

INSPECTION REPORT

Kingsbury Training Centre Limited

08 June 2006



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
- **learn**direct 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
- adult information, advice and guidance services (**nextstep**).

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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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Kingsbury Training Centre (KTC) is a private training provider which has offered publicly funded training for young people since 1981. It is a limited company with a training centre and administrative offices in Erdington, Birmingham. It has 17 members of staff and two directors. The facilities at the centre include construction skills workshops, classrooms and a computer suite.
2. KTC offers Entry to Employment (E2E) programmes funded by Birmingham and Solihull Learning and Skills Council (LSC), with vocational training options in brick, wood and decorative occupations. At the time of the inspection, 34 young people were in learning.
3. KTC also offers a programme of learning for around 30 disadvantaged young people aged 14 to 16 from local schools. This provision was not in scope for this inspection.

OVERALL EFFECTIVENESS

Grade 3

4. **The overall effectiveness of the provision is satisfactory.** More specifically, KTC's leadership and management and arrangements for quality improvement are satisfactory, while its approach to equality of opportunity is good. Provision is satisfactory in preparation for life and work.
5. **The inspection team had some confidence in the reliability of the self-assessment process.** KTC published its most recent self-assessment report in March 2006. Self-assessment is regular and well established. The involvement of staff in producing the report is good. There is some consideration of learners' and employers' views. Actions proposed in the accompanying development plan are mainly appropriate. Some of the strengths and weaknesses in the self-assessment report match those identified by inspectors, but most grades given during the inspection are lower than those in the self-assessment report.
6. **The provider has demonstrated that it has sufficient capacity to make improvements.** KTC has taken effective action to maintain standards and establish its systems to improve quality since its previous inspection. Rates of progression of E2E learners have improved.

KEY CHALLENGES FOR KINGSBURY TRAINING CENTRE LIMITED:

- further improve the satisfactory progression rates
- maintain and improve the good standards of vocational skills acquisition and training
- develop and implement an effective literacy, numeracy and language skills strategy
- ensure work experience forms an integral part of learners' programmes
- significantly improve progress review processes and practice

GRADES

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

Grades awarded at inspection

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

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
Employability training		3	
Entry to Employment	34	3	

ABOUT THE INSPECTION

7. The inspection reported on and graded provision in preparation for life and work. All inspection activity took place in a single week.

Number of inspectors	3
Number of inspection days	10
Number of learners interviewed	20
Number of staff interviewed	29
Number of employers interviewed	2
Number of locations/sites/learning centres visited	1
Number of visits	2

KEY FINDINGS

Achievements and standards

8. **Learners acquire good vocational skills.** Their practical craft work is accurate and neat. They use a wide variety of hand tools and materials with confidence and skill. They meet the high standards their tutors set.

9. Learners are very positive about the vocational skills they learn, and about learning through practical activity rather than in a classroom. They take pride in their work.

10. Learners' rates of progression into education, employment or training are satisfactory. More than half of the learners starting programmes in 2004-05 progressed successfully.

Most of these learners entered the construction industry or further construction training.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	4	2	0	6
Total	0	4	2	0	6

11. Teaching and learning in craft practical sessions are good. Learners work hard and with consistent engagement. They are clear about the activities they are carrying out and the outcomes these should lead to. Tutors provide very effective individual support and coaching. They are skilled at establishing good working relationships with learners, and a climate of mutual respect.

12. Pastoral support for learners is very good. KTC provides a very good range of formal and informal support arrangements. A qualified social worker co-ordinates the E2E programme and provides regular individual support and guidance to learners on demand. KTC refers learners to a wide range of specialist agencies for help with problems.

13. Information, advice and guidance are good. During the six-week induction period, learners receive a well-structured and thorough assessment of their manual dexterity while trying out the different vocational options that KTC offers. Where KTC does not offer options which meet a learner's needs and interests, the company works assiduously to find a suitable programme for the learner elsewhere.

14. Reviews of learners' progress are weak. Reviews do not always deal sufficiently with the different aspects of the programme. Records of the progress that learners have made are often too general. The setting and review of learners' goals is poor.

15. Provision to meet learners' literacy, numeracy, and information and communications technology (ICT) needs is inadequate. KTC does not use the results of initial and diagnostic assessment systematically enough when planning learning. Goals for literacy and numeracy improvement in individual learning plans are not sufficiently specific. The integration of literacy and numeracy training into vocational areas is not sufficiently developed. KTC does not routinely provide tuition in using ICT. The use of ICT does not form an integral part of construction training.

16. Learners do not receive enough work experience. Too few learners spend time in work placements. Despite a shortage of vocationally relevant placements, KTC rarely organises placements in other more readily available contexts. It rarely offers brief or less intensive periods of work experience to learners not ready for full-time work placements. Arrangements for learners to develop their skills in searching and applying for jobs are not sufficiently well developed.

Leadership and management

17. KTC has very effective external links. It hosts regular events where learners from local schools can try out the craft options that it offers. Good working relationships exist with Connexions and local youth offending teams.

18. Internal communication is good. Staff meetings and senior management meetings are regular and well documented. Informal communication is also good. The company's management style is open and consultative.

19. **KTC takes very effective action to promote inclusion in learning.** It routinely recruits learners to its E2E programme who face major barriers to entering learning and employment. Significant numbers of its learners are young offenders and those excluded or at risk of exclusion from local schools. Many learners not sufficiently qualified to follow further education college courses benefit from KTC's offer of entry-level options in construction.

20. KTC has a good range of policies and procedures covering equality of opportunity, grievance complaints and appeals. Learners' understanding of discrimination and equality is satisfactory. All learners are clear who they should approach if they experience problems with other learners or with staff.

21. KTC has taken effective action to maintain standards and establish its systems to improve quality since its previous inspection. Rates of progression of E2E learners have improved.

22. A comprehensive quality assurance manual outlines all policies and procedures in detail. Scheduled audits of internal procedures are complete and up to date. KTC monitors health and safety arrangements for the premises satisfactorily.

23. Observations of teaching and learning take place regularly. Reporting, action-planning and follow up are effective. Staff receive good support to improve their teaching.

24. The management of information, advice and guidance for learners is satisfactory. KTC has good contacts with local providers which it uses effectively when advising learners.

25. Strategic management is satisfactory. KTC has clearly stated targets for recruitment, achievement and progression which it reviews annually. The management of training is satisfactory. The teaching timetable is effectively planned.

26. Staff appraisal and training are satisfactory. Tutors are vocationally well qualified. Most are working towards teaching qualifications. The management of resources is satisfactory. Resources are generally fit for purpose.

27. Internal verification is satisfactory. Learners' records and portfolios are now stored centrally, which is an improvement since the previous inspection.

28. Self-assessment is regular and well established. Staff are involved well in producing the self-assessment report, which takes some consideration of learners' and employers' views. Actions proposed in the accompanying development plan are mainly appropriate. Some of the strengths and weaknesses in the self-assessment report match those identified by inspectors, but most grades given during the inspection are lower than those in the self-assessment report.

29. KTC has carried out a good range of initiatives to increase the proportion of women

learners it recruits, but the number of women on programmes remains low. Access to the training centre for learners with limited mobility is poor, although KTC has made some useful changes to its premises.

30. KTC has not adequately developed a skills for life strategy. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Staff at all levels have a satisfactory understanding of its importance, but planning for implementation is inadequate. KTC's most recent E2E implementation plan does not differentiate clearly between support for literacy, numeracy, and language or include a sufficiently coherent strategy for providing it.

Leadership and management

Strengths

- very effective external links
- very effective action to promote inclusion in learning

Weaknesses

- insufficient development of skills for life strategy

Preparation for life and work

Employability training

Strengths

- good acquisition of vocational skills
- good teaching and learning in craft practical sessions
- good support and guidance

Weaknesses

- weak progress reviews
- inadequate literacy, numeracy and ICT provision
- insufficient work experience

WHAT LEARNERS LIKE ABOUT KINGSBURY TRAINING CENTRE LIMITED:

- the 'hands on' approach to learning
- learning through demonstration
- being treated like adults
- the sense of purpose - 'Everyone here just wants to get on with it'
- the fair but firm attitude to discipline - 'No messing - if people do they are suspended'

WHAT LEARNERS THINK KINGSBURY TRAINING CENTRE LIMITED COULD IMPROVE:

- the heating in the workshops during the winter
- the amount of seating available during their breaks
- the food in the canteen

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- very effective external links
- very effective action to promote inclusion in learning

Weaknesses

- insufficient development of skills for life strategy

31. KTC has very effective external links. It maintains good contact with 18 local schools and hosts regular events where learners can try out the craft options it offers. It takes part in a range of promotional initiatives, including some with local groups representing people with disabilities. Good working relationships exist with Connexions. Connexions' personal assistants contribute regularly towards learners' reviews and also respond readily when KTC notifies them of learners who are experiencing problems. KTS has similar arrangements in place with four local youth offending teams. The management of information, advice and guidance for learners is satisfactory. KTC has good contacts with local providers offering construction training and uses these effectively when advising learners on progression. It also maintains active links with providers in other specialist areas and refers learners to them when their offer better suits a learner's interests. Recently this has included a wide range of areas such as landscape gardening, motor vehicle maintenance and computer refurbishment.

32. Strategic management is satisfactory. KTC has clearly stated targets in its three-year development plan concerning recruitment and achievement rates, learners' progress and job outcomes. It reviews these annually. It uses management information effectively on past performance, market needs and the LSC's priorities when setting targets. KTC sets individual targets for staff which are linked clearly to company targets. It reviews progress towards them regularly, at management meetings and through the staff appraisal process. Internal communication is good. Staff meetings and senior management meetings are regular. Meetings are well documented. Informal communication is also good. Staff have a good understanding of their roles and responsibilities as well as the broader corporate picture. They contribute freely to discussions with management. The management style is open and consultative.

33. The management of training is satisfactory. As part of the wide-ranging agendas of their regular team meetings, staff routinely consider management information relating to learners and cases where individual learners are causing concern. The teaching timetable is effectively planned. It provides a good mix of practical and theory sessions, scheduled carefully to keep learners' attendance high. KTC regularly reviews the qualification aims of the E2E options it offers to ensure that they best meet the needs of learners. It has recently made appropriate changes to these aims. KTC has managed recent operational difficulties well. These include adjusting the programme sensitively following a failure to meet recruitment targets. Arrangements to cover for absent vocational teaching staff are well established. Cover is provided by managers with relevant expertise. However, arrangements to cover for absent literacy and numeracy staff are insufficient.

34. Staff appraisal and training are satisfactory. Appraisal is annual with a six-monthly interim review. Managers use the appraisal process effectively to set and review targets with staff, and to identify development needs. Training is readily available. KTC records and manages this effectively. Two members of staff are subject learning coaches and contribute actively to staff development. Staff are vocationally well qualified, but most join KTC without teaching qualifications. KTC prioritises support for such staff and most work towards appropriate qualifications. Staff are experienced and skilled in working with young people with challenging behaviour.

35. KTC's management of resources is satisfactory. Resources are generally fit for purpose. Classrooms are separate from the workplace training areas and are adequately equipped. KTC has recently developed part of the premises into an ICT suite but does not yet make full use of it.

36. KTC has not adequately developed a skills for life strategy. Staff at all levels have a satisfactory understanding of the importance of literacy, numeracy and language training within the E2E provision, but planning for implementation is inadequate. KTC's most recent E2E implementation plan does not differentiate between literacy, numeracy, and language support. It does not include a sufficiently coherent strategy to provide this support. The company has appropriate arrangements for the initial and diagnostic assessment of learners' literacy and numeracy needs, but does not make effective use of the results of assessment.

Equality of opportunity

Contributory grade 2

37. KTC takes very effective action to promote inclusion in learning. It has a strong commitment to meeting the needs of disadvantaged young people, which it has maintained since its foundation in 1981. KTC routinely recruits learners to its E2E programme who face major barriers to entering learning and employment. It works closely with local youth offending teams. Significant numbers of its learners are young offenders, and in the current year represent almost a quarter of those enrolled. Where learners' studies are interrupted by custody, KTC guarantees them their place on the programme on release. In addition, KTC's E2E provision provides a well-used progression route for many learners who initially follow a programme that the company offers for 14 to 16 year olds excluded or at risk of exclusion from local schools. Many learners at KTC are not sufficiently qualified to follow further education college courses, and they benefit from the company's offer of entry-level options in construction. KTC has effective arrangements to identify learners' individual needs through its extended induction period, and acts flexibly and appropriately to meet these needs. Staff have a good understanding of learners' needs, and establish a strong ethos of mutual respect. They work successfully to keep learners with challenging behaviour on programmes.

38. KTC has a good range of policies and procedures covering equality of opportunity, grievance complaints and appeals. Staff explain these carefully to learners during their induction to the programmes. Learners receive a simple and appropriate statement of their rights and responsibilities in learning and a learners' charter describing these in more detail. Staff check learners' understanding and recall of what they learn during induction through simple but appropriate methods such as quizzes. Arrangements to develop learners' understanding further during individual monthly progress reviews are ineffective, although occasional, useful group training sessions take place. Learners have a satisfactory

understanding of concepts such as discrimination and equality. All learners are clear who they should approach if they experience problems with other learners or with staff.

39. Staff training in equality of opportunity is satisfactory. In addition to brief coverage at staff induction, KTC provides regular training aimed at keeping staff members' knowledge up to date. For example, all staff received a half day of training on the Disability Discrimination Act 1995 during the current year. Policies and procedures covering equality of opportunity for staff are detailed and appropriate. They are supplemented usefully by KTC's race equality policy and its three-year diversity and equality action plan.

40. KTC carries out regular and thorough collection and analysis of data on learners' ethnicity on a monthly and cumulative basis. Graphs clearly show the recruitment and the destinations of learners by ethnic group. Managers discuss these findings regularly at their monthly management meetings. However, KTC has yet to establish if action is needed in response to these analyses.

41. KTC has identified the low number of women learners it attracts to its provision as an area for development. It has taken initiatives such as ensuring that its recruitment advertising includes positive images of women learners in training, maintaining a programme of visits to local schools and attempting to diversify its provision to include a wider range of options. However, the number of women recruited remains low. Only four women learners have joined the programme in the past nine months.

42. Access to the training centre for learners with restricted mobility is poor. Offices which most learners visit are on the first floor, reached by a narrow staircase. However, KTC has made some useful changes to its premises including a ramped approach to its main entrance, and has well-developed plans to build accessible toilets.

Quality improvement

Contributory grade 3

43. At the first ALI inspection of KTC in 2002, provision was inadequate. At the reinspection in 2004, inspectors judged all aspects as satisfactory, apart from arrangements for equality of opportunity, which were good. Since then KTC has taken effective action to maintain standards, and the rates of progression of E2E learners have improved.

44. At the 2002 inspection, quality assurance was unsatisfactory. Although quality assurance was judged as satisfactory at reinspection in 2004, inspectors identified that some quality assurance arrangements were incomplete. Since then, KTC has acted effectively to establish its systems to improve quality.

45. A comprehensive quality assurance manual outlines all policies and procedures in detail. KTC has reviewed this manual thoroughly and updated it according to the specification of the ISO 9001:2000 award, an international quality assurance standard. Scheduled audits of internal procedures are complete and up to date. The managing director deals personally with audit reports and acts immediately in the event of non-compliance. Managers and staff discuss issues raised at the regular staff meetings. Health and safety arrangements for the premises are closely monitored and areas of concern are promptly rectified.

46. Observations of teaching and learning take place regularly. Each member of staff is observed once a year by their line manager. The reports that follow are detailed, graded

and contain information used to identify additional learning needs. Managers set actions for improvement and monitor these effectively through the staff appraisal system. The training manager provides good support for staff to improve their teaching.

47. The monitoring of learners on work placements is thorough. The work-placement officer visits learners on placements regularly to review their progress. Procedures to set up new work placements are appropriate. They include detailed checking to ensure that employers have appropriate equal opportunities policies and comply with health and safety regulations. These checks are regularly updated.

48. Internal verification is satisfactory. KTC is currently recruiting an additional internal verifier to strengthen the process further. Learners' records and portfolios are now stored centrally, an improvement since the previous inspection. The training manager routinely checks portfolios to ensure that they have been completed correctly, reports on areas of weakness and monitors action to correct these effectively. KTC has recently introduced a similar process to monitor records of learners' progress reviews, but this has yet to have any effect.

49. KTC regularly seeks feedback from learners and employers but the response rate from the questionnaires is poor. It has well-conceived plans to improve the volume of feedback it receives but these have still to be implemented.

50. Self-assessment is regular and well established. KTC produced its first self-assessment report in 2000 and has produced one annually since then. It published its most recent report in March 2006. The involvement of staff in producing the report is good. Staff meet three times a year to identify strengths and weaknesses in the provision. The managing director collates the report on the basis of this, and consults closely with staff before the report is finalised. There is some consideration of learners' and employers' views. Actions proposed in the accompanying development plan are mainly appropriate. Some of the strengths and weaknesses in the self-assessment report match those identified by inspectors, but most grades given during inspection are lower than those in the self-assessment report.

AREAS OF LEARNING

Preparation for life and work

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i> Entry to Employment	34	3 3

51. At KTC, 34 learners are following the E2E programme. The learners are aged 16 to 18 and are referred to KTC by Connexions. During an induction period of six weeks, they receive initial assessments of their literacy and numeracy levels and of their manual dexterity. Learners work towards craft awards in brick, wood and decorative occupations, mainly at entry level. Literacy, numeracy, ICT and employability training form part of learners' timetables.

Employability training

Strengths

- good acquisition of vocational skills
- good teaching and learning in craft practical sessions
- good support and guidance

Weaknesses

- weak progress reviews
- inadequate literacy, numeracy and ICT provision
- insufficient work experience

Achievement and standards

52. Learners acquire good vocational skills. Their practical craft work is accurate and neat. They use a wide variety of hand tools and materials with confidence and skill. They meet the high standards that their tutors set. For example, a small group of learners successfully constructed a section of a brick retaining wall, working closely to drawings provided by their tutor and using a good range of brick-bonding skills. Learners' portfolios contain photographic records attesting clearly to the good standards of their craft practical work.

53. Learners are very positive about the vocational skills they learn, and about learning through practical activity rather than in a classroom. They take pride in their work and are keen to complete the tasks that tutors set them. They work with enthusiasm and strive productively to do better than their peers. They highly appreciate being treated as adults when in learning.

54. Rates of progression into education, employment or training have improved and are satisfactory. More than half of the learners starting programmes in 2004-05 progressed successfully. Most of these learners entered the construction industry or further

construction training. Completion rates are satisfactory overall.

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		2002-03									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	78	100	94	100	155	100	161	100								
Progression ¹	11	14	48	51	51	33	54	34								
Achieved objectives ²	13	17	48	51	63	41	64	40								
Still in learning	34	44	3	3	0	0	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

55. Teaching and learning in craft practical sessions are good. Learners work hard and with consistent engagement. Tutors plan and organise sessions well. They are skilled in allocating learners to a good range of appropriate tasks. Tutors plan much of the work individually to meet the needs of learners at different stages of skill development, and to enable them to complete their portfolios of evidence. Learners are clear about the activities they are carrying out and the outcomes these should lead to. Tutors provide very effective individual support and coaching to learners. Often this consists of a demonstration which the learner then attempts to emulate under close supervision. Learners respond well to this technique and report that it motivates them highly. Tutors are skilled at establishing very good working relationships and a climate of mutual respect with learners. They are skilled at maintaining order and good behaviour. They use their industrial experience to good effect, enlivening sessions with relevant industrial anecdotes. Learners routinely use a satisfactory range of vocationally appropriate resources. Training workshops are adequate for their purpose.

56. Pastoral support for learners is very good. KTC provides a very good range of formal and informal support arrangements. Learners often discuss personal problems with their tutors, and value the sympathetic and helpful attention that they receive. Staff regularly discuss learners' individual needs at their weekly staff meetings, and make good judgements of the actions that are necessary following these discussions. A qualified social worker co-ordinates the E2E programme and provides regular individual support and guidance to learners on demand. Personal advisers from the local Connexions services regularly meet learners with more complex needs at KTC's premises. KTC refers learners to a wide range of specialist agencies for help with problems such as poor housing or substance misuse. Information, advice and guidance are good. During the six-week induction period, learners receive a well-structured and thorough assessment of their manual dexterity while trying out the different vocational options that KTC offers. This contributes well to their making an informed decision about what to specialise in. Where KTC does not offer options which meet a learner's needs and interests, it works assiduously to find them a suitable programme elsewhere.

57. Reviews of learners' progress are weak. Tutors meet learners monthly to review their progress on the E2E programme. Coverage of the programme as a whole is inconsistent.

Reviews do not always deal sufficiently with the different aspects of the programme. Records of the progress learners have made are often too general. Goal-setting is poor. Few reviews contain goals for learners to work towards. Most of the goals that exist are too general, with examples such as 'improve attendance and punctuality'. Goals set at one review are rarely reviewed at the next. Learners do not receive copies of their review record. KTC has recently introduced regular monitoring of reviews. While this monitoring clearly highlights weaknesses in the recording of reviews, arrangements to ensure improvements follow have yet to take effect.

58. Provision to meet learners' literacy, numeracy and ICT needs is inadequate. Arrangements for initial and diagnostic assessment are appropriate but KTC does not use the results of these assessments systematically when planning learning. It does not monitor sufficiently whether learners identified as below level 1 in either literacy or numeracy are receiving tuition to bring them to this level in line with company policy. Goals for literacy and numeracy improvement in individual learning plans are not sufficiently specific. Evidence that learners improve these skills is inadequate. For example, KTC does not enter learners for national tests in literacy or numeracy. The integration of literacy and numeracy training into vocational areas is inconsistent. Some useful activity is routine for learners following brickwork options, but not sufficiently developed in other areas. Errors in spelling and grammar in learners' portfolios of evidence for their craft awards are rarely corrected. Discrete literacy and numeracy tutors work with vocational tutors only infrequently. Provision to develop learners' ICT skills is weak. KTC does not routinely provide tuition in using ICT. Use of ICT does not form an integral part of construction training. However, ICT is used effectively to provide some aspects of health and safety training, and in some jobsearch activity.

59. Learners do not receive sufficient work experience. Too few learners spend time in work placements. At the time of inspection, only five learners had work placements. During the previous nine months, only a third of learners had spent any time with an employer. Although the placements that KTC uses provide learners with very good vocationally relevant work experience, it has too few of these to offer. KTC rarely organises placements in other more readily available contexts. Most placements are for a minimum of two weeks. KTC rarely offers brief or less intensive periods of work experience to learners not ready for full-time work placements. Arrangements for learners to develop their skills in searching and applying for jobs are not well developed. Until recently, learners were only timetabled to carry out jobsearch and other preparation for employment training for one hour a week. Attendance at these sessions was poor. KTS has made very recent changes to the structure and timetabling of this provision, but it is too soon to judge its effects.

Leadership and management

60. Co-ordination of the E2E provision is satisfactory overall. Management of the craft options is effective. KTC's arrangements to develop learners' personal and social skills are satisfactory, but its management of literacy and numeracy support is unsatisfactory. Operational management of the programmes is adequate. Communication within KTC is good. Staff meet regularly at scheduled meetings, and informally. Staff have suitable expertise for the roles they carry out. Action to promote social inclusion within the programme is good. KTC has made useful improvements to the provision. Health and safety practice is satisfactory. Arrangements to cover the absence of staff who teach discrete literacy and numeracy sessions are insufficient. During the inspection, no discrete

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literacy and numeracy tuition took place.

