

# CG Partnership (Training Projects) Limited

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**Inspection date**

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319172

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work
- Community learning

## Description of the provider

1. CG Partnership (Training Projects) Limited (CGP) is an independent company based in Market Rasen, Lincolnshire. Since 1994, it has run widening participation projects for a range of age groups in rural Lincolnshire. Part of the provision is centred around Market Rasen and the rest is offered across East Lindsey, West Lindsey and Lincoln. The main outreach centres are in Gainsborough and Mablethorpe. Learners can follow an Entry to Employment (E2E) programme or a range of short courses within CGP's community learning programme. CGP subcontracts with Skegness Vocational College for the delivery of an access to higher education programme at four community venues. Funding is drawn from a variety of sources including the European Social Fund and the LSC. Publicly funded provision accounts for 98% of the provider's budget.
2. CGP serves a largely rural population in East and West Lindsey and surrounding coastal towns. Five wards in Gainsborough and Mablethorpe are among the most deprived in England and Wales. Much employment is seasonal and low paid. The proportion of young people leaving school in East and West Lindsey with at least five GCSE A\*-C grades is considerably below the regional and national average. Public transport is poor in many areas of the county and learners often experience difficulty in attending learning venues.
3. CGP employs 23 staff, twice as many as at the previous inspection. The director/projects manager has key responsibility for all aspects of the company's performance. A team of tutors and administrative staff is responsible for the day-to-day running of the programmes.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Good: Grade 2</b>
<b>Capacity to improve</b>	<b>Good: Grade 2</b>
<b>Achievement and standards</b>	<b>Good: Grade 2</b>
<b>Quality of provision</b>	<b>Good: Grade 2</b>
<b>Leadership and management</b>	<b>Good: Grade 2</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Outstanding: Grade 1</b>

## Sector subject area

<b>Preparation for life and work</b>	<b>Good: Grade 2</b>
<b>Community learning</b>	<b>Good: Grade 2</b>

## Overall judgement

### Effectiveness of provision

#### Good: Grade 2

4. The overall effectiveness of the provision is good. In preparation for life and work and community learning, the provision is good. Overall, CGP's achievements and standards, quality of provision and leadership and management are good. Equality of opportunity and social inclusion are outstanding.

### Capacity to improve

#### Good: Grade 2

5. CGP has demonstrated good capacity to improve. Leaders and managers have a clear vision of the company's mission and direction. CGP's commitment to widening participation is undiminished and it continues to support innovative learning opportunities for the most disadvantaged sectors of the community in isolated and rural areas. The company enjoys considerable support from funding bodies and external partners and has grown in size since the previous inspection. A new learning centre, in partnership with Grimsby Institute of Further and Higher Education, has been recently established in Mablethorpe. Staff are well qualified, enthusiastic and personally committed to promoting social inclusion and widening participation.
6. CGP has taken effective steps to make improvements since the previous inspection in 2004. Strengths have been maintained and most of the weaknesses successfully tackled. Equality of opportunity arrangements continue to be outstanding. Strengths in learner achievement, strategies to engage new learners and partnership working have all been maintained.
7. Self-assessment is a rigorous and inclusive process. The self-assessment report contains sound judgements about the quality of provision and accurately identifies the strengths found by inspectors. Although good use is made of data and of feedback from stakeholders, insufficient weight is given to the areas for improvement identified by inspectors. The quality improvement plan is a thorough document which clearly identifies a range of actions, and timescales, to maintain the quality of provision and to tackle areas for improvement. The plan is carefully and regularly monitored by CGP's quality improvement teams. Inspectors gave the same grades for all aspects of provision as those in the self-assessment report.

## Key strengths

- Good development of learners' skills and confidence
- Good teaching and learning
- Very responsive and flexible provision
- Clear strategic direction
- Outstanding partnership working to promote learning in rural and coastal communities

## Key areas for improvement

- Arrangements for monitoring the quality of teaching and learning
- Links with local employers

## Main findings

### Achievement and standards

#### Good: Grade 2

8. Achievement and standards are good. Learners' development of skills and confidence is good. This strength is recognised in the self-assessment report. Good standards of work are consistently produced across all programmes. Learners are well motivated and enthusiastic to learn, their folders contain evidence of the development of skills over time and learners are proud of their achievements. Learners on E2E programmes enthusiastically participate in team building activities, develop respect for others and become more able to live and work independently. Staff set high standards for behaviour, which learners understand and respect. Learners on community learning courses gain confidence by experimenting and trying out new ideas in art, contributing to discussions and learning from each other. Achievement and progression for E2E learners are good. There are no significant differences in achievement and standards between different groups of learners.

### Quality of provision

#### Good: Grade 2

9. The overall quality of provision is good. This is recognised in the self-assessment report. Teaching and learning are good. Teachers are enthusiastic and well qualified. Programmes are well planned. Lesson plans and schemes of work are thorough. Teachers carefully evaluate lessons to help them improve their practice. In the best lessons, teachers use an innovative range of group and individual activities to stimulate and motivate learners. Most learners are fully engaged during learning sessions and make positive contributions to class discussions and activities. For example, in a 'teen parent' class, learners enthusiastically prepared a presentation to be delivered by them in schools. However, a minority of lessons is dull and unchallenging, and do not sufficiently match learners' needs. The ratio of tutors to learners is high. Tutors skilfully manage disruptive behaviour.
10. The extent to which courses and programmes meet learners' needs and interests is good. Provision is very responsive and flexible. Learning centres are carefully selected to meet the needs of learners in isolated rural and coastal communities, where public transport links are often poor. Community sports centres provide good specialist facilities. Learners participate in a number of interesting and enjoyable external activities to develop their confidence and independence. The accreditation of many courses enables learners to achieve a qualification, often for the first time. Many learners describe positive changes to their lives as a result of returning to education. They particularly value the contribution of CGP to breaking down barriers to learning.
11. Guidance and support are good. E2E learners receive particularly good individualised support. Tutors are readily available outside classes to accompany learners to interviews and check on learners living in sheltered accommodation, if they are unwell. Tutors are firm but fair in applying discipline. CGP works well with external partners to provide learners with specialist support on sexual health, finance, housing or substance misuse. Information, advice and guidance prepare learners well for their programmes. E2E learners value the careers guidance given during jobsearch sessions, which helps them to



focus on realistic career aims. In community learning, a range of leaflets provides clear information on course availability.

## Leadership and management

### Good: Grade 2

#### Equality of opportunity

Contributory grade: Outstanding: Grade 1

12. Leadership and management are good. This strength is identified in the self-assessment report. The project director provides clear strategic direction for the organisation which staff at all levels understand. Provision is carefully planned to ensure that it meets the organisation's key objective of widening participation. CGP works effectively with its funding body to ensure that learning needs are identified and met. The company has grown considerably in size since the previous inspection. This has been well managed and staff feel well supported.
13. CGP has developed outstanding partnership working arrangements with a wide range of local organisations to promote learning in rural and coastal communities. Staff are diligent in their efforts to identify learning opportunities, venues and funding sources. A successful collaboration with Grimsby Institute of Further and Higher Education has resulted in a new learning centre at Mablethorpe. Work with Skegness Vocational College has led to the setting up of four access to higher education courses in accessible, rural locations. These provide one of the few opportunities for adults to study at Level 3. The lives of many learners have been completely turned around by their participation in learning. Staff work closely with local organisations to identify learning needs in specific targeted communities. CGP takes many referrals from voluntary organisations dealing with homelessness, mental health and drug and substance misuse. CGP is often the only learning provider capable of meeting the needs of the most hard-to-reach learners. The organisation is well respected by its partners and learners.
14. Arrangements for identifying and meeting the needs of learners with literacy and numeracy difficulties are satisfactory. All learners receive an appropriate initial assessment to identify any additional needs. Learners are referred to appropriate sources of support if they need help with literacy or numeracy to complete their programme. Information, advice and guidance are satisfactory. Learners receive clear information about the courses that CGP offers. Opportunities for progression are clearly signposted.
15. Arrangements for monitoring the quality of teaching and learning are insufficient. Until recently, CGP made use of an external consultant to carry out observations of teaching. This arrangements ceased about a year ago. During the last six months the project director has piloted an internal observation of teaching and learning scheme, but only a few observations have been carried out. Many staff have not been observed in over a year. Though inspectors judged much of the teaching to be good during the week of inspection, they did not find any that was outstanding. A minority of lessons is dull and uninspiring.
16. CGP has worked hard to establish links with local employers but the company recognises that more work needs to be done. Staff have difficulty in securing work-placements for E2E learners. Productive links have been made with some employers, but many local firms are too small to be able to accommodate learners on work experience placements.

CGP's quality improvement plan recognises this as an area for improvement and, although appropriate actions are being taken, it is too early to judge their impact.

## What learners like:

- ‘Staff are like a family – you can tell them anything and they will listen’
- ‘I’ve got qualifications for the first time in my life’
- ‘I’ve improved my spelling’
- ‘I came here through a friend – CGP have turned my life round’
- ‘My confidence has improved – I feel better about myself’
- ‘CGP help you focus on getting the right job for you’
- ‘You get so much support’
- ‘It’s a second start in life’
- ‘Accommodation was a problem before but now we have this new facility which is great’
- ‘It’s good to have an opportunity locally’
- ‘Our families are proud’
- ‘It’s been a lifeline’

## What learners think could improve:

- Nothing
- ‘The advertising of their courses’
- ‘The range of courses offered locally’

## Sector subject areas

### Preparation for life and work

#### Good: Grade 2

#### Context

17. CGP offers an E2E programme for 31 learners at centres in Market Rasen, Mablethorpe and Gainsborough. Most learners are referred by Connexions or other agencies with a few recruited directly by CGP. Induction takes place over four days and initial assessment is carried out during the first four weeks. Learners attend for at least three days a week for up to 26 weeks. They receive literacy and numeracy support and vocational and employability skills training. Most learners attend a work-placement. The E2E team consists of a co-ordinator, five tutors and three support workers.

#### Strengths

- Good achievement and progression
- Good development of skills and confidence
- Good teaching and learning
- Very responsive and flexible provision to meet learners' needs and interests
- Particularly good individualised support for learners

#### Areas for improvement

- The arrangements for monitoring teaching and learning

#### Achievement and standards

18. Achievement and progression are good. This strength is recognised in the self-assessment report. In 2006/07, 78% of learners achieved at least one nationally recognised certificate in numeracy or literacy and 64% achieved at least two. Seventy-nine per cent of leavers in 2007/08 have achieved their personal learning goals. Many learners achieve additional qualifications in digital photography, information and communication technology (ICT), sports and fitness and first aid. Learner successes are celebrated and examples of their work proudly displayed on classroom walls. Progression into education, training or employment is good. The proportion of learners who progress has increased from 61% in 2003/04 to 64% in 2006/07. Progression for learners who left the programme in 2007/08 is 83%.

19. Learners' development of skills and confidence is good. They participate in team building activities, develop respect for others and become more able to live and work independently. Staff set high standards for behaviour, which learners understand and respect. The standard of learners' work is good and most perform well in their work-placement.

#### Quality of provision

20. The overall quality of provision is good. Teaching and learning are good. Teachers are enthusiastic and well qualified. Programmes are well planned. Lesson plans and schemes of work are detailed. Teachers carefully evaluate their lessons to help them improve. In the best lessons, teachers use an innovative range of group and individual activities to stimulate and motivate learners. Most learners are fully engaged during learning sessions and make positive contributions to class discussions and activities. A minority of lessons is dull and unchallenging, and do not sufficiently match learners' needs. Confidence and team working skills are developed well through drama and sports activities. The ratio of tutors to learners is high and tutors skilfully manage disruptive behaviour. Handouts are generally well presented and appropriate for the reading skills of learners. Good use is made of smart boards. However, there are insufficient adjustable computer chairs.
21. Initial assessment of numeracy and literacy is satisfactory. Learners are supported to develop good numeracy and literacy skills. Three staff have literacy and numeracy qualifications at Level 4. Staff have a satisfactory understanding of strategies to support learners with dyslexia.
22. The extent to which programmes and courses meet learners' needs and interest is good. Provision for E2E learners is very responsive and flexible. Learning centres are carefully chosen to meet the needs of learners in isolated rural and coastal communities, where public transport links are often poor. CGP works effectively with an extended school partnership to help learners progress from school to E2E and then on to further education. Partnerships with organisations such as Soundlinks enhance learner involvement in drama productions. Community sports centres provide good specialist facilities. Learners participate in a number of interesting and enjoyable external activities to develop their confidence and independence. However, there are few suitable local work-placement opportunities for E2E learners.
23. Guidance and support for learners are good. Learners receive particularly good individualised support and they report improved self-esteem, raised aspirations and confidence to progress. Many learners come with a range of learning, social and behavioural needs and have not participated in learning for a considerable time. For the duration of the programme, each learner is assigned their own key worker to manage their reviews and progression. The ratio of tutors to learners is high. Individualised support in learning sessions is particularly good. Tutors are readily available outside classes to accompany learners to interviews and check on learners living in sheltered accommodation, if they are unwell. Tutors have accompanied learners to court appearances and even provided food parcels to those waiting for state benefits to be paid. Tutors are firm but fair in applying discipline and are sensitive to individual needs. CGP works well with external partners to provide learners with specialist support on sexual health, finance, housing or substance misuse. Initial advice and guidance prepares learners well for their programmes. Learners value the careers guidance given during jobsearch sessions which helps them to focus on realistic career aims.

### **Leadership and management**

24. Leadership and management are satisfactory. Communications and teamwork are good. Team meetings are held regularly to share information and best practice. Staff make good use of the company intranet to share learning resources and to communicate with colleagues.

25. Equal opportunities arrangements are good. CGP provides disadvantaged learners with well designed, individualised training in isolated rural and coastal areas. Learners have a good awareness of their rights and responsibilities and treat others with respect. CGP has a zero tolerance policy towards discrimination, bullying and harassment and takes robust action to challenge inappropriate behaviour.
26. Arrangements for monitoring teaching and learning are insufficient. Very few observations of teaching and learning have been carried out during the last two years. Arrangements to identify and share good practice in teaching and learning are not well developed. The quality of individual learning plans is not consistent across courses. Some target-setting and action planning in individual learning plans and reviews are neither specific nor time-bound.
27. The self-assessment was an inclusive and critical process. CGP accurately identified most of the strengths found by inspectors but it did not give sufficient weight to the area for improvement. Inspectors gave the same grade for the provision as that in the self-assessment.

## Community learning

### Good: Grade 2

#### Context

28. CGP offers community learning courses during the day at its centres in Market Rasen and Mablethorpe. During 2006/07 173 learners were enrolled on courses. At the time of inspection, 51 learners were enrolled on courses in stress and anger management, art and design, literacy and numeracy, animation, psychology and a programme for teenage parents. Of these learners, 35 were female, 12 declared a disability and two were from a minority ethnic group. Most courses are taught in weekly sessions for five to eight weeks. Courses aim to widen participation in learning and increase learner confidence. The director has overall responsibility for the management of community learning and she is supported by two project officers and eight tutors.

#### Strengths

- Good development of skills and confidence
- Good teaching and learning
- Very well designed courses to meet learner need
- Particularly well planned and targeted provision

#### Areas for improvement

- The recording of individual learning
- Arrangements for monitoring the quality of teaching and learning

#### Achievement and standards

29. Achievement and standards are good. Learners' development of skills and confidence is good. They gain confidence by experimenting and trying out new ideas in art, contributing to discussions and learning from each other. In an animation class, learners successfully worked through a complex task and felt a strong sense of achievement. Learners are well motivated and enthusiastic to learn and their folders contain evidence of the development of skills over time. Learners are proud of their achievements. Good standards of work are consistently produced across community learning courses. In one art and design class, a range of three-dimensional projects produced by learners demonstrated high levels of skill. Displays of drawings and paintings are of a high standard.

#### Quality of provision

30. The quality of provision is good. Teaching and learning are good. Staff are well qualified. Lesson planning is thorough. A very sensitive approach to teaching engages learners and supports and encourages them to embrace new challenges. For example, in a class for teenage parents, learners enthusiastically prepared a presentation to be delivered in schools. In many classes the pace is brisk and learners are keen to move on. Good quality handouts support learning. However, in one class there was an over-reliance on handouts. In more informal learning, personal experiences are shared and important issues such as health, housing, and parenting skilfully explored. Learners' ideas and contributions are

valued. Much learning is reinforced well through questioning and recapping from the previous session. A good range of learning activities take place in most classes.

31. The arrangements for identification and support of literacy and numeracy needs are satisfactory. Tutors have some awareness of the help that they might give within their own class. They know how to refer learners to literacy and numeracy provision.
32. Individual learning is insufficiently recorded; however, the self-assessment report does not identify this area for improvement. Most initial assessment is informal and, although appropriate for much of the provision, it is not recorded. Formal initial assessment is carried out in literacy and numeracy classes. Results are discussed with learners. However, the results of the tests are recorded in the register and do not form an integral part of planning and monitoring of learner progress which is shared with the learner. There are some good examples of critical, but constructive, feedback on learner progress on accredited courses.
33. The extent to which courses and programmes meet learners' needs and interests is good. Courses are very well designed to meet learners' needs. The provision is fairly small in size, but much thought is given to promoting access to learning. Careful adjustments are made to better meet learners' personal circumstances. In a numeracy course the class times were changed to enable a parent to collect his children and to attend the class. A good range of consultation events are held to listen to the views of adults in local communities. For many learners the opportunity to gain confidence is more important than the subject matter. The accreditation of many courses enables learners to achieve a qualification, often for the first time. Learners greatly appreciate the concern to meet their needs and benefit from local provision. Many spoke of the positive changes to their lives as a result of returning to education. They particularly value the contribution of CGP to breaking down barriers to learning.
34. Support and guidance for learners are satisfactory. Information, advice and guidance are satisfactory. A range of leaflets provide clear information on course availability. Good links with an information, advice and guidance service in one area provides initial and follow up information, advice and guidance for learners. This resource provides particularly useful support for learners with a wide range of personal needs.

### **Leadership and management**

35. Leadership and management are good. The provision is particularly well planned and targeted. The self-assessment report identifies this strength. CGP has a very strong focus and commitment to widening participation. Staff at all levels are personally committed to this aim. The drive from management to provide good quality local learning accommodation in deprived areas is a positive example of providing learning opportunities for those who need it the most. The resource is very important to community learning. Learners on programme clearly reflect the target groups and include young fathers attending the 'teen parent' course. Many learners report that they previously lacked confidence and felt that they did not have any skills.
36. Equality of opportunity is good. Learners are respected and they in turn, respect others. They are aware of their rights and responsibilities. In one class learners worked together



on challenging stereotypes. Teachers understand the needs and aspirations of learners from disadvantaged backgrounds and work sensitively with them.

37. Arrangements for monitoring the quality of teaching and learning are insufficient. Many tutors have not been recently observed. One tutor, with over a year's service, has yet to be observed. Monitoring activity mostly consists of examining and responding to learner and tutor evaluations and picking up on any problems informally in the classroom.
38. The self-assessment report broadly identified the strengths found by inspectors, but it did not sufficiently identify the areas for improvement. Inspectors gave the same grade as that in the self-assessment report.

## Annex

## Learners' achievements

Outcomes on **Entry to Employment (E2E) programmes** managed by the provider **2005/06** to **2007/08**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	23	83%	74%
2006/07	36	78%	64%
2007/08* (5 months)	24	79%	83%

Note: 2007/08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period