

BOSCO Centre Reinspection

Adult Learning Inspectorate Inspection Report 19 October 2006

Reinspection date

8 January 2008

Inspection number

317150

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Background information

Inspection judgements

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

Description of the provider

1. The BOSCO Centre (BOSCO) is a self governing charity, situated in the London borough of Southwark and established in 1985. It is led by a management committee 'with a commitment to work with young people and their families, who are disadvantaged and in need of help and support'. The ethos of BOSCO is to care for, encourage, support and challenge young people and to help them reach their full potential as honest, effective and employable citizens.
2. Construction provision is located at a dedicated centre in Penarth Street. The main BOSCO centre is in Rotherhithe. BOSCO provides mainly for learners living in the London boroughs of Southwark and Lambeth, although it also takes a minority of learners from further afield.
3. BOSCO is funded by the Learning and Skills Council (LSC) for its apprenticeship and Entry to Employment (E2E) programmes. In addition to construction, programmes are offered in early years care and education, children's care development and education, administration and information communications technology (ICT). The Work Up programme offers additional training for E2E at-risk learners aiming to progress to apprenticeships and is jointly funded by the LSC and European Social Fund (ESF).
4. The London borough of Southwark is the ninth most deprived borough in the country. Ethnic minorities make up 37% of residents, 56% of 16-year-olds. A large majority, 65%, of residents have no Level 2 qualifications and 20% of 16-18 year olds are not in education, employment or training.

Grades

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

Grades awarded at previous 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 | |
| <i>Construction crafts</i> | | <i>4</i> | |
| Apprenticeships for young people | 12 | 4 | |

| Preparation for life and work | | 2 |
|-------------------------------|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Employability training</i> | | 2 |
| Entry to Employment | 46 | 2 |

Grades awarded at reinspection

| Construction, planning and the built environment | | 2 |
|--|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Construction crafts</i> | | 2 |
| Apprenticeships for young people | 21 | 2 |

About the reinspection

5. Construction crafts was judged to be inadequate at the previous inspection. At reinspection this provision is good. All aspects of provision are now satisfactory or better. The overall effectiveness of BOSCO remains satisfactory.

| | |
|--|----|
| Number of inspectors | 2 |
| Number of inspection days | 4 |
| Number of learners interviewed | 14 |
| Number of staff interviewed | 5 |
| Number of employers interviewed | 4 |
| Number of locations/sites/learning centres visited | 3 |
| Number of visits to the provider | 2 |

Areas of learning

Construction, planning and the built environment

Grade 2

| Contributory areas: | Number of learners | Contributory grade |
|----------------------------------|--------------------|--------------------|
| <i>Construction crafts</i> | | 2 |
| Apprenticeships for young people | 21 | 2 |

6. BOSCO has 21 learners following construction craft apprenticeship programmes; nine in wood occupations, three in decorative occupations and nine in plastering. Only one learner is now out of funding, for whom BOSCO continues to provide training. On conclusion of the 22 week E2E programme, learners with the necessary skills, attitude and ability may progress on to an apprenticeship programme. Successful learners continue with key skills, gain a Construction Skills Certification Scheme (CSCS) health and safety certification and work towards an intermediate construction award. On satisfactory completion of this they gain full time employment where they gather evidence towards their national vocational qualification (NVQ) and framework completion.

Construction crafts

Strengths

- Good leadership and management promoting progress since the previous inspection.
- Good achievement of apprenticeship frameworks.
- Good levels of vocational skills.
- Good individual support for learners.
- Thorough internal verification.
- Good employer links and placements.
- Clear understanding of targets set during reviews.

Weaknesses

- Insufficient reinforcement of learning in the teaching of theory.
- Incomplete risk assessments in workshops.
- Cramped conditions in workshops and inadequate storage space.

Achievement and standards

7. The achievement of apprenticeship frameworks is now good. Most eligible learners have successfully achieved their framework. The slow progress of learners was a weakness at the previous inspection. Many learners failed to complete within the planned framework timescale. BOSCO has successfully cleared the backlog of slowly progressing learners and all current learners are on target for timely completion. Clear target setting facilitates learners' progress. Following progression from E2E programmes, learners make an informed selection of a single trade in which to specialise for their apprenticeship. At the time of the reinspection only one learner was outside of funding. Following a custodial sentence the learner was completing his framework through involvement in the innovative BOSCO Social Enterprise scheme, for refurbishing void and substandard properties.

8. Retention of learners is high, with 100% retained of those who started study in 2006/07. Since the previous inspection, key skills achievement has improved and all learners achieve the CSCS health and safety accreditation in readiness for work placement.
9. Learners develop good practical skills, both at the training centre and in the workplace. For example, many plastering learners achieve high industrial standards within the first eight weeks of their studies. At the previous inspection, practical work at the training centre was only satisfactory. Well structured portfolios include a range of suitable evidence from the workplace such as job reports, background knowledge questionnaires and photographs. Learners' personal skills also improve. They are more confident and work well in teams. For many, their training has significantly helped them to be successful in social and work settings despite local deprivation.

The quality of provision

10. Learners' training is well planned. Appropriate schemes of work are in place and learners progress at a pace suited to their individual needs. They join the apprenticeship framework programme on a roll-on/roll-off basis and they progress through practical and theory studies in the training centre. They undertake well guided study to achieve the intermediate certificate award in construction, before preparing for work readiness and gathering portfolio evidence towards their assessment for NVQ Level 2. There is a strong focus on training for the first part of the on-the-job programme followed by assessment against the NVQ criteria at Level 2.
11. Practical training sessions are well structured and learners are well motivated. They demonstrate good understanding of what they are taught, through the level of their practical skills and the quality of their work. In better training sessions, aims and objectives of the session are shared and visually displayed for learners. Satisfactory training sessions for aspects of theory support the progress of learners and provide background knowledge to meet the needs of the qualification aims and objectives. In weaker theory sessions, trainers insufficiently reinforce learning. They pay too little attention to checking learners' understanding, too often using closed questioning. In these sessions, learners are not effectively encouraged to engage and participate in learning. There is insufficient use of innovative teaching and learning resources to help achieve this.
12. The training centre workshop areas are cramped. Insufficient attention is paid to general housekeeping, cleanliness and suitable storage. While risk assessments are undertaken for learners' activities, those for the workshops and the safe use and storage of substances harmful to health need to be completed.
13. As at the previous inspection, learners receive good individual support. Support very specifically meets individual learners' needs and extends across all aspects of training and work. The training centre provides a supportive environment in which learners feel secure and are encouraged to learn and seek counselling, advice and training.
14. Links with employers and the quality of work placements are good. BOSCO has successfully further developed this area of its work. Work placements were noted as a strength at the previous inspection. Learners considered to be work-ready are allocated to

responsive employers who appoint a supervisor and tradesperson under whom learners train and gather evidence towards their NVQ Level 2. The construction manager has excellent links with local employers and works well with learners to ensure they respond well to the work ethic. Frequent visits are made to the workplace to ensure appropriate progress is made and experience gained. Any problems are resolved promptly. Learners are supplied with a basic kit of tools to support their activities in the workplace and often add to their kit by purchasing additional tools themselves.

15. Since the previous inspection, internal verification has improved considerably. Rigorous internal verification procedures are in place. An experienced and qualified assessor visits the centre and workplaces routinely. The structure of portfolios has been standardised and the recording of evidence meets the requirement of the code of practice. The sanction imposed by the external verifier in decorative occupations has been lifted and full certification rights restored. Assessors are appropriately qualified or are working towards their awards.
16. The process of review of learners' progress is sound. Reviews meet the needs of the current number of learners, with appropriate involvement of site supervisors and work based recorders. In contrast to the previous inspection, trainers now make good use of learning targets. During reviews, suitable progress targets are agreed with the learners. Efficient follow-up is provided by way of reminders from the construction manager who maintains at least weekly contact with learners on placement. Learners clearly understand their rate of progress, where they are and what they need to do further. Clear monitoring systems are in place and shared with learners through displays on notice boards and reinforced through an electronic record.

Leadership and management

17. The leadership and management of construction are good, successfully promoting improvement since the previous inspection. All of the key weaknesses identified at the previous inspection have been successfully addressed. Achievement and standards and the quality of provision are much improved. A well structured and understood development plan guides continuous improvement through targeted action planning. The support of a specialist adviser has helped to focus an agenda

for improvement. The director and construction manager have strong personal involvement with each learner's progress. Regular interviews, reviews, advice and guidance are undertaken and staff provide many points of contact outside of normal centre working hours.

18. Considerable efforts have been made to arrange an adequate number of good work placements and there are now sufficient opportunities for all learners. Good links between BOSCO staff and local employers enable learners to benefit from a wide range of construction site opportunities and experience. Site supervisors have an adequate understanding of the NVQ requirements and support learners to gather sufficient evidence towards their portfolios.
19. The self assessment report accurately identifies the progress made since the previous inspection and matches the findings of inspectors, including grading, during the reinspection. A programme of training session observation is in place and contributes to staff appraisal and improvement.