal ambitions. However, staff do not always record the results of career interviews fully, to provide a coherent set of targets for learners. Consequently, tutors are not able to monitor all the actions expected from learners.

- Learners' understanding of equality and diversity is good. Equality and diversity are promoted very well through induction and are regularly included in lessons and learners' progress reviews. All tutors promote a welcoming, supportive and safe learning environment, with good attention being paid to learners' safety in the classroom, during visits and placements and online.

The effectiveness of leadership and management

Requires improvement

- All staff are fully engaged in the philosophy of the study programme, and have a strong commitment to recruit and support learners with low prior educational attainment and a diverse range of support needs. Managers have addressed some aspects of the recommendations from the last inspection, but have not eradicated the weaknesses fully. Too many learners still leave without achieving their qualifications or any form of partial accreditation.
- Managers have improved the arrangements for the observation of learning and teaching since the last inspection. They observe most tutors twice a year and provide individual action plans to help tutors improve their practice, for example, through attending internal training workshops. Teaching and learning have improved as a result. The majority of sessions observed by inspectors were graded good.
Staff are well qualified and have good, relevant commercial and educational experience that they use well to engage and support learners. Tutors benefit from a range of in-house professional development opportunities, including gaining teaching qualifications and improving their ability supporting all learners. Self assessment requires further improvement. The most recent report is broadly accurate in identifying key strengths and areas for improvement. However, managers do not analyse achievement and other data well enough to inform self-assessment or establish a base from which to measure quality improvement. For example, they do not make full use of available data to inform judgements about the impact of teaching on learning, learners' performance and how well initial assessment informs learning plans.
- The use of various methods of data collection, including paper-based systems and a proprietary software management information system means that data are not always reliable, consistent or readily available to enable managers to make regular, informed judgements about the impact of quality improvement actions. As a result, managers do not routinely devise appropriately measurable targets for improvement.
- The planning and management of the curriculum to meet the needs of learners and employers require improvement. CCP continues to encourage previously disengaged learners back to learning with a programme of support and training that provides opportunities for many learners to obtain employment. However, the planning for an integrated programme of individualised academic and pastoral support is insufficient. For example, careers advice and guidance does not inform individual learning plans, and the development of learners' English skills is not related to learners' vocational subjects or levels of study. As a consequence, the learning experience becomes disjointed.
- CCP works well with external partners, recruiting a small number of learners from youth engagement and offender agencies, who greatly appreciate the quality and flexibility of support provided. Many of these learners are successful in achieving their learning aim.
- Staff respect and acknowledge learners' individuality and there is a strong ethos of respect between learners. Good diversity training for staff and learners ensures they have a clear understanding of their roles and responsibilities. Staff take prompt action to defuse and resolve potential conflicts and protect all staff and learners.

- The arrangements for safeguarding learners are good, being robust and comprehensive. CCP has a clear strategy for safeguarding all learners, including the most vulnerable. Managers take prompt and effective action when any potential safeguarding issues arise. Effective training ensures that all staff can identify those factors which might indicate that a learner is at risk. Records of incidents and 'near misses' indicate that CCP, and the work placement locations, are safe places to work.

Record of Main Findings (RMF)

CCP Graduate School Ltd

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	-	-	3	-	-	-	-	-
Outcomes for learners	3	-	-	3	-	-	-	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	-	-	-	-
The effectiveness of leadership and management	3	-	-	3	-	-	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Foundation English and mathematics	2

Type of provider	Independent learning provider								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	Full-time: 26								
	Part-time: 0								
Principal/CEO	Mr Dan Pathirana								
Date of previous inspection	June 2013								
Website address	www.ccp.ac								
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	-	-	14	-	8	-	-	-	
Part-time	-	-	-	-	-	-	-	-	
Number of traineeships	16-19		19+		Total				
	-		-		-				
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	-	-	-	-	-	-			
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	Education Funding Agency (EFA)								
At the time of inspection the provider contracts with the following main subcontractors:	■ None								

Contextual information

CCP is a small independent learning provider in the London Borough of Brent, offering vocational study programmes to students aged 16 to 18 who have low prior educational attainment and often a history of disengagement from formal education. Brent has one of the largest proportions of ethnic minorities in London. The population of Brent increased by 18% in the period 2001 to 2011, boosted by a growing number of refugees, asylum seekers and Travellers, estimated as 6% of the borough's population. Based on Brent's Children and Young People's Plan for 2012–15, over a third of children in Brent are currently living in a low income household and a fifth in a single adult household. Brent's employment rate is the twelfth lowest in London, with the main employment being in retail and administration.

Information about this inspection

Lead inspector	Barry Barrett-Mold
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Three additional inspectors, assisted by the Welfare 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 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>

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