

Inspection of YMCA Derbyshire

Inspection dates: 15–16 February and 28 February–1 March 2023

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Education programmes for young people	Requires improvement
Overall effectiveness at previous inspection	Good

Information about this provider

YMCA Derbyshire, known as Key College, is an independent, Christian charity that is affiliated to the national and international YMCA movement. Leaders offer courses to predominantly 16- to 19-year-old students who are at risk of not achieving. There are four sites across Derby and Derbyshire. Students undertake vocational courses from entry level to level 2 in health and social care, caring for children, retail, digital skills, and catering. They also study English, mathematics and employability skills. At the time of the inspection, there were 62 students, 56 aged under 19 and six aged over 19.

What is it like to be a learner with this provider?

Students, who often start their studies feeling disillusioned with education, study in a welcoming and highly supportive environment. Staff encourage and praise students for their achievements. Students rightly value the small groups they study in. As a result, they attend their classes well, have positive attitudes to learning and develop aspirations for their future.

Students benefit from sessions on well-being and mental and physical health. They learn how to eat well, and managers provide them with free breakfasts and food parcels. Students with mental health issues receive good support. They can access a range of useful services, including a psychotherapist, well-being rooms and external agencies.

Managers and tutors ensure that students undertake a wide range of useful enrichment activities, work placements and visits. Students complete team-building activities and frequently attend careers and employment events. These activities help students to develop their character and confidence well.

Students feel safe and know whom to contact if they have any worries for themselves or for a friend. They understand local risks and how to keep themselves safe when online. They do not hesitate to ask staff for assistance or to raise any concerns they have.

What does the provider do well and what does it need to do better?

Managers and tutors do not give enough thought to the order in which subjects are taught for most vocational courses. Tutors focus too much on qualification specifications rather than on what students need to know and be able to do. Topics are taught in numerical order from the specification or based on tutor preference. For example, business administration students first learn how to answer a telephone without learning about communication skills.

In a few cases, such as for digital skills, tutors identify the skills that students will need to be successful and include training on these subjects, for example on how to use spreadsheets and produce high-quality presentations.

For the right reasons, students can join a course at any point during the academic year. Students start their studies with the topic being taught at that time. This means that they do not always have the foundation knowledge they need in order to access parts of the curriculum. In a few courses, such as catering, tutors consider this carefully, and students benefit from learning the underpinning knowledge that they need.

Tutors' skills and vocational experience vary too much. Tutors of health and social care and of English and mathematics do not always have sufficient knowledge or experience to teach subjects well. As a result, students' lessons and work are not

specific enough, and they learn incorrect terminology. In subjects such as catering and digital skills, tutors have relevant knowledge and experience. They provide students with useful workplace examples that help them understand topics.

In vocational classes, tutors do not consistently design appropriate activities for students. Too often, students copy from textbooks, and tutors do not check that students understand fully what they copy down. A few tutors develop activities that build students' understanding well. They gain a good grasp of core principles and then work up to applying this to more difficult concepts. For example, digital skills students quickly go from learning how to identify a fake website or article to spotting unconscious bias in the text.

Tutors do not plan enough opportunities to revisit topics with students. The main emphasis is on the completion of end-of-unit assessments. As a result, too many students struggle to recall what they have learned earlier in their studies. In practical sessions, tutors demonstrate skills competently to students and plan for them to practise their skills frequently. Consequently, students swiftly develop their skills.

Leaders' and managers' activities to evaluate the quality of teaching and learning are not effective enough. They undertake frequent learning walks and annual observations, but these activities focus overly on compliance. For example, managers confirm whether the lesson objectives are displayed or whether the tutor has a scheme of work. This does not help leaders to identify what development needs tutors have.

Leaders recognise the importance of developing tutors' skills. They are imminently implementing a sensible training plan that includes industry updating and formal teaching qualifications for all tutors. However, it is too soon for inspectors to judge the impact that this will have on the quality of education that students receive.

Managers and tutors plan the employability part of students' courses well. Students start with useful topics, such as transport arrangements to get to college. They go on to set personal progression plans, learn interview skills and participate in a community or social enterprise project. As a result, students gain confidence and speak capably about how to apply for jobs or further study and their plans for the future.

Staff are well informed about students with special educational needs and/or disabilities. They make suitable adjustments to support them.

Most students' work is of at least the expected standard. In a few subjects, such as catering, the standard of students' work is high and meets commercial expectations. A large majority of students achieve their vocational and employability qualifications. However, only a minority of students achieve functional skills English and mathematics.

Students receive helpful careers guidance from their tutors or support staff. They know and understand their next steps.

Leaders have an extensive network of partnerships. They use these relationships well to secure funding and assistance for activities, placements and resources that benefit students. For example, a close partnership with a large, local shopping centre provides a host of valuable placement and employability opportunities.

The governance subcommittee that oversees education and training has well-qualified members who have the relevant experience to undertake these roles. They visit the college frequently and get to know staff and students well. They challenge leaders to ensure that the curriculum offer meets local and regional needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their roles and responsibilities. They set out relevant policies and procedures and undertake appropriate recruitment checks. The designated safeguarding lead and staff undertake suitable training. Staff are aware of the local risks across the campuses and tailor guidance for students that considers these risks.

Leaders carefully analyse any safeguarding cases and use these to learn from and improve what they do. Any safeguarding referrals are dealt with appropriately, and staff document these clearly. Students receive the support they need in these situations. Governors have a particularly strong oversight of safeguarding arrangements. They are aware of trends and carefully oversee leaders' approaches.

What does the provider need to do to improve?

- Leaders must ensure that tutors have the knowledge and experience they need to teach students the content of the curriculum.
- Leaders should support managers and tutors to consider what skills students need to develop and use this to plan the curriculum in a logical way, so that it helps students to know and remember more.
- Leaders should prioritise training and development that help tutors to develop their skills, so that they can plan and undertake suitable teaching, learning and assessment activities that help students to learn.
- Managers and tutors should consider how they can further improve the number of students who achieve English and mathematics qualifications.
- Leaders should review their approaches to the quality assurance of teaching and learning to ensure that the activities that they undertake support them to improve the quality of education students receive.

Provider details

Unique reference number	58237
Address	770 London Road Alvaston Derby DE24 8UT
Contact number	01332 579573
Website	www.ymcaderbyshire.org.uk
Principal, CEO or equivalent	Louise Curd (Director)
Provider type	Independent learning provider
Date of previous inspection	16 to 19 January 2017
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the director of training, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Emma Woods, lead inspector	His Majesty's Inspector
Julie Gibson	Ofsted Inspector
Susan Gay	Ofsted Inspector
Angela Twelvetree	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023