

City Gateway

Independent training provider

Inspection dates

3–6 October 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Adult learning programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Apprenticeships	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

- Trustees, leaders and managers have not taken sufficient action to remedy weaknesses identified at the previous inspection.
- Too few learners achieve their qualifications at levels 1 and 2 in English and mathematics, and in English for speakers of other languages (ESOL).
- Tutors have an insufficient understanding of learners' educational starting points to ensure that learning is demanding, or to identify those learners who need extra help to complete their studies.
- Tutors and assessors do not provide learners with timely feedback that enables them to make swift progress in completing their studies.
- Too few learners and apprentices receive effective careers advice and guidance. As a result, they do not have a clear idea of their future opportunities and too few continue into further training or employment.
- Tutors and assessors have not ensured that learners and apprentices have a sufficient understanding of the dangers posed by those who may have radical and/or extremist views.
- Senior leaders do not use management information and data well enough to identify when learners make slow progress.

The provider has the following strengths

- The proportion of apprentices who successfully complete their apprenticeship within the planned time is high.
- Learners benefit from the organisation's good partnership arrangements with multinational corporations. They make a significant contribution to planning the curriculum, providing work experience and acting as positive role models and mentors to women returning to learning.
- Learners particularly value studying in women-only classes. Learners enjoy their learning, make friends and learn new skills.
- The new senior leadership team has successfully put in place the foundations on which the organisation can now improve. Financial management is effective, and managers have recruited well-qualified teachers of English and mathematics.

Full report

Information about the provider

- City Gateway Trust (CGT) is an independent learning provider with charitable status offering education and training for learners aged 16 and above. The large majority of learners are returning to education after not having achieved a qualification or having become disengaged from education. A high proportion of learners experience significant personal and social disadvantage. CGT has two sites, both situated in the London Borough of Tower Hamlets. While the borough has high levels of unemployment, the educational level of attainment of young people aged 16 for English and mathematics GCSE at grade 4 or better is slightly above the national rate.
- In September 2016, CGT became a distinct organisation separate from the free school associated with the City Gateway charity. CGT provides traineeship programmes in digital media and business administration, apprenticeship programmes at intermediate and advanced levels in business administration, and ESOL, mathematics and English qualifications from entry level to level 2. Current learners are aged 19+ and most are on women-only programmes working towards ESOL qualifications.

What does the provider need to do to improve further?

- Leaders and managers need to ensure that learners make swift progress in completing their qualifications and continue into further training or employment by:
 - implementing a comprehensive analysis of the educational starting points of individual learners to inform the level of course they study and to provide good-quality learning
 - tutors using information on the individual abilities of learners to teach programmes that challenge them and ensure that they receive extra help with their studies when needed
 - tutors and assessors giving frequent and timely feedback on learners' work that enables learners to understand their progress and what they need to do to improve further
 - using management information effectively to identify learners who are making slow progress and swiftly implementing the help they require
 - providing effective careers advice and guidance so that learners know what they can do when they complete their courses.
- Leaders and managers need to ensure that learners have a good understanding of the risks posed to themselves and their communities by those who have radical and/or extreme views.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, managers, staff and learners at CGT have experienced significant change and disruption, including six months with an interim chief executive officer (CEO). Since 2016, the new CEO has taken rapid action to create high-quality provision –for example, recruiting English and mathematics teachers, establishing a strong financial basis and working with partners to improve the programmes offered.
- Trustees, leaders and managers have not maintained the good standard seen at the previous inspection or taken swift action to remedy the weaknesses that inspectors identified. Leaders and managers have not maintained a close enough focus on ensuring that teaching, learning and assessment meet the individual education and training needs of most learners. They have not made sure that a high proportion of learners progress into employment or further training.
- Senior leaders do not use data or information on the performance of learners and apprentices well enough to identify when they make slow progress or to evaluate the quality of learning. As a result, they have not taken appropriate action to bring about improvement.
- Leaders' and managers' overview of the quality of teaching, learning and assessment is insufficient to ensure that it remains good. While inspectors largely agreed with managers' judgements when they observed learning together, managers' observations of learning, including within the workplace, do not provide senior leaders with a comprehensive overview of the relative strengths or areas for improvement. Managers do not use the findings of observations to inform staff development sufficiently.
- Performance management of staff has not improved the quality of learning or learners' achievements significantly. While managers are now implementing a broad range of improvement actions, inspectors did not see a positive impact on the progress of current learners.
- Managers' strategies to improve the attendance of learners have had limited impact. While the proportion of learners who stay on employment programmes has improved, attendance remains too low. Class times on women's programmes often conflict with learners' religious observance.
- Learners benefit from the organisation's good partnership arrangements with multinational corporations that make a significant contribution to learning. For example, employers provide volunteers to mentor and coach women learners returning to work, and provide high-quality work placements for learners on employment programmes. Through this, learners broaden their understanding of the world of work.
- Curriculum development is effective. Senior leaders and managers take positive action with their corporate partners to develop and implement a curriculum to meet the needs of local employers. The newly introduced range of level 1 courses in personal training, digital media, business administration, information technology and event management are a direct result of this collaborative work. Partners provide challenge to senior leaders regarding the impact CGT's training has on local learners.

The governance of the provider

- Governance arrangements are not fully effective. While trustees ensure that the chief executive officer and senior staff are accountable to the board, they do not focus sufficiently on the key areas for improvement, such as learners' low achievement in ESOL, English and mathematics qualifications.
- Trustees have overseen effectively the transition of the charity and provided the chief executive officer with clear short-term priorities. These include establishing a secure financial foundation, a new management team and a more focused range of programmes. Trustees have directed the organisational development closely during a period of change and uncertainty, while maintaining employment and training opportunities for local learners.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers have good oversight of the safeguarding of learners. Managers regularly review current safeguarding cases and take prompt and effective action to ensure that learners remain safe. Managers ensure that staff receive recent and relevant training that helps staff build their capacity to respond to and support learners' extensive welfare needs. When staff need to take action to protect learners' welfare and ensure that they are safe, they do so promptly and effectively.
- Leaders' and managers' response to the 'Prevent' duty has been slow. Tutors and assessors lack confidence to discuss sensitive subjects with learners and apprentices. Learners and apprentices often show a limited understanding of the rule of law, democracy or the threat posed to their community by those who hold extreme views.

Quality of teaching, learning and assessment

Requires improvement

- Tutors do not have a good understanding of learners' previous educational achievement to enable them to provide learning that is appropriately demanding. They do not routinely identify those learners who require additional help with their studies or ensure that they make good progress and achieve well.
- Assessors and tutors do not provide learners with well-timed feedback that enables them to make swift progress in completing their studies. Apprentices and learners are often unclear as to what skills they have developed well, and what they need to do to improve further.
- Tutors on occasion do not evaluate how much learners have understood or learned in lessons. For example, after introducing new concepts and ideas, they fail to check whether learners can apply this knowledge effectively. A small minority of tutors have a cursory understanding of the progress individual learners make in their lessons.
- Learners and apprentices develop their oracy skills well. For example, through debating current topical issues in class and discussing day-to-day challenges in the workplace, they learn how to use appropriate business language and listen carefully to others. Learners are able to share and articulate their personal views well and demonstrate tolerance for their peers. On ESOL programmes, learners practise and improve their spoken English

while meeting new friends at weekly 'literacy lunches'.

- Tutors ensure that learners have a good understanding of employment and the world of work. Through the tasks and activities learners undertake, they become confident to develop their business proposals and relish the opportunity to research new ideas and concepts. Learners improve their presentation skills and are confident to share their business ideas with potential employers.
- Current learners on employment programmes develop their mathematics skills effectively. Learners confidentially use ratios and proportions in real-life business scenarios, and calculate accurately the potential profit and loss of a balance sheet.
- Managers have recently introduced a system to record the learning and personal targets tutors set for learners. Although it is too soon to measure how effective this is, early indications show that tutors are using this well to monitor learners' progress.

Personal development, behaviour and welfare

Requires improvement

- Learners and apprentices often have a limited understanding and experience of democracy and living in modern Britain. They have a narrow understanding of the rule of law and do not appreciate well enough the importance of celebrating diversity in society. Apprentices are knowledgeable about their responsibilities as employees in the workplace, and treat others with tolerance and fairness. In lessons, learners are understanding of their peers and courteously take turns to share their views and opinions in discussions.
- Tutors and assessors do not ensure that learners and apprentices have a sufficient understanding of the potential dangers posed by those who may have radical and/or extremist views. While many have a rudimentary understanding of the risks, they do not understand what it means to them or their community.
- Attendance in lessons is too low. Too few learners attend regularly or on time, despite tutors' emphasis on the importance employers place on good punctuality and attendance.
- Learners develop very good team working skills. For example, when planning external trips and visits, they work collaboratively and well together. They research the food and drink options available that meet their dietary preferences and plan their individual routes over public transport together. Apprentices help one another to resolve workplace problems by delegating tasks fairly among each other to complete on time and to a good standard.
- Highly qualified and skilful learning coaches help learners on employment programmes to settle quickly and well into their learning. The detailed personal risk assessment they undertake with learners before they start their learning ensures that a comprehensive range of personal help is available. Regular and frequent individual coaching sessions enable learners to manage their personal circumstances better, remain in learning and make progress.
- Learners enjoy their studies and value their tutors highly. Learners on ESOL programmes speak positively about how life-changing learning to speak English well has been for them. Many started learning with little or no spoken English. They are now able to speak confidentially to teachers about their children's progress at school, navigate public transport successfully and go to the doctor independent of family members.

Outcomes for learners

Requires improvement

- The provider's own data shows that, in 2016/17, not enough learners achieved their qualification. This was a decline on the previous year's low achievement. Managers have appropriate plans in place to reverse the decline but it is too soon to measure improvement.
- Learners do not achieve equally well. Male learners on apprenticeship programmes have high achievement, while learners who require extra help to complete their studies, and learners of white or Caribbean heritage, achieve poorly.
- Too few learners continue into further training or employment. On apprenticeship programmes, few learners continue onto an advanced-level programme, and many do not find employment on completing their learning. Managers do not collect sufficient breadth of data on what learners and apprentices do once they have completed their studies.
- Too few learners achieve their ESOL, English and/or mathematics qualifications at levels 1 and 2. Assessors do not ensure that the majority of apprentices who have English and mathematics at GCSE grade 4 or better extend their skills and knowledge further.
- The proportion of apprentices who complete their qualification within the planned time is high. Apprentices benefit from employers who value the good customer care they provide and the contribution they make to improving business efficiency. Current apprentices make expected progress, develop effective skills in delegating workplace responsibility, and build professional working relationships with clients and their peers.
- Apprentices develop a broad range of skills in addition to those required by their qualification. For example, they learn how to complete VAT returns and use the latest software packages to complete financial accounts.
- The small proportion of learners on employment programmes achieve well and learn quickly how to present themselves professionally for a job interview. Well-chosen placements prepare them effectively for work.
- Current learners make expected progress, learn new skills and establish new friendships. Women who were previously isolated, housebound and unable to attend adult education have good opportunities to participate in learning.
- The very small proportion of learners who study information and communication technology (ICT) or childcare qualifications, and those learners who study entry-level English and mathematics have high rates of achievement.

Types of provision

Adult learning programmes

Requires improvement

- Currently, 180 learners study on accredited part-time programmes from entry level to level 2. Most learners enrol on mathematics, English, ESOL and ICT courses. The remainder work towards traineeship programmes. Managers plan programmes carefully to meet the specific needs of local unemployed and socially disadvantaged learners.
- Most learners do not improve their English and/or mathematics skills to a high enough

standard to gain employment or move to a higher level of learning. The large majority of learners improve their spoken English to be able to live more independently. Learners can identify accurately the different styles of writing they will need for formal and informal letters and emails. Tutors model good spoken English and are careful to correct learners sensitively when they mispronounce words or phrases.

- Staff provide insufficient careers advice and guidance to learners. Tutors do not provide learners with good-quality information on their possible next steps and employment choices to help them make decisions about what to do at the end of the course. Tutors of ESOL programmes often do not link learning activities well enough to the world of work.
- Learners work well with their peers and enjoy their learning. Tutors use an effective range of activities and resources to maintain their interest. Learners participate well in discussions. For example, they improve their speaking and listening skills effectively while discussing how to shop in local shops and markets.
- Staff provide very good personal help for learners at an 'advice café'. For example, women who have experienced isolation from others gain significantly in confidence and self-esteem by meeting people at the café. They often escape social isolation and feel more integrated within their own communities. Staff refer learners effectively to external agencies for specialist advice that helps them to manage their personal finances, access better accommodation, and gain support when dealing with domestic abuse and violence.

Apprenticeships

Requires improvement

- Thirty-five apprentices, mostly at intermediate level, are working towards completing qualifications in business administration. The majority of apprentices work within the financial sector of large multinational institutions in London.
- Current apprentices do not make good progress in their learning because assessors do not provide regular and frequent feedback on their progress. Much current assignment work remains unmarked, and assessors have not visited a significant minority of apprentices since they started their programme.
- Many apprentices do not understand the potential career routes and employment options open to them on completion of their studies. Apprentices benefit from effective guidance at the start of their programme so that they understand the job requirements, but do not receive enough advice as they near completion of their qualification to help them make informed choices on their next steps.
- Assessors work closely with apprentices' line managers to ensure that the programme of study matches effectively to their job role. Apprentices benefit from the additional work-specific training that employers provide. They learn how to understand what influences clients' choices when buying stocks and shares, as well as routine fire marshal and first-aid training.
- Employers give apprentices the time they require to complete their studies while at work. They help apprentices to practise and apply their existing mathematical skills by, for example, calculating the interest to add to clients' accounts.
- Apprentices develop good interpersonal skills and have a good awareness of the professional behaviours expected of them. Through learning how to network professionally, they improve their communication skills, and speak confidently and

eloquently to their peers, clients and managers.

- Apprentices feel safe and they know to whom they should take any concerns they may have. They have good awareness of internet safety. For example, they know how to use passwords to protect sensitive client-related information and how to keep themselves safe when using the internet.

Provider details

Unique reference number	58841
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	280
CEO	David Wesson
Telephone number	020 3727 6299
Website	www.citygateway.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	-	-	-	180	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	22	8		5				
Number of traineeships	16–19		19+		Total			
	8		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the quality manager, 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 learners 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.

Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
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