

Castle View Training Group Limited

Monitoring visit report

Unique reference number: 2674144

Name of lead inspector: Joanne Stork, His Majesty's Inspector

Inspection dates: 30 and 31 March 2023

Type of provider: Independent learning provider

Address: 4-5 Lumley Court
Drum Industrial Estate
Chester-le-Street
County Durham
DH2 1AN

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Castle View Training Group Limited is an independent learning provider based in Chester-le-Street in County Durham. It began delivering adult training funded by the Tees Valley Combined Authority in August 2021. At the time of the inspection, there were seven learners on a short programme studying towards a level 1 award in introduction to the facilities industry. The provider also offers a level 2 certificate in understanding climate change and environmental awareness. Since August 2022, 77 learners have completed courses.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Reasonable progress**

Leaders and managers work in partnership with the Tees Valley Combined Authority to provide courses that help local residents, some of whom are far from the labour market, to move towards positive employment outcomes. They work closely with Jobcentre Plus to identify and recruit suitable candidates. A partnerships manager visits local job centres to provide information on specific job roles and share key recruitment dates.

Leaders and managers work well with employers to understand their skills needs. They design programmes that develop the transferable skills that employers require and that are suited to a range of different roles. Learners on the level 1 award in introduction to the facilities industry develop knowledge and skills in topics covering workplace hygiene and customer service that they can apply to roles such as warehouse operative, barista and multi-drop delivery driver. Leaders and managers plan the delivery of their courses to match employers' recruitment schedules. This ensures that, on completion of their course, learners can move quickly to interviews and in many cases into employment.

Leaders and managers have appointed tutors who are suitably qualified. Tutors have qualifications in relevant subjects and have appropriate teaching qualifications. Leaders and managers carry out lesson visits to check the quality of delivery.

However, the feedback that they give following these visits is not sufficiently developmental or specific enough to help staff improve their teaching practice.

Leaders and managers record learners' progression to employment to measure the impact of the courses that they provide. However, they do not follow up closely enough with learners to check if the employment is sustained.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? **Reasonable progress**

Through participating in the curriculum, most learners gain basic knowledge and skills about environmental and sustainability issues, and health and safety, which equips them well for job interviews. Leaders and managers ensure that learners have access to a range of support to help them progress to work. An employment support coach provides one-to-one meetings, and learners benefit from support through online sessions to develop their interview skills and produce curriculum vitae. Learners increase their confidence, and if they are successful in gaining employment, the knowledge that they have acquired helps them settle into work and increases their chances of remaining employed.

Learners behave well and participate enthusiastically in learning activities. For example, in introduction to the facilities industry lessons, tutors plan a range of learning activities, including practical tasks, which learners engage in well. After learning about safe lifting techniques, learners undertake a practical lifting activity. Tutors provide learners with effective verbal feedback and guidance which helps them to identify and use correct techniques to avoid potential injury.

Although staff gather information about learners' prior experience and qualifications when they apply for the course, this is not used well enough to identify starting points or to adapt the curriculum to meet learners' specific needs. All learners complete course workbooks to meet the assessment criteria in the same sequence and, in a few cases, learners' answers are the same.

Leaders and managers have selected qualifications that require learners to spend a significant amount of course time completing evidence to meet the criteria. This means that learners' answers are often short responses, and there is not sufficient time to develop and deepen learners' understanding of the topics.

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

Leaders and managers have in place suitable policies and procedures to safeguard learners. They conduct appropriate pre-employment checks to assure themselves that staff are suitable to work with vulnerable adults. Staff record any concerns carefully and report them to the designated safeguarding lead (DSL). The DSL or the deputy deal with concerns promptly and refer to other agencies where necessary.

The DSL and the deputy have appropriate qualifications and experience to carry out their roles. They receive frequent information on local and national risks from the regional 'Prevent' duty coordinator. The DSL ensures that tutors receive relevant and up-to-date information and training on safeguarding issues.

Tutors effectively plan activities and discussions that increase learners' awareness of how to recognise and protect themselves from the risks of radicalisation. Learners gain knowledge about the dangers to individuals and wider society from people with extremist views.

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