

# KTS Training (2002) Ltd

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Public services
- Employability training

## Description of the provider

1. KTS Training, based in South Gloucestershire, was founded in 1980 to deliver a range of community based activities to unemployed adults. Over time it has changed its emphasis to concentrate on young people through apprenticeships and Entry to Employment (E2E). In 2002 it was the subject of a management takeover becoming KTS Training (2002) Ltd. (KTS). There are two directors plus two managers who make up the senior management team. A second management tier consists of the co-ordinators of E2E and Pre E2E.
2. In August 2006 KTS contracted with the West of England Learning and Skills Council (LSC) to deliver level 2 qualifications to adults in the workplace through Train to Gain. The total number of adults training in administration, customer service, team leading, management and cleaning was 143 with 118 of these enrolled in the cleaning services provision that was inspected. Fifty learners are currently on the E2E programme which is delivered at centres in Kingswood and Yate, and from October 2007 will also be delivered at a centre in Southmead. Other provision not inspected included a small number of apprentices training in administration, customer service and team leading; national vocational qualification (NVQ) training as a subcontractor to City of Bristol College; and pre-entry to employment, originally through a consortium using ESF funding and from August 2007 delivered through a sub contract agreement with City of Bristol College. KTS also provides a wide range of commercial training, including management training and development and information technology.
3. South Gloucestershire is the largest unitary authority in the south west of England and covers both urban and rural areas. While unemployment rates in general are below the national average at 1.2%, Kings Chase is above both local and national averages at 3.8% and local secondary schools range between 42% and 47% achievement rates at GCSE. Minority ethnic groups account for less than 2% of the population of South Gloucestershire, although this number is rising.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

## Sector subject area

Public services	Satisfactory: Grade 3
Employability training	Good: Grade 2

## Overall judgement

### Effectiveness of provision

#### Good: Grade 2

4. The overall effectiveness of the provision is good. Achievement and standards are good, the quality of provision is good, and leadership and management is also good. Provision is satisfactory in public services and good in employability training.

### Capacity to improve

#### Good: Grade 2

5. Capacity to improve is good. Steps taken to improve the provision are good with most of the areas for improvement identified at reinspection having improved or resolved. For example, appraisals are regular and staff are fully included in reviewing and setting business related goals. Continual professional development is linked well to appraisal. The completion of apprenticeship frameworks, identified as a key weakness at reinspection, has improved. Assessment, internal verification and E2E moderation have improved across all programmes. KTS has maintained leadership and management strengths identified at the previous inspection. Outcomes for all learners are good for new programmes and good over time. New programmes planned and introduced since reinspection have successful outcomes. The inspection grades at this inspection are better than at reinspection.
6. The self-assessment process is good. It is much more inclusive than at the previous reinspection. It includes contributions from staff and managers and evaluations from employers and learners. The self-assessment report is well established. Successive reports are updated well to include new requirements, reflect change and make the process better as a quality improvement tool. KTS uses data well to describe the context and background of training programmes and where and why they are offered. It includes and uses data to plan new areas for programme development and improve programme outcomes. The report does not contain the achievement of different cultural groups although it does refer to the use of equality and diversity impact measures. Judgements on inspection mostly reflect those in the report. The self-assessment grades match inspection grades.

## Key strengths

- Good outcomes for all learners
- Very good teaching on the E2E programme
- Good personal and pastoral support for all learners
- Good business planning
- Good quality improvement
- Good promotion of equality of opportunity

## Key areas for improvement

- Inadequate target-setting for E2E learners during progress reviews
- Insufficient initial assessment for adult learners
- Incomplete teaching and learning observation scheme

## Main findings

### Achievement and standards

#### Good: Grade 2

7. Achievement and standards are good. The self-assessment report accurately identifies success outcomes as a strength. The numbers of E2E learners progressing to further education, into apprenticeships or work has continued to be good. E2E learners achieve good success rates for literacy and numeracy qualifications as well as externally accredited vocationally related qualifications.
8. This is the first year of providing Train to Gain programmes and to date all adults have achieved their cleaning and support services level 2 qualifications. Other Train to Gain adult learners are also achieving well.
9. Learners make good progress in developing their personal and social skills. They have improved self-confidence and develop good motivation to succeed. Retention rates are good for adults and satisfactory for E2E learners.

### Quality of provision

#### Good: Grade 2

10. The quality of provision at KTS is good overall. Teaching and learning is particularly good for E2E learners. A good range of teaching resources is used in the classroom and for the vocational element of the E2E programme. Initial assessments are particularly thorough for E2E learners and include screening tests for literacy, numeracy and IT. Diagnostic tests are used very effectively. Literacy and numeracy support is particularly well established within all E2E learners' activities. Adults on Train to Gain programmes receive satisfactory on-the-job training, although KTS gives insufficient attention to the literacy and numeracy assessment and support needs of those taking the level 2 qualification in cleaning. This was not identified in the self-assessment report.
11. The needs and interests of learners are met very effectively. KTS provides a good range of learning and enrichment activities. It makes good use of its own sites and local facilities to provide E2E learners with a good variety of activities that add value to their programme. Inspectors agreed with the provider that literacy and numeracy and key skills are established well within all these activities. KTS has established effective links with local employers and although the E2E programme has a particularly narrow vocational choice, learners do have satisfactory access to work placements. KTS is very responsive in meeting the local training needs of adults and has developed appropriate links with employers to facilitate the training of their employees.
12. Learners are supported very well. KTS has good knowledge of its learners and responds appropriately when issues arise. Learners are referred, very effectively, to external organisations for issues such as anger management, counselling and housing. It has well established links with the local Connexions partnership. A link personal adviser meets regularly with KTS. The provider has gained Matrix accreditation. One member of staff is qualified in advice and guidance and a further two staff are due to start training.

### Leadership and management

**Good: Grade 2****Equality of opportunity**

Contributory grade: Good: Grade 2

13. Leadership and management is good. Quality improvement is good and managers have raised standards and tackled key weaknesses from the previous inspection well. Data is used effectively to drive improvement. Outcomes for learners are good for all programmes. Good business planning links well to strategic priorities. The provision has been carefully planned to improve the participation and achievement of 14-19 year old learners and adults who are currently not in education, employment or training or leave school with few or no qualifications. KTS successfully engages local and regional employers and is developing good partnerships with local training providers. Resources are planned and integrated well. Planned resources to promote learning include better technology for learners. An E2E learners' focus group meets with a senior manager once a month to plan improvements.
14. KTS resources and develops staff effectively. Staff have a range of pertinent qualifications and experience for delivering the programmes KTS offers. A few staff hold level 4 qualifications in teaching literacy and/or numeracy. All staff participate in the good staff development opportunities linked to business planning and need. Appraisal is satisfactory.
15. Promotion of equality of opportunity is improved and is good. Good promotional materials are used to raise learners, staff and employers' awareness. Learners with multiple barriers to learning and employment are given good training opportunities. The Skills for life strategy supports the positive training ethos at KTS, but is not yet established fully with all adult learners. KTS is very effective at including and supporting learners with a declared disability. Reasonable adjustment has been made to the main centre for people with mobility difficulties, an issue identified at the previous inspection. KTS holds training sessions to promote equality and diversity for staff.
16. Child protection arrangements are satisfactory. All staff have enhanced criminal records bureau checks. KTS has a child protection policy and a designated person responsible for child welfare.
17. The self-assessment report includes pertinent information from a variety of sources which managers use to plan improvements well. The report is sufficiently critical. The quality improvement plan is satisfactory. It focuses on quality improvement but includes too much information and does not prioritise sufficiently.
18. Provision is monitored well. Senior managers have a good overview of the participation, progress and achievement of learners, how their performance compares as a company regionally and nationally and the quality of provision. Assessment and internal verification and moderation of all programmes are satisfactory. Train to Gain provision is new this year and quality assurance is not fully standardised on this programme. Senior managers are not certain of the effectiveness of some Train to Gain monitoring. The service level agreement with the facilitators of this contract contains insufficiently specific monitoring requirements. However, most learners on Train to Gain are progressing and attaining extremely well.
19. Teaching and learning is observed regularly. All teaching and learning staff are observed and KTS plans to introduce peer observation soon. However, the observation of teaching and learning system is incomplete. Observations are not effectively moderated. Often



action sections on observation forms are not adequately recorded. Some observation grades do not match the supporting text sufficiently.

## What learners like:

- The care and support - 'Tutors look out for you'
- The way it builds confidence - 'I have a sense of achievement', 'The focus group has given me confidence'
- 'Bullying is dealt with well'
- The relevant learning - 'I've improved how I do my job'
- 'The chance to get a qualification for something I've been doing for years'
- 'Having job security when I get my qualification'

## What learners think could improve:

- Leisure facilities at the Yate centre
- Access to sports for learners at the Yate centre
- Teaching of mathematics - 'more teaching and less paperwork'

## Sector subject areas

### Public Services

#### Satisfactory: Grade 3

#### Context

20. Currently 118 Train to Gain learners, aged 19+, are working towards a National Vocational Qualification (NVQ) level 2 in cleaning and support services (buildings). Learners are employed in a variety of businesses in Bristol and surrounding counties. All training and assessment is carried out in the workplace. Recruitment, assessment, internal verification and progress reviews are undertaken by self-employed staff contracted by KTS. All learners are recruited to the programme via their employers. KTS started Train to Gain in November 2006. Overall 184 learners have enrolled on Train to Gain programmes during 2006-07.

#### Strengths

- Particularly good progress
- Good support

#### Areas for improvement

- Insufficient initial assessment

#### Achievement and standards

21. Achievement and standards are satisfactory. Learners have made particularly good progress on Train to Gain since they started training early in 2007. Provider data indicates that currently 100% have achieved the NVQ level 2. All learners make good progress in developing new skills. Most learners have no previous qualifications and many who have been out of education for many years develop improved personal skills. The standard of learners' written work in portfolios is satisfactory and demonstrates appropriate background knowledge. Learners' complete work diligently at home between assessor visits. All learners, even those who have been employed as cleaners for many years, have learned new workplace skills. These have been used to improve workplace practices to the benefit of employers and clients. Learners enjoy the programme and voluntarily complete an additional unit of learning. Employers indicate that learners demonstrate their improved productivity and confidence through their practical work. Learners have insufficient opportunities to gain additional qualifications in literacy and numeracy. This was not identified in the self-assessment report.

#### Quality of provision

22. On-the-job training is satisfactory overall. Well qualified and industrially experienced assessors provide useful professional insight and expertise to support learning. The assessment of workplace activity is particularly good. Assessments are planned purposefully in advance. Learners are observed skilfully as they undertake regular workplace tasks. Learners are required to explain in detail how they will achieve assessment tasks. Assessors ask appropriate supplementary questions to clarify the learners understanding during the assessment and write a detailed record of what they

have seen. Learners are given clear feedback on what they have done correctly and what they need to improve. Assessors give positive feedback that builds and maintains motivation to complete the qualification.

23. Initial assessment, however, is insufficient to identify adequately the skills and needs of learners. Learners complete a 'self-evaluation' of their literacy and numeracy skills. This does not give an accurate measure of the learners' literacy, numeracy or language level or provide sufficient detail of specific additional support. The individual learning plan is not used to plan and monitor how learners' needs will be supported. Support arrangements for literacy, numeracy and language are insufficient. KTS has no provision for specialist support such as translators for speakers of other languages, nor adequate access to basic skills tutors. Assessors do however, have an awareness of the difficulties that individual learners have and offer help and advice that they feel is most appropriate, including signposting learners to local colleges and training providers.
24. Learners and employers needs are well met. Employers actively encourage learners to enrol for the qualification and ensure learners have time within their normal working hours for meetings with their assessors. Working relationships between KTS assessors and workplace supervisors are close and effective.
25. Support for learners is good. This is accurately identified in the self-assessment report. KTS is good at encouraging and supporting learners' on-the-job training and assessment. Learners who lack confidence in their ability to succeed are introduced to the qualification in ways that quickly build confidence and motivation and breaks down any barriers they may have to learning. Peer to peer support is encouraged and learners who lack confidence find this support particularly beneficial. Workplace supervisors provide good support and make additional time to see learners if they need help. Useful workbooks have been developed to help learners understand the standards required of the NVQ.

### **Leadership and management**

26. Leadership and management overall are satisfactory. Learner progress is monitored by KTS from information provided by the self-employed assessors. Internal verification is satisfactory. KTS holds regular formal and informal meetings with assessors. KTS sets targets for recruitment and completion which it monitors regularly. It is too early to judge the impact of quality improvement as the programme was recently introduced. Employers, supervisors and assessors work to ensure that learners from diverse ethnic backgrounds and learners with disabilities and barriers to learning are given opportunities and positive encouragement to succeed.
27. Resources are satisfactory. A sufficient number of appropriately qualified and industrially experienced staff manage and deliver all aspects of training. Training is managed satisfactorily in the workplace by employers and supervisors. Learning materials, including the useful workbooks, are satisfactory.
28. The self-assessment report broadly reflects inspection findings except for the area for improvement identified by inspectors in initial assessment.

## **Employability Training**

### **Good: Grade 2**

#### **Context**

29. Fifty learners are on the E2E programme at the start of the 2007-08, attending at two centres in Bristol and South Gloucestershire, Kingswood and Yate. A further 20 learners follow a shorter more flexible pre-E2E programme, which is not in scope at this inspection. In 2006-07, of 130 E2E learners, 48% were female, 40% declared a learning difficulty and/or disability and 8% were from black and minority ethnic groups. Participation on the programme is growing. The number of learners who started on this programme increased by 42% between 2005-06 and 2006-07. Learners generally attend for 25 hours a week. Learners' timetables include literacy, numeracy, information and communications technology (ICT), personal development and generic employment preparation skills, plus a variety of enrichment activities. A team of seven training staff and a placement officer are led by two co-ordinators.

#### **Strengths**

- Good achievement
- Particularly effective assessment
- Very good integration of literacy and numeracy skills development
- Good support for learners' pastoral and additional social needs
- Very good management of the E2E programme

#### **Areas for improvement**

- Inadequate target-setting

#### **Achievement and standards**

30. Achievement is good. This is recognised in the self-assessment report. Progression into employment and further training has remained at a consistently high standard over the past three years. In 2006-07, 62% of learners progressed, 61% in 2005-06 and 64% in 2004-05. Of those learners who progress, 45% have moved on to employment, though not always to jobs with a training element, and 18% have transferred to further education or other work-based learning. Learners also gain significant personal and social skills through their training as well as additional external accreditation. In 2006-07 54% were awarded one or more vocationally relevant certificates, including an externally awarded foundation training certificate, first aid and ICT awards. Thirty % of learners have passed literacy and/or numeracy tests. Learners demonstrate high levels of confidence in sessions and have made notable improvements in communication skills through innovative project work. KTS has imaginative ways of celebrating success and good ways of displaying achievements for other learners to see. Attendance is satisfactory and monitored well.

#### **Quality of provision**

31. Teaching and learning is good overall. Learners benefit from a good range of particularly effective assessments. A 4 to 6 week introductory period allows comprehensive assessment of literacy and numeracy skills. Learners understand the importance of

diagnostic assessment and contribute to setting their own targets to improve their skills. Diagnostic assessment is repeated as learners move up a level to refine their individual learning plan further. Tutors use a very good interactive assessment of ICT skills to plan appropriate training at the right level. Learners' prior experience and emotional and additional learning needs are recorded sensitively. Staff use the results to maximise effective planned support.

32. The development of literacy and numeracy skills is very well integrated with E2E learners' programmes. Learners are timetabled for group lessons and work on individual skills in literacy and numeracy. They also cover this aspect particularly imaginatively in personal development sessions, enrichment activities and other project work. In planning group outings, learners cost all aspects and provide a statistical analysis of what aspects the group most enjoyed. The learner focus group is using a computer design package to plan a new recreation room and set a budget for furniture. Well qualified tutors use a good and varied range of teaching and learning strategies. Resources, including use of ICT, are of a good quality, are multi-sensory and well deployed. An interesting multimedia project enables learners to practise their presentation skills and film-making around the topic of nutrition. Learners are made aware of the significance of learning outcomes for literacy and numeracy. Tutors make effective use of extension activities to challenge more able learners.
33. Tutors pay insufficient attention to monitoring specific learning targets during progress reviews. Targets are either too broad to be easily measurable, for example, focusing only on continuing to work on numeracy skills, or require more frequent monitoring than the four-week review period. Progress reviews are not always closely related to diagnostic assessment outcomes or individual skills attainment. Learners are given inadequate levels of challenge through questioning in reviews. Reviews of learners on work placement are more inclusive and precise. Informal feedback in classes is satisfactory.
34. The needs and interests of learners are met very well. Learners benefit from a particularly wide range of well organised enrichment activities which they help to plan. These include sports, music and charitable work. However, limited opportunities exist for the development of specific vocational skills. While KTS has established links with local employers, only 40% of learners currently on programme access a placement or work taster. KTS has identified this as an area for improvement and plans to extend the range in collaboration with other local training organisations.
35. A strength of good support for learners has been maintained from the two previous inspections and accurately identified as a strength in the self-assessment report. High proportions, 40%, of learners declare an additional learning need or disability. Support covers practical attention to housing and benefit issues as well as pastoral care for emotional and medical needs. KTS calls on a good range of specialist agencies to provide additional support. Learners comment particularly on the supportive atmosphere in both centres. Discipline issues and grievances are dealt with in a subtle but rigorous way. Learners receive financial incentives for good attendance. All Staff have a caseload of learners in their care, but also share records of detailed interventions with colleagues through the provider's computer network.

## **Leadership and management**

36. Management of the E2E programme is very good. Teams work dynamically and collaboratively on curriculum development, designing resources and session planning. A shared computer network helps enable efficient dissemination of information. Communication between the two centres is good. Staff are well supported by their line managers and follow-up action to address particular issues is rapid. Creative management effort enabled recruitment targets to be attained on the pre-E2E after a very slow start. Promotion of learners' understanding of equality and diversity is well covered within the E2E programme. All staff are effectively involved in the self-assessment process and substantial quality improvement since the previous inspection has had an impact particularly on assessment practice and support for literacy and numeracy. However, quality monitoring has not identified remaining issues with the reviews although the provider did accurately identify this as an area for improvement in their self-assessment report. Inspectors agreed with the overall grade and most of the judgements in the report.

## Annex

## Learners' achievements

Outcomes on **Entry to Employment (E2E) programmes** managed by the provider 2005 to 2007

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
04–05	74	17 (23%)	47 (64%)
05–06	102	47 (46%)	62 (61%)
06–07	113	56 (50%)	70 (62%)

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms of learners' movement to further education, education and employment, during or at the end of their training period