



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Re-inspection of Tresham Institute

Published October 2003

Outcome of Re-Inspection

- The overall provision in the curriculum area of construction is now satisfactory.
- The provision for work-based learning in construction is now unsatisfactory.
- The provision for work-based learning in business, management and professional is now unsatisfactory.
- The provision for work-based learning in foundation is now unsatisfactory.

Background

Tresham Institute was inspected in November 2001. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory in all curriculum areas inspected except construction where it was found to be very weak. The quality of provision for work-based learning in construction, business, management and professional and foundation was also found to be very weak.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or that leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory provision in any curriculum or WBL area, or less than satisfactory leadership and management, Ofsted or the ALI will visit the college to carry out

monitoring inspections of the unsatisfactory areas.

As a result of the re-inspection, inspectors may judge that the curriculum or WBL areas, or leadership and management are satisfactory and that no further visits are required. Such a judgement is likely to be made between 12 and 24 months after the initial inspection. If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the four-year cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and the reasons why.

Dates of Re-Inspection Monitoring Visits

In accordance with the above procedures, re-inspection monitoring visits took place in July 2002, December 2002, April 2003, May 2003, and September 2003.

Construction

In the November 2001 inspection, the quality of provision in this area was judged to be **very weak**. The quality of work-based learning in construction was judged to be **very weak**. The following strengths and weaknesses were identified in the inspection report:

Strengths

- well resourced practical areas
- good pastoral support for work-based learners

Weaknesses

- very low retention and pass rates
- poor attendance
- poor teaching on many courses

- inadequate curriculum management
- ineffective workplace assessment

Following the re-inspection monitoring inspections, inspectors judged that **good** progress has been made in addressing the above weaknesses and that overall provision in this area is now **satisfactory**. **Limited** progress has been made in addressing the above weaknesses in work-based learning and overall provision for work-based learning in construction remains **unsatisfactory**.

Both retention and pass rates for many courses are now above the national averages. For example, in 2003 the retention rates for students on level 1 courses were well above the national averages overall. Pass rates were also well above the national averages at level 1 overall. Attendance has improved. Curriculum management has improved and is satisfactory. The new management structure includes a new director of programmes who provides effective leadership, and curriculum leaders for each area. Course management systems have been introduced and the standard and quality of all courses is monitored effectively. The quality of teaching has improved. Most teaching observed on the final monitoring visit was good or better. A mentoring scheme is in place to support newly appointed teachers who are undertaking teacher training. All students have a thorough induction and receive appropriate documentation. Health and safety training is provided at the beginning of courses. All students undertake an initial assessment and appropriate support is provided. There are effective systems in place to follow up students who are absent. Lateness is challenged appropriately. The quality of accommodation has improved and further improvements are planned.

The management of work-based learning has improved and three learning coordinators have been appointed to coordinate the training. The understanding of trainees and employers of the requirements of the NVQ and the Modern Apprenticeship Frameworks has improved. Internal verification is well-planned and regular standardisation meetings take place. There are clear roles and responsibilities for assessors and internal verifiers. Key Skills are delivered by construction staff in a vocational context. Teaching staff are adequately qualified and many have assessor and verifier awards. On-site assessment of trainees' work, although thorough, needs to take place more frequently. Employers are not sufficiently involved in assessment. There are also inconsistencies in the quarterly reviews of trainees' progress. Examples of poor practice include a lack of employer involvement, failure to link to the previous review, and failure to set challenging targets for trainees. The achievement rate for the foundation modern apprenticeship framework remains low.

Business, management and professional (work-based learning)

In the November 2001 inspection, the quality of the work-based learning provision in this area was judged to be **very weak**. The following strengths and weaknesses pertaining to work-based learning were identified in the inspection report:

Weaknesses

- ineffective management of work-based learning

- insufficient work based assessment
- insufficient integration of key skills
- inadequate internal verification
- poor involvement of employers in the training process

Following the monitoring inspection, inspectors judged that limited progress has been made in addressing the above weaknesses and that the work-based-learning provision in this area is now **unsatisfactory**. Many improvements have only recently been implemented and it is too early to judge their impact upon learners. Retention and achievement for the foundation modern apprenticeship are low. Progress towards qualifications is slow. The range of assessment methods used is limited, and there is insufficient use of direct observation in the workplace. In accounting simulations are used, even where work based evidence is available. Initial guidance and support are variable. There are examples of learners who did not receive information or support for several weeks. Off-the job training is good, particularly for administration and accounting. Comprehensive work packs have been devised for the technical certificate in administration. Learners are developing good personal and work skills in the workplace, and benefit from very supportive employers, who provide good on the job training. The management and co-ordination of work-based learning has improved. The match between NVQ competency requirements and employment experiences is now assessed early to ensure learners are able to cover the full range of NVQ units. Internal verification systems meet awarding body guidelines. Key skills are increasingly put in a vocational context. Staff are well-qualified and experienced and undertake professional updating on a regular basis.

Foundation (work-based learning)

In the November 2001 inspection, the quality of the work-based learning provision in this area was judged to be **very weak**. The following strengths and weaknesses pertaining

to work-based learning were identified in the inspection report:

Weaknesses

- very poor life skills provision
- inadequate use of initial assessment in planning learning to meet individual needs

- weaknesses in individual learning plans and target setting

Following the monitoring inspections, inspectors judged that limited progress had been made in addressing the weaknesses and that work-based learning provision in this area is now **unsatisfactory**. Initial basic skills assessments are carried out early in the induction period. These assessments are not sufficiently well used to inform the planning of learning or to identify the particular strengths and weaknesses of each individual learner. All learners have an individual plan with targets that are reviewed on a monthly basis. However, the targets are insufficiently detailed to help staff and learners in planning learning or in measuring the small steps of progress being made. Lesson plans do not consider individual learning needs and there is insufficient differentiation of materials. Behaviour management in lessons is good. Poor punctuality hinders learning. Accommodation has improved. There are insufficient computers in the IT room. There is no specialist software to support the development of learners' literacy and numeracy skills. In some classes there are insufficient support tutors to meet individual support needs. There is good personal support for learners. Effective links with external agencies ensure that specialist personal support needs are met. Staff have relevant experience and qualifications in working with young people, but too few have teaching experience or qualifications, including specialist training in the teaching of literacy and numeracy. Staff have received insufficient training in target setting. Management strategies to improve the quality of teaching and learning through observations have only recently been implemented and are not yet effective.