

INSPECTION REPORT

BOSCO Centre

19 October 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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DESCRIPTION OF THE PROVIDER

1. BOSCO Centre (BOSCO) is a self-governing charity situated in Bermondsey and established in 1985. The college, which is part of BOSCO, was established in 1996 to support young people who were excluded from school, or who found it difficult to sustain education and training. Many of the learners have learning difficulties and/or disabilities, and social needs. BOSCO works specifically with young people who are not in education, employment or training.
2. One hundred and fifty-four learners attended training in 2005-06. Sixty-five learners can be accommodated for off-the-job training at any given time. Entry to Employment (E2E) foundation learners and those on tasters and apprenticeship programmes in administration, information technology (IT) and childcare attend the main learning centre. Since August 2005, construction skills have been taught at another centre. BOSCO has recently gained approval to offer apprenticeships in construction. All learners on apprenticeship training have progressed from E2E programmes offered by BOSCO.
3. BOSCO has 14 members of staff, two of whom are administrators. Two members of staff, including the director, are volunteers. There are also three part-time assessors and one part-time internal verifier.
4. Southwark has a growing population. Thirty-seven per cent of the population are from minority ethnic groups and this increases to 56 per cent of 16-year-olds. Twenty-five per cent of school pupils have special educational needs, compared with 19 per cent nationally. English is an additional language for 42 per cent of school children. There are a large number of asylum seekers in the borough. Immigration levels in and out of the borough are high. Sixty-five per cent of the population have no level 2 qualifications, and 22 per cent of 16 to 18 year olds are not in education, employment or training.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are the arrangements for quality improvement. The arrangements for equality of opportunity are outstanding. The provision is good in preparation for life and work, but inadequate in construction, planning and the built environment.
6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The process includes all relevant stakeholders and all staff are asked to give written feedback. The report uses feedback from employers and learners effectively. Reliable data is used to make judgements about learners' progress and success rates. The report is written by the director, then discussed and shared with the staff, and approved by the senior management team. The report is critical and includes many of the strengths and some of the weaknesses identified by the inspectors, although some strengths are overstated. The report is closely linked to other planning documents.
7. **The provider has demonstrated that it has sufficient capacity to make improvements.**

BOSCO CENTRE

BOSCO has clearly stated aims and objectives which are enthusiastically promoted by the director and staff. BOSCO has a set of clearly linked planning documents which include a business plan and a quality improvement plan. These are used effectively to improve the provision. BOSCO uses additional sources of funding well to support the learners and help them to progress. Staff are well supported, and staff development is planned to ensure that they gain relevant vocational and management qualifications. Recently, the director has worked hard to resolve problems in construction training and the newly appointed manager is continuing to improve the provision. However, BOSCO's management structure is incomplete and progress is too dependent on the work of the director.

KEY CHALLENGES FOR BOSCO CENTRE:

- maintain the outstanding approach to social inclusion
- strengthen management structures
- develop individual managers
- continue to improve construction provision
- share good practice from childcare provision
- improve the use of progress targets for learners
- establish ways of providing enough programme time to meet the needs of individual learners

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		1
Quality improvement		3

Construction, planning and the built environment			4
Contributory areas:	Number of learners	Contributory grade	
Construction crafts		4	
Apprenticeships for young people	12	4	

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
Employability training		2	
Entry to Employment	46	2	

ABOUT THE INSPECTION

8. The inspection reported on and graded provision in construction and the built environment, and preparation for life and work. BOSCO also offers programmes in health, public services and care, and business administration and law. These were not graded, but learners from these areas of learning were interviewed, and evidence was collected to support judgements in leadership and management, including equality of opportunity and quality improvement. The inspection took place over four days in October and was the only visit.

Number of inspectors	4
Number of inspection days	15
Number of learners interviewed	32
Number of staff interviewed	14
Number of employers interviewed	6
Number of locations/sites/learning centres visited	5
Number of partners/external agencies interviewed	3

Leadership and Management

Strengths

- strong leadership
- innovative use of resources
- particularly effective measures to support social inclusion

Weaknesses

- incomplete management structure and processes

Construction, planning and the built environment

Strengths

- good development of practical skills in the workplace
- good learning support for individuals
- very good-quality work placements

Weaknesses

- slow progress by many learners
- poor use of learning targets
- weak internal verification
- insufficient work placements for learners

Preparation for life and work

Employability training

Strengths

- particularly good development of learners' personal and social skills
- particularly good and effective support for learners
- well-designed E2E programme

Weaknesses

- insufficient planning of teaching and learning sessions
- insufficient discussion and recording of learners' progress at weekly reviews

WHAT LEARNERS LIKE ABOUT BOSCO CENTRE:

- 'staff treat us with respect - and we respect them'
- the help with housing and childcare
- the support - 'there's always someone to help you'
- learning practical skills
- 'they took me as a risk - and now I've got a job!'
- the pay and getting help with the education maintenance allowance
- the way in which it builds confidence - 'I was scared - but I'm not now'
- 'the nursery for my child'
- 'learning that children are different, and to value what they each bring'
- 'they set boundaries and help me focus'

WHAT LEARNERS THINK BOSCO CENTRE COULD IMPROVE:

- joining the programme - make it easier for more people to come
- the amount of IT technician support
- the amount of space to work
- the number of work-experience placements
- the training - 'it's harder than I expected'
- facilities - 'we need a snack bar'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- strong leadership
- innovative use of resources
- particularly effective measures to support social inclusion

Weaknesses

- incomplete management structure and processes

9. The aims and objectives of BOSCO is clearly stated and understood by everyone involved in its activities. The director maintains BOSCO's commitment to these aims and objectives. Innovative initiatives have been taken to support learners, such as the hostel provision for homeless learners, and the nursery. This facility provides not only work-experience and employment opportunities, but cares for the children of young mothers, to enable the mothers to return to learning. All staff work to support the values of the organisation. Learners who do not, after extensive guidance and support, comply with the requirements for their behaviour, or who do not show signs of improving their attitude and performance, are asked to leave.

10. The director has strong personal involvement with each learner's progress. She carries out all the initial interviews, provides information, advice and guidance, and oversees the weekly reviews, as well as being readily available to talk to learners. The senior management team and other staff look to her to provide direction, and she carries out appraisals for all staff, except in childcare. The trustees meet formally once or twice each year, and rely on the director to provide information about the learning centre to guide their decision-making.

11. BOSCO has used the resources available to the organisation in a creative and positive way. The provider has a small ESF-funded project which is used to create a bridge between the E2E programme and apprenticeships. This gives learners an additional 10 weeks of funded time to complete their key skills portfolios before beginning their apprenticeships. When learners do begin their apprenticeships, they have already completed what might otherwise seem an additional challenge. A similar project, which is privately funded through an external charity, provides a brief pre-E2E preparatory programme, enabling the most challenging learners to spend some time on their personal development, before entering the more structured E2E programme. The most innovative of the developments is the creation of BOSCO Social Enterprise, a not-for-profit scheme which enables BOSCO to act as an employer for construction apprentices and to carry out small projects in the community. This provides real work experience for construction learners.

12. BOSCO has a satisfactory business planning process which is linked to self-assessment and development planning. The business plan includes detailed background analysis of the provider's strengths and weaknesses, opportunities and threats,

and links this to financial management. The quality improvement plan and the internal development plan ensures the achievement of detailed objectives. The director updates them regularly and they have appropriate targets.

13. Staff have satisfactory job descriptions, inductions, and appraisals. They are able to negotiate their targets with the director. BOSCO has a staff handbook which reinforces the culture of the provider, as well as providing appropriate information. All staff are checked by the criminal records bureau.

14. Management information systems are satisfactory. The software used is not one of the proprietary brands, but it is appropriate for the needs and scale of BOSCO. Learners' progress is monitored meticulously. Each apprentice's progress is monitored by their assessors, but the director acts as the E2E co-ordinator and monitors the overall progress of these learners.

15. BOSCO has satisfactory links with external organisations. Its community links with the health service, the youth offenders' team, Connexions and local primary schools are good. Links with employers in childcare are good, and newly established links with major construction employers are being developed. However, there are no employer representatives on the board of trustees, and, until recently, BOSCO did not make effective use of the trustees as a resource. One of the trustees now acts as a mentor for two learners. The provider has few collaborative arrangements with local colleges, even though one of the closest colleges is a centre for vocational excellence in construction.

16. Arrangements for literacy, numeracy and language support are informal, but satisfactory. BOSCO monitors the development of those learners who complete their E2E programmes and progress to apprenticeships. There is no specialist support for learners with dyslexia, and materials are not printed on coloured paper or in sans serif fonts. However, tutors are careful to encourage learners to develop accurate use of the English language.

17. The management structure and processes are not developed sufficiently to allow BOSCO to reduce its dependence on the director. This weakness was identified at the 2003 inspection, and has not been resolved. The director acts as a chief executive and a training manager, combining external and internal, strategic and operational day-to-day management. Much of the director's time has recently been devoted to resolving problems created by some previous poor practice in construction. Although plans exist for sharing the management workload and responsibility, and ensuring the sustainability of the provider, these have not been established.

18. Staff are not encouraged to participate actively in standardisation meetings and inset days. The director provides the agenda and introduces nearly all the topics and materials for discussion. Staff meeting notes are incomplete, action points are not recorded, and the notes do not identify whether items identified for action are followed up. Some staff have been with BOSCO for a substantial number of years, but many of the more-junior staff stay for only a short time. Much of the director's time is spent recruiting replacements and organising cover. A quality assurance manager was appointed shortly after the previous inspection, but her responsibility is mainly to audit procedures according to a calendar. She has only just begun to observe teaching and learning. Three of the managers plan to develop their management skills through a distance learning

course, but this has not begun.

Equality of opportunity

Contributory grade 1

19. BOSCO recruits learners from particularly hard-to-reach groups, many of whom were excluded from, or did not attend school. Most learners have learning, social or behavioural issues. BOSCO ensures that all of those who attend the learning centre are treated with dignity and respect and have equal access to education and training. Learners understand and appreciate this. BOSCO's staff have qualifications and experience in careers education, counselling, and drug counselling, and give learners very good and highly appropriate support. BOSCO works hard to successfully involve many of these learners, and to ensure that they achieve their qualifications and develop their personal and social skills.

20. The provider supports learners very effectively by removing many of their barriers to learning. Learners with children are given places in the nursery. Learners who are pregnant are given planned breaks and continue their programmes after the birth of their children. BOSCO has a wide range of links with external agencies such as Connexions, drugs, alcohol, sexual health and pregnancy counselling services, the youth offending team, and mental health units. The provider uses these links very successfully to inform and support learners and sometimes their parents.

21. Learners who need it are given very good and often very extensive practical support when applying for financial assistance or help with accommodation. The deputy director helps learners to complete job applications and write letters, and acts as an advocate when necessary. BOSCO has a well-equipped and comfortable lodge where homeless learners can live while they continue their studies. Key workers at the lodge provide very good personal support for learners living there. Learners are enthusiastic about the support that they receive, and many say that it has enabled them to continue their programmes, earn their living, and become active members of their community. BOSCO also gives its staff good practical and personal support.

22. BOSCO regularly analyses enrolment and achievement data to review the performances of different groups of learners. The provider uses this information effectively to plan improvements. For example, BOSCO has identified that the attendance and achievements levels of one group of minority ethnic learners are 4 per cent below that of other learners. BOSCO has now established a mentoring scheme for these learners in order to support and motivate them. It is too soon to judge the effect of this initiative, but learners speak very positively about their mentors and appreciate the support that they are given.

23. BOSCO has an appropriate range of policies and procedures which relate to equality and diversity. Clear summary statements are included in the learners' handbook. Learners know about the complaints procedure, but say that they have had no reason to use it. Learners are kept up-to-date and important information about new legislation, currently that relating to age discrimination, is displayed on noticeboards. Staff discuss equality and diversity developments and issues regularly at meetings. They ensure that their information is current, and that it remains central to their approach to equality and diversity.

24. BOSCO promotes its inclusive approach to work in the local community well. The

provider recruits male and female learners to non-traditional areas, but with limited success. However, BOSCO does provide some good role models, such as the tutor and the manager in the construction area, who are both women.

25. BOSCO checks employers' equality and diversity policies thoroughly and ensures that learners on work placement, or in employment, are safe and comfortable. Assessors review these situations regularly, and when necessary they take appropriate action. The issues are resolved and the information is recorded formally. Learners who are based in the learning centre have weekly reviews which include standard equality and diversity materials. These remind learners effectively of the need for care and respect for others.

26. Learners with restricted mobility cannot access the first floor of the main building. BOSCO does not have adaptive IT equipment. However, the provider does have suitable rooms on the ground floor and moves classes when necessary. It also purchases some adaptive equipment to meet learners' needs.

Quality improvement

Contributory grade 3

27. BOSCO has systems to improve the quality of its provision which are satisfactory and appropriate. The provider has a wide range of written policies and procedures which relate to all key stages of the learners' experience. They are reviewed regularly by the director and the quality assurance manager. However, document control is not thorough enough, and not all documents include revision dates and version numbers. The director and the quality assurance manager monitor learners' attendance and performance regularly, and the overall success rates for apprentices in childcare, administration and information and communications technology (ICT) have all improved over the past three years. The director observes and appraises all tutors against a comprehensive checklist. She provides detailed feedback and some tutors can identify improvements that they have made to their working practices. However, the grades given in some areas were higher than those given by inspectors.

28. In most areas of learning, BOSCO's internal verification system does not develop assessment practice sufficiently. Childcare has its own recently qualified internal verifier, and construction has a temporary internal verifier on contract. The director carries out all internal verification activity for the other areas of learning. Internal verifiers give good, appropriate, relevant and timely feedback to assessors. However, staff are not involved in enough discussion and development of assessment practice in standardisation meetings. These meetings are used principally to standardise approaches and paperwork, irrespective of the areas of learning. Meetings do not provide opportunities for subject-specific development and the sharing of good practice, except in childcare. In administration, for example, staff have not discussed the implications of the introduction of new standards for assessment practice. Some learners' work in the employment responsibilities and rights workbooks, which are used in administration, are of a poor standard, incomplete, and in some cases wrong. They have not been marked in detail, and learners have not received feedback. The internal verification arrangements have not identified this overnight.

29. The self-assessment process is satisfactory. The report does not include all of the weaknesses found by inspectors, and it has overstated some of the strengths, but BOSCO's internal development plan identifies many of the issues raised by inspectors. The self-assessment report uses feedback from learners, staff and parents effectively. All

BOSCO CENTRE

staff give written feedback about the performance of their area of work. Most of them discuss this with their colleagues and some, such as the childcare staff, provide a report about the team's performance. The self-assessment report is compiled by the director, discussed with staff and endorsed by the senior management team. The director takes personal responsibility for monitoring all aspects of BOSCO's quality improvement plan. She is named as having sole or shared responsibility for monitoring every aspect of the plan, with the exception of those aspects where she is responsible for the action identified.

AREAS OF LEARNING

Construction, planning and the built environment

Grade 4

Contributory areas:	Number of learners	Contributory grade
Construction crafts		4
Apprenticeships for young people	12	4

30. BOSCO currently has 12 learners on construction craft apprenticeship programmes, five in wood occupations, five in plastering and two in decorative occupations. Construction apprenticeship programmes were introduced in 2004 to provide a progression route for E2E learners. All learners have progressed into apprenticeships from the provider's E2E programme. All learners are men and none has a disability. One of the current learners has additional learning needs.

31. BOSCO carries out off-the-job training and assessment for the technical certificates, key skills qualifications, employment rights and responsibilities, and national vocational qualifications (NVQs). Most learners have completed their key skills qualifications before they begin their apprenticeship programmes.

Strengths

- good development of practical skills in the workplace
- good learning support for individuals
- very good-quality work placements

Weaknesses

- slow progress by many learners
- poor use of learning targets
- weak internal verification
- insufficient work placements for learners

Achievement and standards

32. Learners in work placements develop good practical skills in the workplace. Supervisors comment favourably about learners' motivation and how quickly their practical skills develop. Most current learners have spent fewer than six weeks in their work placements. They work confidently and competently in the workplace, take pride in their work and produce work of a satisfactory standard. The standard of practical work observed at the learning centre was also generally satisfactory.

33. It is too soon to make judgements about success rates and the retention and achievements of learners. Of the nine learners who began training in 2004-05, only four are still on programme. Of the 12 learners who began in 2005-06, nine are still on programme. None of the learners have completed their programmes successfully.

34. Many learners have made slow progress towards gaining their qualifications. Learners in the second year of their programmes have not completed their technical certificates, and still have a significant amount of work outstanding. They have also made little progress in collecting evidence for their NVQs. Learners also make slow progress in their first year.

The quality of provision

35. Tutors give individual learners good learning support which includes good initial advice and guidance. Learners all have the opportunity to try out the occupations available, and choose the one which best meets their interests and aptitude. Employers place the learners with supervisors who spend time explaining and demonstrating how to carry out practical activities. If the employer is unable to provide the full range of activities required by the NVQ, BOSCO can place the learner with other organisations to allow them to develop the necessary skills and competence. The construction manager has good working relationships with learners and employers. She makes frequent visits to learners in the workplace to ensure that they are adapting to the work environment and to resolve any issues that may arise.

36. BOSCO provides high-quality work placements. Learners are placed in large companies where they are supervised carefully and have a wide range of opportunities to develop their skills. Resources in the workplace are good and learners have sufficient access to modern tools and equipment. Employers pay good attention to health, safety and welfare. The off-the-job practical training facilities are satisfactory for the current number of learners. However, learners do not have sufficient access to ICT facilities. Tutors have appropriate industrial experience and have, or are working towards, teaching and assessor qualifications. The range of courses available is suitable to meet the needs of learners and local employers.

37. Most learners have completed key skills training before joining the construction programme. Those learners who require support in literacy, numeracy and language skills attend the main learning centre. This provision is satisfactory.

38. Tutors make poor use of learning targets. Individual learning plans do not include short-term targets with dates for completion. Records show what learners have achieved towards gaining their technical certificates, but do not include planned completion dates. Learners do not know how well they are progressing and at what stage they should complete their programmes. Learners' progress is reviewed frequently at the centre, but not effectively. Not enough attention is given to learners' progress against set targets. There have been no progress reviews in the workplace. Although employers are aware of the range of work that the learner is expected to cover, they are unable to plan activities to help the learner to complete their NVQs. For example, two learners are gaining valuable experience of formworking, but this does not provide enough evidence towards their NVQs. Individual learning plans are not updated following progress reviews.

39. Internal verification is weak. The learning centre has had sanctions imposed by the external verifier. Until recently, candidates could not be registered for qualifications. New systems have been introduced, but are not in full compliance with the code of practice. Internal verification has identified a number of weaknesses that have not been fully resolved. These weaknesses include learners being assessed before they are ready, the inaccurate

recording of verbal questions and responses, failure to authenticate some evidence, insufficient recording of feedback given and witness testimony listings and details.

Leadership and management

40. A new construction manager has been appointed very recently and a number of changes have been initiated. However, it is too soon to be able to judge the full effect of these changes. Staff have clearly defined roles and responsibilities and communications are good.

41. BOSCO does not have sufficient work placements for its learners. Only 50 per cent of the learners are in work placements with employers. However, BOSCO has identified this weakness, and has carried out a number of activities to raise its profile in the local community and with major contractors working in the area. Through one initiative, learners without work placements carry out general maintenance for members of the local community. This gives learners real work experience and opportunities for assessment. It also enables them to contribute to the development and improvement of their local community.

42. BOSCO does not have a formal service level agreement with employers to clearly define roles and responsibilities, but an agreement is being developed.

43. The self-assessment report was sufficiently critical and identified the strengths and weakness found by inspectors. However, it underestimated the effect of the weaknesses and over-graded the provision.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		2
Entry to Employment	46	2

44. Nine of the 46 learners on BOSCO's E2E programme are in work placements and the remaining 37 attend training at the provider's two centres for a minimum of 16 hours each week. Training includes IT, personal and social development, preparation for employment, and pre-vocational training in childcare, administration, carpentry, plastering, and painting and decorating. E2E learners work towards key skills qualifications and have the opportunity to sample work placements. E2E learners may join the programme at any time during the year and stay, on average, for 22 weeks.

45. Most learners have significant barriers to learning which include homelessness, exclusion from school, and emotional and behavioural problems. All learners receive an initial assessment of their literacy, numeracy and IT skills and attend an interview and an induction at the beginning of their programmes. Learners are either referred by Connexions personal advisers and the youth offending team, or often apply following recommendations from friends and family. Occupational specialists provide the pre-vocational training. Five tutors provide training in literacy, numeracy and language and key skills, and personal development. They also review learners' progress.

Employability training***Strengths***

- particularly good development of learners' personal and social skills
- particularly good and effective support for learners
- well-designed E2E programme

Weaknesses

- insufficient planning of teaching and learning sessions
- insufficient discussion and recording of learners' progress at weekly reviews

Achievement and standards

46. Learners develop good personal and social skills and make significant progress in overcoming barriers to employment. Their confidence, motivation and self-esteem improve and they become more able to talk to other learners, visitors and potential employers. Learners develop the ability to work collaboratively and productively with others. They are encouraged to give presentations to other learners. In work placements, learners develop good occupational and employability skills. Many learners have improved their time-keeping skills, but some learners arrive late or do not attend regularly. BOSCO works hard to develop the employability skills of learners who are not ready for work placements. The provider offers an additional 10-week programme for those learners who need further skills development at the end of their E2E programmes.

BOSCO works closely with employers to identify work placements which meet the individual needs of learners and develop their skills. The provider monitors learners' performances closely.

47. Progression rates from E2E programmes remain satisfactory, although they fell from 61 per cent in 2003-04 to 54 per cent in 2004-05. In 2003-04, of the 67 learners who left for employment or further training, 68 per cent progressed to apprenticeships, 27 per cent to employment and 4 per cent to further education. In 2004-05, more than 50 per cent of the 76 learners who progressed began an apprenticeship, and more than 30 per cent gained a job. Of the 113 learners who joined the programme in 2005-06, 33 per cent progressed to a job or to an apprenticeship, and 25 per cent are still in training. The achievement of learners working towards key skills tests in application of number, communications and wider key skills is good. The success rates have increased from 77 per cent in 2004-05, to 93 per cent of those who completed their key skills training during 2005-06.

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	2006-07		2005-06		2004-05		2003-04									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	18		113		140	100	110	100								
Progression ¹	0		37		76	54	67	61								
Achieved objectives ²	0		37		76	54	67	61								
Still in learning	18		28		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

48. Staff give learners particularly good and effective support. They demonstrate good empathy with, and understanding of, individual learner's needs. They respond promptly when personal problems arise and work effectively with learners and their families to resolve them. The director continues to act as the key worker for all learners on the programme, and learners can meet with her at any time if they have an urgent personal problem. Staff make appropriate referrals to other agencies to provide learners with access to the specialist support and guidance they need to overcome difficulties such as benefit claims, and drug and substance misuse. The learning centre works with Connexions advisers to resolve issues that could lead to learners leaving or being excluded from the programme. Learners and tutors work together informally, but with mutual respect. Learners speak very well of their tutors, and of the welcoming and safe environment that the learning centre provides.

49. The E2E programme is designed well to meet the needs of a very demanding group of learners, and fully involves them. The programme is effective in providing a very positive learning experience through which learners acquire the skills necessary for employment, parenthood and independent living. Tutors have developed close working relationships with learners which promote in them positive attitudes and the desire to achieve qualifications and make progress. Staff use initial interviews and assessments of learners'

literacy, numeracy and IT skills effectively to identify their starting points accurately, and to tailor the programme to learners' experiences, abilities and goals. Staff use risk assessments, which are completed during initial interviews, to determine levels of monitoring and additional support required. Learners have an initial work taster to sample occupational areas, and to gain immediate experience in the workplace.

50. Those learners interested in working in the building trades attend a well-planned series of construction modules at a specialist training centre. They work in well-equipped workshops and a realistic work environment. Learners make good progress in developing literacy, numeracy and IT skills in daily classes which provide continuity and regular opportunities to practise and reinforce these skills. Tutors use group projects and team-building activities well to provide evidence for wider key skills. All learners attend end-of-day meetings to reflect on any issues, to reinforce the learning centre's core values and to celebrate achievements.

51. Induction is generally satisfactory. It successfully introduces the learners to BOSCO, the programme, procedures, and health and safety aspects. However, induction is uninspiring and does not involve learners sufficiently. BOSCO provides satisfactory information, advice and guidance. Learners receive sufficient initial information and advice about the programme from tutors and Connexion's personal advisers. Tutors also give learners advice about their progress throughout the programme. At the end of their programmes, learners clearly understand the next stage in their career paths.

52. Resources are satisfactory. BOSCO provides adequate equipment and training rooms. The standard of furniture, fixtures and fittings is satisfactory and the learning centre has sufficient modern computers with internet access. Most of the staff are well qualified and experienced in working with young people, although some members of staff do not have teaching qualifications. Tutors take part in internal staff development, but are not involved sufficiently in wider key skills training and the more general continuing professional development networks in London.

53. Most teaching is satisfactory or better. However, some teaching and learning sessions are not planned sufficiently. Lesson plans for the main strands of the E2E programme are too generic, and some tutors do not plan learning sufficiently to meet the wide range of individual needs within groups. In a few sessions, tutors do not set sufficiently challenging tasks for the more able learners, or give less able learners enough individual support to complete the tasks successfully. In some sessions, tutors do not make enough use of effective questioning techniques to stimulate discussions or to check understanding. Lesson plans do not include assessment activities to enable tutors to check learning.

54. Learners understand the general long-term vocational and literacy and numeracy aims of their programmes. However, tutors do not discuss and record learners' progress on all the main strands of their programme sufficiently at progress reviews. They do not thoroughly assess learners' achievement of short-term targets, other than behaviour targets. Records of progress reviews are brief and do not provide the learner with enough information to enable them to monitor their own progress effectively. Targets recorded in the weekly activity section of the progress reviews are too general and do not identify the small steps in learning that learners need. However, all progress reviews are monitored by the director, and learners who are not making sufficient progress are immediately given

additional guidance and support.

Leadership and management

55. All staff are committed to the aims and values of the learning centre and work hard to ensure the smooth day-to-day operation of the programme. Staff support each other and frequently share information informally and at the weekly staff meetings. They discuss issues regularly and share ideas on how to deal with specific problems as they arise. The promotion of equality of opportunity on the programme is satisfactory, and learners show a sound understanding of equality and diversity issues. The social inclusion of all learners in classes is good. They understand the procedures for making complaints and what they should do if they feel they are being bullied or harassed. BOSCO is a self-critical provider. Staff evaluate the programme regularly and have made significant changes to improve its quality, including the introduction of the construction programme. The learning centre's internal grade profile for teaching and learning is higher than that given by inspectors.

56. Most of the provider's staff contributed to the self-assessment report. BOSCO used a range of evidence, which included achievement data and feedback from learners and other partners, to form the judgements. The recent report's findings match most of the strengths identified by inspectors, but it does not identify all of the weaknesses. The director keeps satisfactory data about progression rates and the achievement of qualifications, but does not keep separate data about the achievement of learners' individual learning objectives.

