

Kashmir Youth Project

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

Kashmir Youth Project (KYP) was formed in 1979 as a community and voluntary organisation. In 2005, it became a provider of apprenticeship training and is a subcontractor to one private training provider and one college, the contracts for which KYP is currently running down. In May 2017, KYP gained registration to receive public funding to deliver training in its own right. KYP currently provides training for 53 apprentices, of which three quarters are studying apprenticeships at level 3. Most apprentices are on frameworks and two thirds of them are studying an apprenticeship in children and young people's workforce. The remaining apprentices are on apprenticeships in business administration, customer service, supporting teaching and learning in schools, adult care and public services. KYP works with 21 employers and around one third of apprentices are employed by one employer.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Insufficient progress

Governors, leaders and managers have a clear focus and vision for the future of KYP. They have a strong inclusive ethos and the local authority views KYP as a key partner in promoting social inclusion. Leaders and managers aim to meet the needs of the local population and labour market by focusing growth on Greater Manchester's priorities, including the health-care sector and finance. Leaders and managers have not focused sufficiently on the delivery of the new apprenticeship contract. Leaders and managers do not ensure that there is compliance with apprenticeship principles and requirements.

Governors, leaders and managers have identified several weaknesses but they have not acted quickly enough to eliminate them. Their quality-improvement plan does not set out clear actions to improve weaknesses. Leaders and managers do not know how well apprentices are progressing.

Leaders and managers do not plan, coordinate or monitor on- and off-the-job training effectively. Managers' actions have not been successful in ensuring that all

apprentices receive their full entitlement to off-the-job training time during working hours. Apprentices do not develop substantial new knowledge, skills and behaviours.

Leaders and managers establish positive working relationships with employers. They work effectively with employers to ensure that apprentices are on the right apprenticeship at the right level. Not all employers understand clearly the requirements for apprentices' on- and off-the-job training.

Leaders and managers appointed sufficient, experienced and well-qualified staff to meet their new apprenticeship contract. They employed further staff to meet planned growth, including staff to improve matching apprentices to employers and a subject teacher who has expertise in functional skills.

Governors are a well-established group of volunteers with a range of experience, including in education. Governors do not provide sufficient challenge about the quality of teaching, learning, assessment and training and the progress that apprentices make from their starting points. Leaders and managers have recognised this and have recently established a training committee to report directly to the board about on- and off-the-job teaching, learning, assessment and training.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Insufficient progress

Leaders and managers do not ensure that current apprentices receive regular and high-quality training. They have recognised the need to reorganise apprentices' training programmes and are currently doing so. However, trainers focus too much on working through units with apprentices in the one-to-one and group sessions and do not pay sufficient attention to setting targets for apprentices' personal development. Trainers do not challenge apprentices to reach their full potential.

Leaders, managers and trainers do not use effectively the information they collect about apprentices' prior knowledge, skills and behaviours during the assessment that apprentices complete at the start of their apprenticeship. Trainers do not use this information to plan individualised programmes of learning. They place apprentices on apprenticeships for the same length of time, irrespective of their prior knowledge, skills, qualifications or experience.

Leaders and managers do not ensure that apprentices who have already achieved their qualifications in English and mathematics continue to develop these skills. Trainers do not provide apprentices with any further tuition in English or mathematics. Most apprentices display good oral communication skills and many contribute successfully to discussions. Apprentices demonstrate active listening and consideration of other people's viewpoints. Almost all apprentices who have

completed their functional skills examinations in English and/or mathematics have achieved their qualifications, and first-time pass rates are high.

Trainers do not check apprentices' knowledge and understanding effectively during taught sessions and in workshops. They are not sufficiently skilled in using techniques that keep all apprentices engaged and making the progress of which they are capable. For example, in taught sessions and workshops, trainers rely too much on using open questions. They fail to check the understanding and progress of all apprentices because the most vocal apprentices answer the questions, leaving other apprentices as passive participants.

The feedback that trainers provide to apprentices on assignments and other written work is insufficient. They do not guide apprentices clearly on how to improve the quality of their work. Tutors' feedback on marked work does not routinely draw apprentices' attention to spelling, punctuation and grammatical errors.

Leaders and managers have arrangements in place to carry out formal observations of teaching, learning and assessment. During observations of training sessions, managers focus too much on what the teacher is doing and not on learning and the progress that apprentices make. Leaders and managers do not use the outcomes of observations to improve the quality of teaching, learning and assessment. Subsequent action plans are limited and do not link to the professional development needs of staff or to the organisational development plan.

Apprentices receive good pastoral support from trainers throughout their programmes. Trainers visit apprentices frequently in their workplace and apprentices text or telephone trainers for extra help.

Apprentices are positive and confident. They enjoy the on- and off-the-job vocational aspects of their studies and understand how these improve their effectiveness in the workplace. For example, apprentices in the care sector develop a good understanding of the importance of protecting children and young people from abuse. Customer service apprentices gain confidence when dealing with customers' enquiries.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers have developed and implemented an appropriate range of policies and procedures for safeguarding, including the 'Prevent' duty. They have ensured that the reporting processes for safeguarding concerns are specific.

Apprentices know how to report any concerns they have. KYP staff take their concerns seriously and respond to them appropriately. Apprentices feel safe and inspectors did not observe any who were at immediate risk.

During induction, apprentices receive detailed information about keeping themselves safe. This includes information about the dangers associated with radicalisation and extremism, and about the safe use of the internet. Apprentices have a sound knowledge of safeguarding but their understanding of the risks associated with radicalisation and extremism is underdeveloped.

Leaders and managers follow safe selection and recruitment practices when employing staff. They ensure that all staff are suitable for working with and supporting apprentices. All staff, including governors, undergo Disclosure and Barring Service checks.

The designated senior leader with overall responsibility for safeguarding has completed the relevant safeguarding and 'Prevent' duty training. All other staff, including the two deputy safeguarding officers, have completed appropriate training.

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