

St Paul's Community Trust

Not for profit organisation

Inspection dates		03–05 June 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Not previously inspected
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:

- the vast majority of apprentices complete their qualification within the planned time and their work is of a high standard, well beyond the level of qualification they are undertaking
- employers participate fully in the apprenticeship programme and support apprentices very effectively with monthly supervision meetings
- apprentices gain additional skills such as confidence, professionalism and reliance alongside additional qualifications including those for equalities, asthma awareness and safeguarding which improves their employment prospects
- staff plan and carry out assessment well and their good verbal feedback enables apprentices to understand how they are progressing
- apprentices have a good understanding of equality and diversity and demonstrate good practice in their workplace
- managers have a clear and successful vision to support the local community and have produced a curriculum that meets very precisely the needs of the apprentice, the employer and the local community.

This is not yet an outstanding provider because:

- staff do not pay enough attention to developing learners' English, mathematics and information and communications technology (ICT) skills in the vocational part of the apprenticeship; a small minority of learners do not make sufficient progress in developing these skills beyond the expectations of the framework
- teaching staff do not effectively set clear, concise, individual targets for apprentices to develop further their understanding and support even better progress
- not all apprentices receive good, constructive written feedback to explain how they can improve further
- managers do not perform quality checks on the subcontractors and therefore do not have a strong enough understanding of the standard of this provision.

Full report

What does the provider need to do to improve further?

- Raise the standard of apprentices' English, mathematics and ICT skills through using the workplace and relevant examples to enable them to acquire and practise these skills in the context of vocational learning, and not limit the teaching of these subjects to discrete functional skills lessons.
- Set apprentices realistic targets for all elements of their apprenticeship to support them with individual progression and to maximise their readiness for work.
- Gain a clear oversight of the subcontracted provision by regularly checking the performance of the subcontractor to ensure that managers and trustees understand fully the quality of the apprenticeship provision.
- Share and use data more effectively to identify key areas of improvement to inform self-assessment and quality improvement plans to raise the standard of teaching, learning and assessment.

Inspection judgements

Outcomes for learners	Good
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- St Paul's Community Trust is a not for profit organisation that started to offer apprenticeships in 2012 with 43 apprentices. Apprenticeships are currently available in business, childcare, supporting teaching in schools, ICT, catering, finance, and health and social care. Currently the provider has 20 apprentices on programme all aged over 19. Trust staff offer bespoke, non-funded, training courses for their own employees and apprentices to improve the services the Trust offers to its users.
- Staff and employers support the very large majority of apprentices particularly effectively to achieve their qualifications within the planned time. Apprentices at St Paul's do better than other apprentices nationally; their attendance is good both in off-the-job training sessions and in their workplaces.
- Managers monitor apprentices' progression very effectively. Most apprentices go into employment, further training or education. Staff support apprentices effectively during this period of transition.
- During apprentices' training, staff are successful at ensuring they gain confidence, become more professional, understand how to be part of a team and take up extra responsibilities throughout their apprenticeships.
- The vast majority of apprentices make good progress with their functional skills. However, staff do not routinely test these skills in other aspects of the apprenticeship. Learners understand the importance of qualifications in these subjects to enable them to progress with their chosen profession and remain on programme to their completion.
- Apprentices' work is of a high standard, well beyond the level of qualification they are undertaking. Staff offer many additional qualifications to all apprentices including topics such as equalities, asthma awareness, safeguarding, food hygiene and data protection to make them better prepared for work.
- All apprentices have a clear understanding of their future career goals. Staff teach apprentices in specific sessions to produce a professional-looking curriculum vitae, where to look for jobs, interview techniques and application form completion.

- Managers understand well the achievements of all apprentices on an individual basis and they can clearly explain this to each apprentice. However, they do not look at the performance of groups of learners and are therefore not aware of any trends such as those for male apprentices and for learners with learning difficulties and/or disabilities who are doing less well than their colleagues.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good, reflecting the good outcomes for apprentices. Inspectors covered all subject areas the Trust offers and spoke to almost all apprentices and employers.
- During training, apprentices significantly increase their employability and work skills with a large majority progressing to either employment or further training. Apprentices gain confidence, overcome personal barriers and show high commitment to achieving well in all aspects of their apprenticeship.
- Excellent host employers offer an exceptionally good range of learning opportunities in the workplace, with a variety of work that offers apprentices experiences over and above the requirements of the apprenticeship programme. Apprentices working in schools support disabled children and those with learning difficulties, and they contribute to other activities outside school hours. Apprentices benefit from the close supervision and training by employers, so they can build continuously on their skills and know exactly how they are doing.
- Trainers support apprentices very well in the classroom and give them a great deal of individual coaching to enable them to complete their qualifications within the planned time. Assessors are easily contactable at all times to cover shift work. The Trust supports all apprentices closely during their first month and apprentices have this time to decide if they wish to continue or staff will support them into a new role within the Trust. A childcare apprentice needing extra support had an extended trial period to ensure that she wanted to complete her apprenticeship.
- Assessors plan effectively with the apprentices all observations and give them time to prepare fully to get best use of the observation. Assessors give prompt verbal and good written feedback on these assessments to apprentices so they know exactly what they need to do to develop further.
- Classroom learning engages and motivates apprentices, and trainers effectively link theory with practice. Apprentices learn from each other by sharing each other's work experiences. Childcare apprentices use a wide range of skills to help the children in their care celebrate diversity, demonstrating their understanding of its importance within their chosen profession.
- Trainers promote English and ICT in theory sessions and comment usefully on how to improve any written work. Apprentices recognise the importance of English, mathematics and ICT. A significant minority of apprentices take up the offer made to achieve at a level in these subjects above that required by the apprenticeship framework. Vocational and functional skills trainers do not work together to give apprentices more opportunities to practise these skills in the workplace and promote their importance.
- Staff prepare apprentices well for their learning with a comprehensive induction. Apprentices know what progression opportunities are available and in the last three months of their programme, apprentices benefit from weekly sessions to improve their employability.
- Reliable and effective technology is not easily available to apprentices, so they have less opportunity for independent study that slows a few learners' progress. Computers at the Trust can be unreliable and apprentices get frustrated when they cannot complete their work.
- Use of electronic portfolios is underdeveloped and this is hindering the development of the use of apprentices' personal goals or any recognition for progress outside of their qualification.

Assessors do not use initial assessment of personal social and thinking skills to help plan and set targets and therefore staff are not supporting all apprentices to fulfil their potential.

- Apprentices have a good understanding of equality, diversity and inclusion and they demonstrate this in practice and in their written work. Trainers use thought-provoking materials to promote equality and tackle discrimination during classroom learning. All apprentices benefit from additional training in safeguarding, disabilities and equality and diversity.

The effectiveness of leadership and management

Good

- Trustees, managers, staff and the local community partners have a clear vision to support residents in the area to improve their life chances through training. Managers work successfully to provide a helpful range of services for families and children and to focus the apprenticeships the Trust offers on young people from the local catchment that is an area of economic deprivation. Most senior managers are good at innovating and adapting to the constant changing circumstances facing the Trust.
- Trustees are experienced, each contributing specific expertise to provide a combined, effective forum to guide the strategic direction of the Trust's work and hold senior managers to account. Meetings of both senior managers and trustees ensure that they sort out the most urgent issues across the Trust. However, the attention they give to the performance and quality of apprenticeships has not been consistently comprehensive and focused. The Trust has taken action to resolve this issue by appointing a trustee to focus on apprenticeship work.
- Managers have planned the curriculum exceptionally well to meet local needs. A minority of learners have low prior attainment and may not possess the minimum qualifications required in English and mathematics to meet the normal apprenticeship entry requirements of the subcontractor. Trustees, managers and staff are determined that recruitment should be open to all learners who can benefit and are sufficiently flexible and supportive to develop their opportunities for success and progression to worthwhile employment.
- Managers effectively support apprentices into placements, including those with significant social and economic needs. The Trust employs all apprentices and effectively deploys them, either within one of its activities or in one of a number of high-standard, host employers. Staff make good use of workplace experience to help apprentices gain specific and transferable skills, resulting in good progression rates to subsequent employment.
- Managers have an effective arrangement to use a subcontractor to provide off-the-job training, assessment and progress reviews for all apprentices. Regular meetings between the Trust's managers and the subcontractor enable close monitoring of the progress apprentices are making. While the quality of teaching and learning are good, the arrangements within the Trust to ensure they remain of consistently high standard are not sufficient. Managers from the subcontractor or the Trust do not routinely complete observations of staff when teaching the apprentices or a relevant subject.
- Managers produce some useful data on aspects of apprenticeship work, for example relating to the participation of different groups of learners. However, they do not use data well enough to identify areas that need improving, such as recognising and considering the relative success of apprentices with additional needs to provide robust and timely intervention to resolve any issues. The self-assessment is an honest appraisal of much of the Trust's work, but it contains insufficient evaluation of apprenticeships. The quality improvement plan is underdeveloped and does not have clear actions, realistic timescales or measureable targets.
- Promotion of equality and diversity is good. The Trust provides an inclusive and supportive environment for training. Induction and support ensure apprentices have good knowledge and understanding of equality. Apprentice evaluations confirm their high degree of satisfaction with the training.

- Arrangements to safeguard learners are good and meet statutory requirements. Managers ensure that all staff complete appropriate checks and, because apprentices are employed by the Trust, these checks are made on all apprentices as well as staff and volunteers. Staff are now receiving training in the new requirements to help prevent the development of extremism and radicalisation. While no such incidents have taken place within apprenticeship provision, an example of a successfully identified and resolved issue in another area of the Trust provides clear evidence of effectiveness of existing arrangements. A senior manager has overall responsibility for health and safety to ensure apprentices and staff are safe.

Record of Main Findings (RMF)

St Paul's

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early Years and Playwork	2

Provider details

Type of provider	Not for profit organisation							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	43							
Principal/CEO	Dr Anita Halliday							
Date of previous inspection	Not previously inspected							
Website address	www.stpaulstrust.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+
	N/A	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+		
	0	15	0	5	0	0		
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	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Bournville College. 							

Contextual information

St. Paul's Community Development Trust is a charity that began in 1973 as a series of groups to work with the community of Balsall Heath, an inner-city area in Birmingham. Rates of unemployment and deprivation are above the national average and the overall educational attainment of the residents of Balsall Heath is below that found nationally. The Trust aims to work with and alongside the people of Balsall Heath and the wider neighbourhood to promote education, recreation and life-long learning.

Information about this inspection

Lead inspector

Tracey Zimmerman HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Programme 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 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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