

REINSPECTION REPORT

Kingsbury Training Centre Limited Reinspection

17 March 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

REINSPECTION REPORT

Kingsbury Training Centre Limited Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Kingsbury Training Centre Limited (KTC) is a private limited company based in Erdington, Birmingham. The company was established in 1981 to provide specialist training provision for disadvantaged young people with a range of behavioural, social and educational needs. In 1995, KTC started the Archway programme for disadvantaged young people aged between 14 and 16. Many of the young people attending the KTC training centre have been excluded from mainstream schooling or have a history of offending.

2. Since the previous inspection, the company has made substantial changes in its management systems and programme provision. In particular, its former programmes in construction and Life Skills have been completely replaced by Entry to Employment (E2E) programmes. These programmes are more closely aligned to the personal and development needs of the company's learners.

3. KTC's provision is funded by Birmingham and Solihull Learning and Skills Council (LSC). The company's senior management team comprises three directors, one of whom also is the managing director. KTC currently employs 22 staff. Since March 2004, the Archway programme has been operated by a separate company, Archway Academy Limited, which is located in the same building. Many learners progress from the Archway programme to training programmes at KTC.

SCOPE OF PROVISION

Foundation programmes

4. There are 69 learners on E2E training programmes. Twenty-three of these are from minority ethnic groups and eight are women. Individual learning programmes concentrate on construction trades. Training takes place in workshops at the training centre. Learners are based at the training centre and attend for 20 hours each week over four days. Those learners who are on a work placement attend for 37 hours each week. The company attempts to find work placements for all learners. Learners carry out assessments under simulated workplace conditions in the training centre. Assessors visit those learners who have work placements to conduct progress reviews and assessment. Forty-one of the current learners transferred from the company's Life Skills programme to the E2E programme in August 2003. Most learners are referred to KTC by Connexions. Following a period of initial assessment, learners follow a training programme which is negotiated to best suit their individual learning needs. Those with an interest in construction trades work towards nationally recognised construction awards at entry and foundation levels. Certificates are also available for a range of short courses that learners attend as part of their E2E training programme. Literacy and numeracy support is provided by a specialist tutor and also by staff in the different workshop areas. Learners work towards key skills in literacy, numeracy and language during their vocational training

programme.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	16
Number of learner interviews	18
Number of staff interviews	12
Number of employer interviews	4
Number of locations/sites/learning centres visited	10
Number of visits	8

OVERALL JUDGEMENT

5. At the previous inspection, KTC's leadership and management were found to be unsatisfactory. Its arrangements for equality of opportunity were satisfactory, but its quality assurance was unsatisfactory. The quality of provision was satisfactory in Life Skills foundation programmes, but unsatisfactory in work-based construction programmes. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

GRADES

Grades awarded at previous inspection

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Construction	4
Contributory grades:	
Work-based learning for young people	4

Foundation programmes	3
Contributory grades:	
Life Skills	3

Grades awarded at reinspection

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

Foundation programmes	3
Contributory grades:	
Entry to Employment	3

KEY FINDINGS

Achievement and standards

6. It is too soon after the introduction of the E2E training programme to comment on retention and achievement rates.

7. Most learners are making good progress in developing their personal and social skills.

Learners interviewed speak positively about how their literacy and numeracy skills have improved.

8. Many learners working in construction trades develop good practical skills, and achieve a high standard of competence. A large proportion of learners progress into employment or further training.

Quality of education and training

9. Learners receive good vocational guidance and support. Many learners at KTC have significant personal problems which are barriers to learning. These learners receive particularly good pastoral support and vocational guidance, which helps them continue in training. KTC's staff draw extensively on their wide links with specialist support agencies to provide learners with additional pastoral help. Learners gain a range of new skills in the craft workshops. Learners interviewed value the help and respect that they receive from staff.

10. The work placements provided remain a strength of the company. Learners on work placements experience a good range of construction skills. They are well prepared for their work on construction sites where they develop their skills. **Learners produce good portfolios** containing evidence of work done at the training centre and while on work placement. Many have gained permanent jobs through their work placement.

11. **There is an effective system for the initial assessment of learners' existing skills and needs**, including those in literacy, numeracy and language. However, there is an inadequate system for monitoring learners' progress in wider aspects of their E2E training programme. **Progress reviews remain ineffective.** Learners have a poor recall of progress reviews, and there are few targets agreed with learners that relate to aspects of their E2E training, other than construction training. Many topics discussed during progress reviews are not effectively recorded, and learners' files are not always updated.

12. **Some learners' records are poorly completed**, and summaries of learners' initial assessments contain insufficient information about learners' needs. Individual records for the E2E programmes do not contain sufficient detail. Complete information on individual learners is difficult to find. This information is held in several areas and not collated centrally.

Leadership and management

13. **KTC has extensive external links which benefit and support its learners.** The company works closely with external agencies to access specialist help and expert guidance for its learners. KTC has strong links with other training providers and employers to provide learners with access to good work placements, as well as to further training and employment opportunities.

14. **There is an open and supportive management style which encourages staff to contribute to the development and improvement of the programme.** Most staff attend further training and are supported in their professional development.

15. **KTC promotes equality of opportunity.** The company works to ensure that no learners are disadvantaged, for example, through absence as a result of re-offending. Since the previous inspection, KTC has also successfully promoted training opportunities to female learners.

16. **KTC has improved its quality assurance procedures** since the previous inspection and is now certified to ISO 9001:2000, which is an international quality assurance standard. The company now has a good quality assurance manual which has been updated. KTC has also developed stronger quality assurance procedures, such as those for the observation of training by staff and for the monitoring of learners on work placements. The health and safety of the premises are now monitored thoroughly.

17. The self-assessment process is satisfactory and is integrated well into overall company planning. Staff meet three times a year to carry out self-assessment, and during these meetings they thoroughly analyse the company's strengths and weaknesses. The grades given by inspectors mostly matched those in the self-assessment report and development plan.

18. **Some quality assurance arrangements are incomplete or do not fully meet the company's changing needs.** Monitoring of learners' training is not yet sufficiently established, and there is insufficient monitoring of learners' records on the E2E training

programmes.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- productive external links
- open and supportive management style
- good promotion of equality of opportunity

Weaknesses

- some incomplete quality assurance arrangements

Foundation programmes

Strengths

- particularly good support for learners
- good range of construction skills developed by learners in work placements

Weaknesses

- ineffective progress reviews
- incomplete learner records

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- productive external links
- open and supportive management style
- good promotion of equality of opportunity

Weaknesses

- some incomplete quality assurance arrangements

19. KTC has extensive productive external links which benefit and support learners. For example, KTC's staff meet frequently with personal advisers from Connexions and members of the youth offenders team to review and respond to learners' individual needs. KTC also uses its extensive contacts with a network of specialist providers to find suitable progression routes for learners. KTC has good contacts with a range of local employers, predominantly involved in the construction industry, which provide good work placements for KTC's learners. KTC regularly invites speakers from specialist external agencies to talk to learners on topics such as drug misuse. KTC's close links with the Archway Academy Limited provide learners on Archway Academy Limited's programmes with a secure route into further training.

20. KTC has an open and supportive approach to the management of its training. It is particularly consultative in its planning and operational processes. There is frequent informal communication between staff. KTC has increased the frequency of staff meetings since the previous inspection, and now has weekly all-staff meetings which have a detailed standard agenda. During these meetings, key staff regularly report on topics such as learners' progress, staff activities, and forthcoming visitors. Staff also use these meetings to discuss and resolve problems relating to learners. Staff participate well in these discussions and in the decision-making. Detailed notes are taken at these staff meetings. Staff feel that they are consulted and are able to contribute to the development of the company. There is good mutual support by staff to continue professional development, and staff voluntarily cover each other's training sessions to enable participation in development activities. Most of training staff and office staff are currently attending professional training programmes.

21. Since the previous inspection, KTC has improved its planning processes. The company has a clear strategic direction and a detailed implementation plan for the development of its E2E training programme. There are clear targets for retention and achievement rates, learners' progress and job outcomes. Detailed plans are in place and

additional resources have already been purchased to strengthen the current E2E curriculum and broaden the range of taster programmes for E2E learners. There is a satisfactory system in place for initial assessment and recording of learners' needs in literacy, numeracy and language. KTC now routinely collects and analyses data on learners' progress to use as a basis for planning its training provision. However, not all of the training processes for the delivery of E2E are firmly established throughout the company. Activities used in learning sessions are not thoroughly recorded or monitored. Feedback from learners on completion of programmes is still limited. Insufficient feedback is received from learners at the end of their training programme.

22. KTC has taken steps to improve its staff appraisal system. All staff receive an annual appraisal and the outcomes are recorded in confidential staff files. Observations of training by staff take place regularly, and staff receive written feedback on their observations. Staff files also include copies of these observations, as well as a record of staff development activities. This information is used in the appraisal process. However, individual performance targets for each year are not routinely set or monitored at the appraisal meeting. Members of staff who are being appraised do not receive sufficient guidance to prepare for the appraisal meeting.

Equality of opportunity

Contributory grade 2

23. At the previous inspection, equality of opportunity was identified as satisfactory. KTC has since thoroughly revised its equal opportunities policy, and developed an effective equal opportunities action plan. The company has supported additional equality of opportunity training for staff, in areas such as the Race Relations (Amendment) Act 2000. Some staff are also receiving training on the Disability Discrimination Act 1995.

24. KTC offers particularly strong support to disadvantaged learners by ensuring that no learner is excluded from the training programme. KTC has a high proportion of learners, currently 29 per cent, who have a history of youth offending. Any learner who withdraws from their training programme is able to return to it even after the end of their contractual period. KTC routinely keeps places open on its training programmes beyond the 21-week maximum contractual period of absence, to ensure that learners are not disadvantaged in their training. Learners who withdraw as a result of re-offending and subsequent detention are able to continue their training immediately after their release. Many of these learners have subsequently gone on to successfully complete their training and to enter employment.

25. KTC also now routinely collects and analyses data on the recruitment and progress of under-represented groups. The company recognises that women are under-represented on current training programmes, and has sought to attract more female learners through attendance at open evenings at local girls' schools. Some promotional materials have been prepared to attract other learners from under-represented groups. There are now eight women on KTC's training programmes, compared with two previously.

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26. Learners have a satisfactory awareness of equality of opportunity, which is introduced during the induction process. Learners interviewed are adequately aware of their rights and responsibilities, and most learners have had a satisfactory understanding of how to complain if a problem arises.

27. At the time of the previous inspection, access to the ground floor of the training centre was restricted for learners with mobility difficulties. The company has since carried out a detailed disability discrimination audit of its premises. KTC has detailed plans for improved access and additional facilities for people with restricted mobility in a new training area for the E2E provision which will be completed by June 2004.

Quality assurance

Contributory grade 3

28. KTC's quality assurance was found to be insufficiently established at the previous inspection. Since that time, the company has developed additional quality assurance systems and procedures to respond to changes in its provision. There is now a good quality assurance manual which has been extensively reviewed and updated since the previous inspection. KTC has further established its quality assurance systems through regular recorded internal audits of its procedures. The health and safety arrangements for the premises are also monitored thoroughly. Audit reports are passed directly to the managing director, who acts immediately in the event of non-compliance, and issues are subsequently raised at the regular staff meetings. Since the previous inspection, KTC has fully documented its quality assurance systems and has been certified to hold ISO 9001:2000.

29. Since the previous inspection, KTC has introduced regular observations of training. All staff are now observed regularly by their line manager, with additional formal and informal observation visits by the managing director. Results of these observations are clearly recorded, and suggestions for further improvement of training discussed with each member of staff. Where appropriate, staff receive training to improve as part of the staff development plan.

30. KTC has also improved its quality assurance processes relating to the monitoring of learners on work placements. The work-placement officer now carries out a detailed survey of employers' premises before a learner starts a work placement there. These employers' files are regularly updated during frequent visits by the work-placement officer and assessors and through good personal contacts with the employers.

31. At the previous inspection, there was insufficient monitoring of training and learning. Since then, KTC has introduced a weekly system to monitor learners. Individual progress and achievements are put into a table during the staff assessment group's weekly meetings. New targets and actions are agreed and recorded for each learner and then reviewed at the following meeting. Where individual learners are ready to progress to a work placement or require additional specialist support, this is arranged. There is now a satisfactory internal verification system in place for those learners taking externally accredited construction awards.

32. The self-assessment process is satisfactory. The current self-assessment report and development plan were produced in October 2003. Self-assessment has been carried out since 2000, and is used as part of the company's planning processes. Staff meet three times a year to carry out self-assessment, and during these meetings they thoroughly analyse the company's strengths and weaknesses. The grades given by inspectors mostly matched those strengths and weaknesses in the self-assessment report and in the development plan.

33. Some quality assurance arrangements are incomplete and do not fully meet the organisation's changing needs. KTC has recognised that it now needs to develop additional audit procedures to meet the wider curriculum needs of the E2E training programme. In particular, learners' records are held in different parts of the company. There is insufficient overall monitoring of them in all areas of the E2E training programme.

AREAS OF LEARNING

Foundation programmes

Grade 3

Programmes inspected	Number of learners	Contributory grade
Entry to Employment	69	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- particularly good support for learners
- good range of construction skills developed by learners in work placements

Weaknesses

- ineffective progress reviews
- incomplete learner records

Achievement and standards

34. Since the previous inspection, KTC has transferred all of its training provision to the E2E programme. The programme is still in the early stages of development, and it is too early to make a judgement about learners' achievements. A large proportion of learners progress into employment or further training at the end of their training programme. Twenty-two of the 28 learners who have left the training programme since August 2003 have progressed into employment, further education or training. Learners make good progress in developing their personal and social skills. Those learners interviewed who are receiving literacy and numeracy support, are positive about how their skills in this area have improved. Learners working in construction trades develop their practical skills and, in some cases, achieve a high standard of competence.

Quality of education and training

35. Staff provide particularly good pastoral support and guidance for learners. Learners continue in training, despite significant personal and learning barriers. Good, continuous support is provided to all learners. Staff at the training centre have extensive and effective links with a network of specialist support agencies that provide learners with counselling and help to overcome problems such as drug and substance misuse. Learners understand how to raise concerns with staff and are provided with good help and guidance. Learners interviewed speak very highly of the support and respect that they are given by staff. Staff also provide good support for learners in the craft workshops and are able to gain a range of practical skills to help them find employment.

36. Initial assessment of learners is satisfactory. The company's procedures have changed significantly to reflect the introduction of the E2E programme. KTC has introduced additional exercises and materials to the initial assessment. Initial assessment now lasts for between two and eight weeks, dependent on the needs of individual learners. For those learners referred by Jobcentre Plus, KTC effectively uses the results from the initial assessment conducted by Jobcentre Plus as a basis for identifying learners' needs in literacy, numeracy and language. A recently introduced computer-based assessment system produces a clear record of individual needs. This is subsequently used to provide additional individual support sessions for literacy, numeracy and language twice a week, using national core curriculum materials and specially prepared materials. Learners are making satisfactory progress towards the achievement of key skills units.

37. Additional workshop-based tests effectively assess individual learners' aptitude, in areas such as manual dexterity, as well as preferred learning styles. The E2E co-ordinator has set up a detailed system to monitor the completion of essential paperwork, which is used to provide a record of timescales for the different initial assessment activities for each learner. However, the different outcomes from the range of assessment activities are not used together effectively to develop individual learning plans. Learners receive good support for their personal and social development needs. However, the formal assessment of these needs is not sufficiently recorded in some cases, and support needs identified are not always recorded in sufficient detail.

38. At the previous inspection, one of the company's strengths was that learners on work placements were gaining a good range of construction skills. This remains a strength. Learners are well prepared for site work before they go on a work placement. They achieve good basic construction skills in the workshops, before they begin work on construction sites where they develop their practical skills. The resources available to support learners in the training centre are satisfactory, although training rooms become cramped when there are high attendance rates. Work placements are good, and work is done to a high commercial standard. Learners are well supported by employers and are encouraged to develop their existing skills and to gain additional practical skills. Learners on work placements are also able to return to the training centre to develop new techniques and skills, for example in papering ceilings, before these skills are used on the work placement. Many learners have gained permanent jobs while on work placement.

39. Learners have good working relationships with each other and develop good social skills. They produce satisfactory portfolios containing evidence of work done at the training centre and on work placement. These portfolios are well structured and contain good evidence.

40. At the previous inspection, two weaknesses were identified relating to national vocational qualification (NVQ) evidence. Since NVQs are no longer being delivered by the provider, these weaknesses are no longer relevant. Most new E2E learners are at entry level and level 1 and are assessed in the training centre through simulated activities. They are assessed in the workplace when they progress to a work placement. Learners now keep weekly site diaries to record the work they have done in their work

placement. Learners' progress is monitored through a display in the craft workshops and in learners' portfolios. Planning of training was identified a weakness at the previous inspection, but is now satisfactory. There is now detailed planning of the vocational aspects of the training programme. The company recognises that it has further work to do to provide an E2E curriculum with a broad range of activities reflecting the personal and social development needs of learners. A comprehensive plan of the E2E programme is now being implemented. The company has started to find additional work placements in a range of vocational areas, including retail.

41. New health and safety procedures have been put in place with the assistance of an external consultant to conduct risk assessments in each craft area. These risk assessments have all been completed. Health and safety in the workshops is satisfactory. Learners observed, both in training and in the workplace, perform to current health and safety standards. Poor health and safety practice was identified as a weakness at the previous inspection. Learners interviewed speak confidently about the health and safety information they receive during induction. They satisfactorily recall the information given to them during induction.

42. Progress reviews remain ineffective. There is no system for monitoring learners' progress in all aspects of their E2E training programme. Where targets are recorded these relate mainly to completion of the construction awards. There are few targets agreed with learners relating to other aspects of their E2E training programme. Learners do not remember progress reviews well. Many topics discussed with learners during progress reviews are not effectively recorded. Learners files are not updated after each progress review.

43. There are some poorly completed records about learners. KTC's staff use nationally devised documents to support the E2E training programme. However, summaries of learners' initial assessments contain insufficient information about action or support required to help learners. Individual records for learners on E2E programmes are not specific and contain insufficient detail. Some records are incomplete with target dates and signatures missing. Different members of staff keep detailed information about individual learners, but this is not collated or stored centrally. Learners' records are fragmented and do not contain all the necessary information about them.

Leadership and management

44. Following the introduction of the E2E training programme, all staff and managers are involved in introducing additional learning opportunities to reflect the requirements of training programme. Although some changes have been made, these are in the early stages of development. While quality assurance is mostly satisfactory, processes and procedures require more time to become fully established. Current procedures do not effectively quality assure all parts of the training programmes.