

INSPECTION REPORT

Milton Keynes Christian Foundation

25 August 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Milton Keynes Christian Foundation	2
Grades	2
About the inspection	3
Key Findings	3
What learners like about Milton Keynes Christian Foundation	8
What learners think Milton Keynes Christian Foundation could improve	8

Detailed inspection findings

Leadership and management	9
Equality of opportunity	11
Quality improvement	12
Preparation for life and work	14

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Milton Keynes Christian Foundation (MKCF) is a registered charity. It was established in 1985 by an association of local churches and is based in Wolverton, near central Milton Keynes. One of the main focuses of its work is to support local disadvantaged young people and families through community and regeneration projects, including training and development. The organisation currently offers Entry to Employment (E2E) funded through the Milton Keynes, Oxfordshire and Buckinghamshire Learning and Skills Council (LSC). It also offers the voluntary sector and environment task force options of New Deal, funded through the London and Southeast region of Jobcentre Plus. A programme for young parents receives co-financed funds from the European Social Fund (ESF) and the LSC. In addition, MKCF provides extended training, funded through Milton Keynes Local Education Authority for Year 11 pupils who are persistently absent from school. It also provides a programme of support funded through Connexions that involves three personal advisers working with young parents, young people needing support to live independently and young people from different faiths and spiritualities. These two aspects of MKCF's work do not come under the remit of the ALI.

2. Milton Keynes has a population of 217,000 and continues to be one of the fastest growing areas in the country. According to the 2001 census, 9.3 per cent of the population was from minority ethnic groups, which is slightly higher than the national average for England of 9.1 per cent. Milton Keynes is largely a prosperous community, with an unemployment rate of 2 per cent in June 2005, compared with the national average of 2.3 per cent. Youth unemployment is just over 26 per cent, which is the same as the average for the Southeast. In September 2004, 48.2 per cent of school leavers from Milton Keynes achieved five or more general certificates of secondary education at grade C or above, compared with a national average of 53.7 per cent.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provider is satisfactory.** MKCF's leadership and management are satisfactory, as are its arrangements for equality of opportunity. Arrangements for quality improvement are inadequate. The provision in preparation for life and work is satisfactory.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** Self-assessment at MKCF is a very well-established process leading to an annual report that is comprehensive and consultative. Managers use a wide range of effective systems to collect evidence from staff, learners and partners and analyse this information very effectively. The most recent self-assessment report provides a particularly honest and critical appraisal of MKCF's provision. It acknowledges that some of the weaknesses identified in previous self-assessment and inspection reports remain, but it also celebrates appropriate strengths. Most of the strengths, weaknesses and grades in this report matched inspectors' findings in each area, except for equality of opportunity. Inspectors gave this area a lower grade.

5. The provider has demonstrated that it has sufficient capacity to make improvements.

The grades given at this inspection are lower than at the previous inspection and little progress has been made towards improving some of the weaknesses inspectors identified three years ago. However, MKCF has successfully maintained and built on the identified strengths. Managers use the self-assessment process very well to evaluate the provision and monitor progress towards achieving the targets in the action plan effectively. The organisation uses good systems for frequently reporting on the quality of the programmes to senior managers and involving staff well in agreeing and implementing action plans for improvement. Managers are currently trying out and evaluating new structures and systems to overcome the sudden departures in the past 12 months of the two previous E2E team leaders.

KEY CHALLENGES FOR MILTON KEYNES CHRISTIAN FOUNDATION:

- continue to implement the strategy to develop purposeful learning programmes for young people with diverse needs
- implement the procedures for E2E fully
- provide broader guidance early on in the E2E programme to help learners identify appropriately specific progression routes
- identify appropriate learning goals to help learners to reach and achieve their next step
- use data systematically to evaluate and improve programmes
- implement and monitor systematic quality improvement arrangements
- develop and implement systems to monitor all aspects of equality of opportunity

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

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

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
Employability training		3	
Entry to Employment	19	3	

ABOUT THE INSPECTION

6. Inspectors reported on and graded MKCF's main E2E programme. Inspectors also examined evidence from the E2E programme known as 'foundation for parents', which is specifically for pregnant women and young parents, and the New Deal voluntary sector and environment task force options, to support judgements in the key findings section of the report.

Number of inspectors	2
Number of inspection days	8
Number of learners interviewed	17
Number of staff interviewed	11
Number of employers interviewed	2
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	4
Number of partners/external agencies interviewed	5
Number of visits	1

KEY FINDINGS

Achievements and standards

7. **Many learners develop enthusiasm and motivation for learning while on E2E at MKCF.** They improve their self-confidence and develop some good employability skills. Some learners effectively overcome previous barriers to learning basic numeracy and literacy skills and learn how to tackle more complex tasks with increased accuracy and confidence. Learners who attend a work placement develop relevant occupational skills, often to a good standard. Some learners attend the E2E programme very well, including some learners whose attendance was particularly poor at school. However, a few learners' attendance is poor.

8. **Rates of progression to further education, training and employment are good,** at 49 per cent in 2004-05 and 55 per cent in 2003-04. Progressing to employment or further education is a significant achievement for some learners who had very poor employability skills. However, MKCF does not keep sufficient records on the types of jobs learners gain or whether learners progress to sustained employment.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	1	2	0	3
Total	0	1	2	0	3

9. **Arrangements to provide individualised learning programmes are good.** MKCF provides a good range of learning activities that include interesting training in relevant topics, such as safe sex and the effects of drug and alcohol misuse. 'Tasters' and work placements provide some learners with useful opportunities to try out different occupational areas, experience being at work and develop relevant occupational skills. The process is well managed, but sometimes too few work placements are available in relevant areas of learning to meet learners' requirements.

10. **MKCF provides E2E learners with a wide range of practical and personal support.** Staff work well with learners to help them identify and overcome their personal barriers to learning and employment. They provide good practical advice and support on a very wide range of aspects of learners' lives, such as housing, managing their finances and understanding benefits. They arrange for learners to receive more specialist advice and guidance promptly, when appropriate.

11. Training is satisfactory. Learning sessions on the induction programme, and in literacy, numeracy and life skills involve a good range of imaginative and interesting learning activities. Most learners participate well and make good contributions during learning activities. However, learners receive insufficient feedback on the quality of their work.

12. **Procedures for identifying and recording specific learning targets are weak.** Initial assessments are satisfactory. However, training co-ordinators do not use the information collected adequately to agree realistic and specific learning goals with learners. The E2E Passport is poorly completed. The recording of personal and social learning goals is particularly weak. Learners and other members of staff do not receive sufficient information on what learners need to do to achieve their long-term plans.

13. **Planning for progression is poor.** The identification of possible progression routes does not take place early enough in the programme. Learners receive insufficient information or individual guidance on the full range of employment, training and learning opportunities. Too few E2E Passports contain enough detail on what learners intend to do when they leave the programme. Assessment of learning objectives to help learners reach and complete their identified training programme or course, or gain and sustain a job in a chosen area of work, is weak.

14. MKCF provides satisfactory training for learners in the three strands of the core E2E curriculum. However, **these strands make up separate parts of the programme and are not adequately linked.** Staff do not use the different aspects of the E2E programme sufficiently to provide each learner with a well-co-ordinated programme. Learning on placement is not planned, assessed or recorded well. Most learners do not receive sufficiently specific feedback on their progress in learning occupational skills, or a written record of their achievements at work.

Leadership and management

15. MKCF has very clear strategic direction and meets the objectives in its mission well. **The organisation's work has strong focus on providing facilities, training and support for young people who have significant barriers to education, training and employment.** Its training and development projects successfully broaden young people's horizons and provide interesting and useful contexts for work placements. Training and work-placement

projects are managed well. They provide particularly appropriate work for MKCF's New Deal participants on the voluntary sector and environment task force options, as well as for some learners on E2E.

16. MKCF works particularly well with other agencies, organisations, churches and religious groups to develop its training programmes and support for young people. Its good arrangements with the organisations help to broaden the variety of learning activities offered to learners and provide individual learners with additional specialist support. Procedures for agreeing and managing contractual arrangements with subcontractors are satisfactory.

17. MKCF has continued to develop its good systems for internal communication. **Managers involve staff well in the development of the programmes and facilities provided to young people.** Staff members' views are welcomed and are used well to make decisions at team meetings, as well as at meetings and conferences for all staff. Members of staff and managers working on different aspects of MKCF's work also collaborate well and frequently share good practice, ideas and views.

18. Financial management is satisfactory. Managers have recently made significant improvements to the way they record financial information, including claims to funding bodies. MKCF provides a good and welcoming learning environment with some good accommodation and facilities. Staff members carry out satisfactory monitoring of health and safety on most aspects of MKCF's provision and keep good records of risk assessments.

19. MKCF has been slow to introduce new procedures to meet some of the requirements of E2E. Target-setting is weak and the E2E Passport is not used adequately to plan learning programmes. Managers do not have an adequate overview of E2E. Staff receive insufficient specialist advice on what they need to do to implement the programme as required. MKCF does not have a strategy to ensure that all learners receive appropriate literacy, numeracy and language support to help them develop the skills they need to complete their programmes and achieve sustained employment.

20. MKCF provides particularly well-contextualised support for pregnant young women and young mothers and fathers. Learners receive good specialist advice, guidance and support from visiting health professionals who carry out frequent checks to monitor the health of mother and baby in a familiar and non-threatening environment.

21. MKCF promotes equality of opportunity well to learners. Trainers use the induction programme well to help learners explore the principles behind the organisation's equal opportunities policy and how they apply to learners. Learners are valued and their opinions are used well to improve the provision. Staff set and reinforce appropriate standards of expected behaviour effectively. Learners have a good understanding of their rights and responsibilities. However, **MKCF does not monitor the implementation of its equal opportunities policy adequately.** Although equality of opportunity is a standard agenda item in all meetings, discussions are insufficiently focused on checking the effectiveness of this area of work. Some access to accommodation is unsuitable for learners with restricted mobility or who are carrying young babies.

22. Management information systems are not used effectively. Administrative staff,

managers and training co-ordinators do not have prompt access to accurate information to help them manage and monitor training programmes. Managers do not use data enough to measure trends in the success of different demographic groups of learners. Similarly, managers do not make sufficient use of data to measure the effectiveness of the additional support that learners receive. MKCF's monitoring of trends in rates of achievement, progression and attendance is too superficial. Systems to collect more detailed information on learners' destinations once they leave the programme are weak.

23. MKCF uses its self-assessment process very well to evaluate the quality of its programmes. The most recent self-assessment report provides a particularly honest and critical appraisal of the provision. **However, arrangements for quality improvement are insufficiently developed.** Many of the systems described in the quality assurance manual have not been implemented. Monitoring of the E2E programme is unsatisfactory. MKCF has made little progress in improving target-setting and the links between each aspect of the programme. Managers do not adequately monitor the quality of training or other aspects of E2E, such as interviews, reviews and training at work.

Leadership and management

Strengths

- strong strategic focus on developing people from excluded and disadvantaged groups
- good practical working partnerships
- consultative and collaborative development of provision
- particularly well-contextualised support for pregnant young women and young parents
- good promotion of equality of opportunity to learners

Weaknesses

- slow implementation of E2E procedures
- poor use of data
- insufficient monitoring of equality of opportunity
- unsatisfactory arrangements for quality improvement

Preparation for life and work

Employability training

Grade 3

Strengths

- good development of motivation and skills for many learners
- good rates of progression to employment, further education or training
- good individualisation of programmes
- well-managed personal and practical support

Weaknesses

- poor setting and recording of learning goals
- insufficient planning for progression
- insufficient links between the three core strands of the E2E curriculum

WHAT LEARNERS LIKE ABOUT MILTON KEYNES CHRISTIAN FOUNDATION:

- that staff are welcoming and supportive, and not judgemental
- the way staff set and reinforce appropriate standards of behaviour
- 'how staff have helped me to find a way forward'
- the help to understand what to expect in pregnancy
- the chance to get a qualification
- meeting people in the same situation
- learning sessions that are not just a class, but are designed to meet learners' needs
- all-round help with other issues, such as benefits and housing
- getting exercise and eating healthy food – breakfast if they need it
- that it is a good place to get them started in life and help them to be independent

WHAT LEARNERS THINK MILTON KEYNES CHRISTIAN FOUNDATION COULD IMPROVE:

- the planning of activities at work - 'I need more record of what I do there'
- the stairs that are too narrow and steep and the toilets that are too small to accommodate 'the bump'
- 'the choice of what I do - art is OK but I need more maths'
- the information about the level of tests they are doing
- the number of staff to support learners
- the computers

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- strong strategic focus on developing people from excluded and disadvantaged groups
- good practical working partnerships
- consultative and collaborative development of provision
- particularly well-contextualised support for pregnant young women and young parents
- good promotion of equality of opportunity to learners

Weaknesses

- slow implementation of E2E procedures
- poor use of data
- insufficient monitoring of equality of opportunity
- unsatisfactory arrangements for quality improvement

24. MKCF has very clear strategic direction and meets the objectives in its mission well. The organisation's work focuses strongly on providing facilities, training and support for young people who have significant barriers to education, training and employment. Its training and development projects successfully broaden young people's horizons and provide interesting and useful contexts for work placements. MKCF has expanded its work considerably in recent years and has successfully increased its creative community regeneration projects. Training and work-placement projects were thoroughly researched as they were developed and are managed well. They provide particularly appropriate work for MKCF's New Deal participants on the voluntary sector and environment task force options, as well as for some learners on E2E. These include organic gardening in an allotment to supply MKCF's vegetarian restaurant, recycling aluminium on behalf of schools and businesses and restoring computers. Learners explore areas of work that are new to them and develop a good understanding of wider environmental and social concerns.

25. MKCF works particularly well with other agencies, organisations, churches and religious groups to develop its training programmes and support for young people. The organisation is a significant member of a network of community groups and makes a good contribution to the implementation of local strategies to develop the community. MKCF has good arrangements with the organisations that help broaden the variety of learning activities offered to learners, such as creative arts, sports and music technology. Visiting speakers and teaching staff working at external venues receive good information from MKCF's staff to help them plan learning activities that fit in well with the rest of the learning programme. MKCF works well with external organisations to provide each of its learners with additional specialist support. MKCF's staff work well with specialists to help them gain a better understanding of learners' specific needs and plan suitable development programmes. MKCF takes appropriate steps to ensure that learners are not isolated from the rest of the community with whom they live and work and has successfully arranged for

external groups to use the facilities in its training centre, including the vegetarian restaurant. A wide range of agencies and charities make good use of the suitable accommodation and some of them provide specialist advice and guidance to young people on MKCF's programmes, as well as to members of the public. Procedures for agreeing and managing contractual arrangements with subcontractors are satisfactory, but many documents are not dated and some arrangements for reviewing these agreements are unclear.

26. MKCF has continued to develop its good systems for internal communication. Managers involve staff well in the development of the programmes and the facilities provided to young people. The structure for meetings is appropriate and managed well. Directors and team leaders review each programme systematically. Staff members' views are welcomed and are used well to make decisions at team meetings, as well as at meetings and conferences for all staff. Members of staff and managers involved in different aspects of MKCF's work also collaborate well and frequently share good practice, ideas and views. The training and development team works well to review each learner's progress and plan individual programmes. Staff development is given a high priority at MKCF. Staff receive good personal support from line managers at six-weekly supervisory meetings and MKCF arranges for many staff to attend external courses to help them develop their skills and gain national qualifications.

27. Financial management is satisfactory. Managers have recently made significant improvements to the way they record financial information, including claims to funding bodies. MKCF provides a good and welcoming learning environment with some good accommodation and facilities. Staff carry out satisfactory monitoring of health and safety on most aspects of its provision and keep good records of risk assessments. However, risk assessments have not identified that the stairs used by pregnant women and mothers carrying babies and toddlers are unsuitable and present a significant risk. Learners receive insufficient information about alternative stairs and lifts to learning accommodation on the first floor.

28. Learners on E2E receive satisfactory training, and many learners make good progress in developing a wide range of skills. However, many aspects of the programme are still similar to the previous government-funded programme for young people, known as Life Skills. MKCF has been slow to introduce new procedures to meet some of the requirements of E2E. For example, staff do not use the induction period adequately to help learners identify an appropriate progression route near the start of their programme. Target-setting is weak and the E2E Passport is not used adequately to plan learning programmes. Two previous development plans for E2E have identified appropriate action for improvement, but they not been implemented. Two E2E team leaders left MKCF for personal reasons. Currently, managers do not have an adequate overview of E2E. Staff receive insufficient specialist advice on what they need to do to implement the programme as required. Learners attending the main training centre receive literacy and numeracy training as part of the E2E programme. However, E2E learners attending full-time work placements do not receive training in literacy or numeracy. MKCF does not have a strategy to ensure that all learners receive appropriate literacy, numeracy and language support to help them develop the skills they need to complete their programmes and gain sustained employment.

29. Management information systems are not used effectively. MKCF has recently improved its system to record the organisation's performance against contracts with

funding bodies. Managers use this information appropriately. However, they use several systems to record information about learners. Some elements of learning programmes are not recorded, and some records are not detailed enough. Administrative staff, managers and training co-ordinators do not have prompt access to accurate information to help them manage and monitor training programmes.

Equality of opportunity

Contributory grade 3

30. MKCF provides particularly well-contextualised support for pregnant young women and young mothers and fathers. It is the only provider in Milton Keynes that admits pregnant young women onto its E2E programme. The organisation has made good arrangements with the LSC to supplement the E2E provision with additional external funds, to provide a 'foundation for parents' programme for young parents. Learners receive good specialist advice, guidance and support from visiting health professionals, who carry out frequent checks to monitor the health of mother and baby in a familiar and non-threatening environment. The attractive nursery is well resourced with toys, cots and specialist equipment such as breast pumps. Learners appreciate the support they receive from MKCF, the professional staff and from young people in a similar situation. They are treated with respect and patience and are successfully encouraged to think about their own development as well as the baby's.

31. MKCF promotes equality of opportunity well to learners. Trainers use the induction programme well to help learners explore the principles behind the organisation's equality of opportunity policy and how they apply to learners. Learners are valued and their opinions are used well to improve the provision. Staff set and reinforce appropriate standards of expected behaviour effectively. Learners have a good understanding of their rights and responsibilities. MKCF takes appropriate action to deal with harassment, bullying and discrimination. Managers handle complaints and grievances with appropriate tact and discretion and respect the contribution of all interested parties, including parents. Staff intervene very effectively as advocates for vulnerable learners. For example, they work effectively with external agencies to provide continuity of support for vulnerable young people experiencing severe personal, social and economic problems. Programmes include learning activities that promote equality of opportunity well and successfully encourage learners to question their own preconceived ideas and attitudes. Posters and pictures in training rooms reinforce this work effectively.

32. MKCF's policies on equality and diversity, harassment and bullying and complaints and grievances are comprehensive. Staff routinely check that external work-placement providers have a suitable equal opportunities policy and provide them with appropriate assistance to develop one, when required. Marketing and promotional materials show appropriate images and use appropriate language. However, MKCF's policy has insufficient reference to the legislation on equality of opportunity.

33. MKCF does not monitor the implementation of its equal opportunities policy adequately. Although equality of opportunity is a standard agenda item in all meetings, discussions are insufficiently focused on checking the effectiveness of this area of work. Data on staff recruitment is analysed carefully, but managers do not use data enough to measure trends in success of different demographic groups of learners. Similarly, managers do not make sufficient use of data to measure the effectiveness of additional support learners receive. MKCF provides good training for staff, but managers do not sufficiently check that staff have the knowledge and skills they need to work with their current learners.

Although most staff participated in a session on the Children Act 2004 in October 2004, staff have not received recent sufficient training on equality of opportunity. Many staff have received some training in specific areas of their work, such as dealing with challenging behaviour and drugs awareness, but managers do not adequately check that this training is sufficient. The monitoring of equality of opportunity with learners during the four-weekly reviews is not recorded in sufficient detail. Managers do not check that this process is adequate. Managers do not monitor access to learning accommodation adequately. Access to parts of the building used by learners is difficult for learners with restricted mobility or who are carrying young babies. Some of the emergency exits have steep stairways without a ramp. Similarly, risk assessments do not include checks that access to accommodation at external partners is suitable for all learners or potential learners. The self-assessment report on equality of opportunity is not sufficiently critical or evaluative and provides little analysis or judgement on the wider aspects of equality of opportunity.

Quality improvement

Contributory grade 4

34. The self-assessment process is very well established. It is comprehensive and consultative and involves a wide range of effective systems to collect evidence from staff, learners and partners. Managers and staff use specific events and meetings well to analyse the information and agree judgements and areas for development. The latest self-assessment report provides a particularly honest and critical appraisal of the provision. It acknowledges that some of the weaknesses identified in previous self-assessment and inspection reports remain, but it also celebrates appropriate strengths. Most of the strengths, weaknesses and grades in this report matched inspectors' findings in each area, except for equality of opportunity, which inspectors gave a lower grade. Development plans are satisfactory. Managers monitor agreed targets effectively. They are quick to identify slow progress as well as improvements, and frequently adjust development plans accordingly. Improvements have included effective restructuring to the administration department and better understanding of funding regimes and financial performance. Staff teaching E2E learners have roles that are more clearly defined and are developing good learning activities and material relevant to the specialist areas assigned to them. However, the monitoring of equality of opportunity is still weak, as is the use of data.

35. The self-assessment report identifies that quality improvement arrangements are insufficiently developed. Many of the systems described in the quality assurance manual have not been implemented. Monitoring of the E2E programme is unsatisfactory. The auditing of documents has recently improved. Managers use a comprehensive and detailed checking mechanism to help ensure that paperwork is completed as required. However, this process does not monitor the quality of what is recorded on documents, or the effectiveness of planning of learning. Little progress has been made in improving target-setting and the links between each aspect of the programme. Managers do not adequately monitor the quality of training. The new system to observe learning sessions does not provide staff with sufficient specialist feedback on how well the sessions develop learners' skills or meet their individual needs. This process does not adequately monitor the quality and suitability of learning materials. Managers do not monitor other aspects of E2E, such as interviews, reviews and training at work.

36. Data is not used enough to drive quality improvement. Managers monitor the organisation's performance against contractual targets effectively, but they do not scrutinise the information sufficiently to gain a good understanding of how well learners on the E2E programme achieve. Monitoring of trends in rates of achievement, progression and

attendance is too superficial. Systems to collect more detailed information on learners' destinations once they leave the programme are weak. For example, managers do not adequately explore the types of jobs learners gain to see how well the programme helps learners achieve the progression routes identified during the induction period.

AREAS OF LEARNING

Preparation for life and work

Grade 3

Contributory areas:	Number of learners	Contributory grade
Employability training Entry to Employment	19	3 3

37. Learners join MKCF's E2E programme at any time of the year on referral from Connexions and other agencies, or on personal recommendation. Some learners return to MKCF to enrol on E2E having been involved in other aspects of the organisation's work or training programmes. MKCF primarily offers the literacy, numeracy and social and personal development aspects of the E2E curriculum through small-group activities, based at the organisation's main learning centre, and a programme of sports and arts at other local venues. Learners work towards certificates in literacy and/or numeracy at entry levels or levels 1 and 2. Some learners attend a work placement for between one and four days a week, once they have completed an individualised initial training programme. Jobs with local employers are in areas including administration, motor vehicle servicing, catering and retailing. Some learners work on MKCF's environmental and community projects, such as recycling aluminium cans, reconditioning computers and attending to the allotment. Seven members of staff teach or support E2E learners, but the post of team leader is currently vacant.

Employability training

Grade 3

Strengths

- good development of motivation and skills for many learners
- good rates of progression to employment, further education or training
- good individualisation of programmes
- well-managed personal and practical support

Weaknesses

- poor setting and recording of learning goals
- insufficient planning for progression
- insufficient links between the three core strands of the E2E curriculum

Achievement and standards

38. Many learners develop enthusiasm and motivation for learning while on E2E at MKCF. As the course progresses, they make significant progress in developing the ability to concentrate on learning activities, make useful contributions to discussions and complete tasks independently. They articulate their achievements well and appreciate the progress they have made since joining the programme. Many learners improve their self-confidence and develop some good employability skills, such as working in teams, planning their learning and dealing appropriately with new situations. Some learners improve their

literacy skills and can tackle more complex texts and writing tasks with increased accuracy and confidence. Similarly, some learners effectively overcome previous barriers to learning basic numeracy skills. Learners who attend a work placement develop relevant occupational skills, often to a good standard. For example, some learners working in horticulture gain a good understanding of how to sow seeds, plant seedlings and tend to plants, and apply this knowledge well when working in the organisation's allotment. Most learners who complete the induction period achieve national qualifications in basic first aid, food hygiene and health and safety. They develop useful basic skills in these areas and enhance their employability skills. Records on the number of learners who achieve their learning objectives were not available at inspection.

39. Progression rates are good. In 2003-04, the progression rate was 54 per cent. Nine of the 51 learners in this year started a training or education course and 19 found employment. In 2004-05, progression rates were a little lower at 49 per cent, with a higher proportion of learners starting further education and training. Progressing to employment or further training is a significant achievement for some learners, who had very poor employability skills when they joined MKCF. However, MKCF does not keep sufficient records on the types of jobs learners gain or whether learners progress to sustained employment.

40. Some learners attend the E2E programme very well, including some learners whose attendance was particularly poor at school. However, a few learners' attendance is particularly poor. Although some learners make good progress in improving their literacy and numeracy skills, achievement of adult literacy and numeracy qualifications is unsatisfactory. Very few learners have qualifications when they join MKCF, but too few learners take the tests at entry level 3, level 1 or level 2. Pass rates are good for learners who sit the tests, but attendance rates on the day of the tests are poor.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Entry to Employment	2005-06		2004-05		2003-04												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	3		47		51	100											
Progression ¹	0		15		28	55											
Achieved objectives ²	0		0		0	0											
Still in learning	3		16		0	0											

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

The quality of provision

41. Arrangements to provide individualised learning programmes are good. MKCF provides a good range of learning activities based at the main learning centre and community venues. In addition to a programme of learning sessions in life skills, learners attend short courses in a good range of creative arts such as wood turning, pottery and dance and take part in sports activities. External organisations also provide interesting training in relevant topics, such as safe sex and the effects of drug and alcohol misuse. Training co-ordinators make good use of the results of initial assessments to help learners

agree their activities for each week at group meetings. Learning groups are small and tutors are skilled at adapting learning activities to suit learners' individual needs and learning styles, especially in literacy and numeracy. 'Tasters' and work placements provide some learners with useful opportunities to try out different occupational areas, experience being at work and develop relevant occupational skills. The process is well managed and learners' programmes are adapted appropriately, as learners, staff and employers agree to extend the time learners spend at work each week. However, as the self-assessment report identifies, placements in appropriate areas of learning are not always available when required. MKCF has recently increased the number of its projects to provide more work placements.

42. MKCF provides E2E learners with a wide range of practical and personal support. Staff work well with learners to help them identify and overcome their personal barriers to learning and employment. They provide practical advice and support on a very wide range of aspects of learners' lives, such as housing, managing their finances and understanding benefits. Staff are particularly sensitive when helping learners talk about and deal with difficult problems and they promptly arrange for learners to receive more specialist advice and guidance, when appropriate. MKCF's staff make particularly good use of their links with a broad range of relevant specialist agencies that are experienced at working with young people.

43. Teaching is satisfactory. Learning sessions on the induction programme and in literacy, numeracy and life skills involve a good range of imaginative and interesting learning activities. Most learners participate well and make good contributions during learning activities. Trainers successfully adopt a flexible approach to planning each learning session and adapt learning activities skilfully, as they assess learners' attitudes and learning needs each day. However, learners receive insufficient feedback on the quality of their work. Although learners evaluate each session and record the activities they have carried out appropriately, trainers do not assess learners' performance adequately during learning activities or give them constructive or useful feedback on their progress. Learning resources are satisfactory. MKCF provides a good, welcoming learning environment. Trainers make good use of the wide range of published learning materials for E2E learners. They carefully select and adapt worksheets and activities and supplement these appropriately with relevant real work-related or daily household items, such as maps, newspapers, charts and scales and well-designed home-made resources.

44. Procedures for identifying and recording learners' specific learning targets are weak. Initial assessments are satisfactory and training co-ordinators use a good range of appropriate assessments. However, they do not adequately use the information collected to agree realistic and specific learning goals with learners. The E2E Passport is poorly completed. The recording of personal and social learning goals is particularly weak. Learners and other members of staff do not receive enough information on what learners need to do to achieve their long-term plans. Similarly, staff set too few learning targets for the four weeks of learning between each review. Many targets on the current E2E Passports are short-term activities. Staff do not use the E2E Passport to record the goals learners need to achieve or to assess their progress towards achieving these goals during the reviews.

45. Some learners develop good ideas about possible careers during the induction programme, while on placement or during learning sessions in life skills. However,

planning for progression is poor. The identification of possible progression routes does not take place early enough in the programme. MKCF often uses jobsearch to help learners find a job as they near the end of a programme. This is too late. Learners receive insufficient information or individual guidance on the full range of employment, training and learning opportunities. Too few E2E Passports contain enough detail on what learners intend to do when they leave the programme. Some staff do not have enough knowledge of the full range of progressions routes available to young people. Similarly, assessment of learning objectives to help learners reach and complete their identified training programme or course, or gain and sustain a job in a chosen area of work is weak. Training co-ordinators do not use the extended induction programme enough to help learners identify a learning programme of short-term goals and milestones to help them achieve their medium- and long-term goals in employment, further education or training.

46. MKCF provides satisfactory training for learners in the three strands of the core E2E curriculum. However, these strands make up separate parts of the programme and are not adequately linked. Learners have individualised learning programmes and training co-ordinators collaborate well to agree how to meet learners' support needs. However, staff do not use the different aspects of the E2E programme sufficiently to provide each learner with a well-co-ordinated programme. For example, literacy and numeracy learning activities are not set in contexts that will prepare learners for learning activities planned in social development or on placement. Similarly, learners are not given enough opportunities to practise in a work context the skills they have learnt in classroom-based learning sessions. Learning on placement is not planned, assessed or recorded well. Most learners receive a reference from their employers, but they do not get sufficiently specific feedback on their progress in learning occupational skills or a written record of their achievements at work.

Leadership and management

47. Staff have a broad range of appropriate experience working with young people. Most staff have appropriate qualifications and receive good support from MKCF to update qualifications relevant to their work. The recent restructuring of training co-ordinators' roles has been implemented effectively. Training staff now focus well on one specific aspect of the programme and develop good learning materials and resources in their specialist areas. However, staff receive insufficient guidance on the implementation of E2E, especially on how to plan for progression and use the E2E Passport.

48. Staff are skilled at creating an appropriate environment of mutual respect and trust. They set appropriate boundaries for behaviour and reinforce them effectively and appropriately. Learners develop a good understanding of equality of opportunity. Some learners also develop a particularly good understanding of their role in contributing to protection of the environment. However, some staff do not receive sufficient training in some specialist skills required for their job, such as supporting dyslexic learners and dealing with challenging behaviour.

49. Staff collaborate very well to plan learning programmes. They meet frequently and share ideas particularly effectively. Training co-ordinators evaluate learning sessions systematically and thoroughly and make good use of learners' views to improve their practice. However, managers do not monitor the quality of training or the completion of procedures adequately. Some aspects of the programme have remained weak since the previous inspection.

