

Kingsbury Training Centre

Not-for-profit organisation

Inspection dates

27–30 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a provider that requires improvement

- The number of learners achieving full qualifications has declined and progress is slow.
- Weak strategic and operational business planning has resulted in a lack of clear direction for the organisation.
- The low number of work placements restricts learner progression on to jobs.
- Information, advice and guidance towards the end of learners' programmes are informal and not sufficiently thorough to ensure learners understand their opportunities for progression.
- Tutors do not correct and assess written English and mathematics work accurately enough in order to ensure that learners know how to improve.
- The quality improvement plan (QIP) is not shared among staff and is not used as a working document for improvement activities.
- Not enough focus is placed on setting targets at learners' progress reviews. Effective promotion and confirmation of the achievement of learners' personal goals does not take place.
- Reinforcement of the 'Prevent' duty, British values and equality and diversity at progress reviews is limited and tutors often miss opportunities for discussion during learning sessions.

The provider has the following strengths

- Staff provide a good range of personal support for learners to help them overcome barriers to learning.
- Highly effective health and safety arrangements protect learners well.
- Good training facilities replicate industry standard working environments in which learners acquire a good range of practical skills.
- Learners behave well and demonstrate high levels of respect for each other and staff.
- Learners achieve well at functional skills entry levels. Lessons are well-planned to meet the individual needs of learners.
- Staff benefit from a wide range of learning and development activity and are encouraged to develop their skills to higher levels.
- Highly effective links with external support agencies and specialists help meet the needs of learners who have severe barriers to learning.

Full report

Information about the provider

- Kingsbury Training Centre (KTC) is a registered charity and not-for-profit organisation. A board of trustees oversee operation of the organisation and a senior management team have responsibility for day-to-day operations. Based within the Erdington area of Birmingham, KTC have a range of vocational workshops through which they offer training in construction trades and hair and beauty. Currently three learners are following 16 to 19 study programmes.
- Excluded from mainstream education due to a range of barriers to learning, 35% of KTC current learners have complex and varied special educational needs. Learners travel to the centre from many deprived wards within the Birmingham area. The percentage of pupils in the local area with five or more GCSEs at grade C or above is 53% compared to a national average of 69%. Nine per cent of local people are unemployed compared to a national average of 5%.

What does the provider need to do to improve further?

- Improve the overall success rates of learners and the time in which they take to complete their training programmes. Ensure that learners are aware of the importance of completing all the aspects of their training programme in order to improve their chances of progression into either jobs or further training.
- Ensure that feedback and assessment of marked work enables learners to know exactly what they need to do to improve their English and mathematics.
- Regularly update the QIP and provide a clear focus on completing the actions on time. Share the QIP with staff so that they understand their responsibility for improving the quality of provision for learners. Update the self-assessment report to reflect the current inspection framework.
- Improve links with employers who help provide work placement opportunities for learners. Reinforce to learners the importance of attendance and punctuality in the workplace as part their employability skills.
- Tutors should set more challenging and detailed targets for learners at progress review meetings, record personal goals better and provide more detailed and focused careers guidance as learners near the end of their programme. Managers should observe these activities and ensure that observations of teaching and learning recognise clearly the amount of learning taking place.
- Develop governance of the provision by focusing business and strategic planning to produce clear aims. Take clear action to involve trustees, managers and staff in the development of these plans to ensure a clear direction for the organisation.
- Help learners understand the 'Prevent' duty, British values and equality and diversity better by encouraging discussion and debate. Introduce, where relevant, these topics at progress reviews and during training sessions.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Managers and trustees have identified clearly the decline in learner numbers and performance, and have implemented a range of initiatives to address this over the last year. The offer of additional programmes in horticulture and hospitality and improvements to the training centre, which include a new cafeteria and a new hair and beauty salon, have not yet proved successful. The establishment of an on-site independent school to allow disadvantaged young people to progress on to the study programmes has been partly successful with a number of referrals to date. The recent recruitment of a placement and marketing officer has started to increase the number of work-placement opportunities and to market KTC more widely.
- Quality improvement and self-assessment activities within the organisation are not well-planned and implemented. The self-assessment does not consistently reflect the current inspection framework and although detailed, sharing of the QIP with staff is not systematic and it does not drive the organisation forward. Some weaknesses from the previous inspection are still in evidence.
- Regular monitoring of the performance of tutors promotes a good experience for learners and further develops teaching staff. Tutors welcome their development points and are motivated well to improve. The current observation process does not, however, focus enough on the amount of learning which takes place and does not link to the annual performance management of staff.
- Staff benefit from a wide range of development activities and are well supported and encouraged to take part. A comprehensive range of online and taught activities include occupationally specific development for tutors and development for all staff related to the specific needs of their learner groups. Issues covered include managing anger and challenging behaviour, child protection practice and alcohol and drugs awareness. Staff highly value the opportunity to develop their skills and knowledge, in particular the activities that relate to their specific learners.
- Good use of management information clearly identifies both the performance and destinations of learners. Circulation of regular reports to staff and trustees helps ensure prompt action in areas of concern. The sharing of this information with tutors and staff enables prompt interventions and support for learners. Highly effective communication on a daily basis ensures tutors and staff are aware of individual learner issues and changes in their needs and circumstances.
- **The governance of the provider**
 - Trustees and senior managers are not currently working towards achievement of either a strategic or business plan. No aims and objectives are in place for the organisation. Informal discussion and development of strategies and actions takes place, however success is not measured.
 - The trustee board has a good breadth of experience with specialists from training, education and industry. Working closely with senior managers, trustees have an effective involvement with the organisation and have specific areas of responsibility to oversee, for example finance and marketing. Trustees are in regular contact with senior managers and staff at KTC.
 - Trustees and senior managers work well with local partners and contribute regularly to local initiatives and development groups to support disadvantaged young people. A key member of the local network for providers of alternative education for young people, the alternative education panel and alternative provider quality assurance group, KTC shares good practice and provides an important range of training and development services for the community.
- **The arrangements for safeguarding are effective**
 - Safeguarding is a high priority for KTC and all staff are highly committed to ensuring that learners stay safe at all times. Training of senior managers to a high level in safeguarding has taken place and training for all staff in various aspects of safeguarding which include the 'Prevent' duty, female genital mutilation and radicalisation awareness has also taken place. All staff are Disclosure and Barring Service (DBS) checked.
 - Very effective links with the local authority safeguarding board are in place and there are a range of networking activities relating to safeguarding. These activities involve the district safeguarding network, social services and the youth offending team. Inspectors identified good examples of the effective resolution of safeguarding issues relating to learners. These issues were well recorded and concluded to the satisfaction of all parties.

- Health and safety is well-managed both in the training centre and while learners are on work placements. Comprehensive risk assessments for both on- and off-site training ensure that staff and employers are made fully aware of their responsibilities to learners. Health and safety is well covered during progress reviews and learners work safely in the training centre. They have a high regard for the safety of others.
- All staff have received training on British values and learners are encouraged through regular quizzes to be aware of these values. A 'monthly value' is effectively promoted and displayed throughout the training centre. Learners respect each other and are very aware of what to do in the event of any bullying or harassment either in the training centre, on work placement or online. Understanding of radicalisation and the dangers of social media by learners is good; however, reinforcement of the 'Prevent' duty and British values at progress reviews and during learning sessions is limited.

Quality of teaching, learning and assessment requires improvement

- Tutors work collaboratively with learners to set targets for improvement. However, targets recorded in individual learning plans are too broad to be meaningful and they are often not measurable. For example 'try to improve attendance if possible' and 'continue to help others' were listed as targets in some records. The generic nature of many targets does not help learners to achieve small steps, before reaching their eventual goals.
- Reinforcement of equality and diversity and the 'Prevent' duty are not sufficient during learning sessions or progress reviews. As a result, learners are not able to explain different aspects of equality or topics such as radicalisation. Progress review records do not reflect any meaningful reinforcement or checks on learners' understanding of equality and diversity, British values or the 'Prevent' duty.
- Progress reviews are comprehensive and reflect a strong emphasis on learners' behaviour and attitude. However, tutors do not review in sufficient detail their learning, nor do they identify areas for improvement in relation to learning or development of skills.
- Tutors in the workshops do not routinely correct English spelling errors in assessed work. As a result, learners' progress in developing a good level of English skills is slow. The quality of assessment practice in functional skills mathematics is too varied. Tutors assess some work, while learners self-assess other work. Missed errors in calculations lead to insufficient guidance being given to learners on how to improve their mathematics skills.
- English lessons are planned particularly well to meet the individual needs of learners. Sessions reflect clearly defined links between learners' starting points, which have been thoroughly assessed, and individualised learning objectives. Learners receive good verbal feedback during sessions.
- Tutors build effective and supportive relationships with learners. The high levels of mutual respect throughout the centre help learners to overcome previous barriers to learning. Very experienced vocational tutors share their knowledge and experience well with learners.
- Resources for vocational training in painting and decorating and hair and beauty are good, and help learners to develop their vocational knowledge and understanding. The training centre has a well-used sports field and gymnasium.

Personal development, behaviour and welfare

requires improvement

- Attendance and punctuality rates are satisfactory. However, a greater emphasis is required to ensure that learners recognise and develop good employability skills such as dress, punctuality, and reliability. Managers recognise that they need to do more to improve rates of attendance and punctuality and have introduced strategies which include a 'rewards' and 'treats' scheme to recognise improvement in these areas.
- Too few learners benefit from work placements. This limits learners' opportunities to develop wider employability skills such as team working and working on their own initiative. As a result, learners make only limited progress towards their key learning aims. However, painting and decorating learners still benefit from work placements that lead to jobs and in some cases apprenticeships.
- Information, advice and guidance for learners towards the end of their course is mostly informal and is not sufficiently thorough to ensure that learners have the best understanding of progression opportunities.

- Staff have a good understanding of the barriers faced by learners. They work to try and reduce these barriers and partner with external agencies to provide specialist support when necessary. The good levels of personal support for learners, provided by well-qualified and experienced staff and other agencies, enables learners to make at least satisfactory progress in lessons. Learners confirmed their growth in confidence and their speaking and listening skills when talking to inspectors.
- Positive behaviour is strongly encouraged and reinforced by staff and also supplemented by the review process. Learners' behaviour is closely monitored and any unsatisfactory behaviour is challenged strongly. Learners behave well and demonstrate mutual respect for each other and to staff. They are encouraged to work with their identified mentors to deal with any personal issues. Staff are highly trained in dealing with the specific needs of learners and provide the confidence and direction their learners require.
- Learners feel safe and confident to approach staff with personal problems. With the support of tutors, they learn to use a range of strategies to overcome behavioural issues. The gymnasium and sports field are highly valued by learners who use them daily to improve their team-building and fitness skills. Learners have learned to use an 'anger management' ball in the gym to diffuse feelings and frustrations. This supports their own personal development, but also influences their relationship when working with others.

Outcomes for learners

require improvement

- The overall success rate and the number of learners achieving their qualification within their planned time have declined since the previous inspection. However, the majority of learners still make good progress from their initial starting points, which for a third of learners is particularly low due to their previous exclusion from school and other personal issues. They gain a range of certificated modules during their programmes, which include site safety and manual handling. However, not enough learners complete their full qualification.
- The number of learners who progress to work or further training has declined since 2014/15. The number of work-placement opportunities has also declined, particularly for the construction learners, with age-related health and safety restrictions being a limiting factor. Introductions to potential employers have reduced as a result. However, learners are well-prepared in the training centre for their respective occupations. The large majority of learners acquire good work skills in both construction and hair and beauty. Brickwork learners complete complex brickwork bonding and other work-pieces including archways and external corners.
- Managers analyse performance of different groups of learners well. Good individual support for learners ensures that they all achieve at the same rate. Currently, no significant gaps in learners' performance are evident.
- Considering their low starting points, learners perform well in entry-level functional skills English and mathematics, with improving success rates in the current year. However, success rates for level 1 and 2 English and mathematics are low. Functional skills information and communications technology (ICT) success rates are better at all levels with the majority of learners gaining their ICT qualification.

Provider details

Type of provider	Not-for-profit organisation
Age range of learners	16+
Approximate number of all learners over the previous full contract year	68
Principal/CEO	Tina Riley
Website address	www.kingsbury-training.co.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
	16-19		19+		Total			
	N/A		N/A		N/A			
	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<div>No subcontractors</div>							

Information about this inspection

Inspection team

Tim Hanson, lead inspector	Ofsted Inspector
Priscilla McGuire	Ofsted Inspector
Allan Shaw	Ofsted Inspector

The above team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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