

# Arthur Rank Training

---

**Inspection date**

17 January 2008

---

**Inspection number**

319215

## Contents

<b>Background information .....</b>	<b>3</b>
Inspection judgements .....	3
Scope of the inspection.....	3
<b>Description of the provider.....</b>	<b>4</b>
<b>Summary of grades awarded .....</b>	<b>5</b>
<b>Overall judgement.....</b>	<b>6</b>
Effectiveness of provision .....	6
Capacity to improve.....	6
<b>Key strengths .....</b>	<b>7</b>
<b>Key areas for improvement.....</b>	<b>7</b>
<b>Main findings .....</b>	<b>8</b>
Achievement and standards .....	8
Quality of provision.....	8
Leadership and management .....	9
Equality of opportunity .....	9
<b>What learners like .....</b>	<b>10</b>
<b>What learners think could improve.....</b>	<b>11</b>
<b>Learners' achievements .....</b>	<b>11</b>

## 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

Description of the provider

1. Arthur Rank Training (ART) is a voluntary sector training provider in Coventry and Warwickshire providing programmes for 14 to 19 year olds who are socially and educationally disadvantaged. ART aims to provide young people with vocational skills, skills for life and personal development so that they may become employed. ART became an independent company with charitable status in 2001. It relocated to new premises in Kenilworth in 2003.
2. ART holds a contract with Coventry and Warwickshire LSC for the provision of Entry to Employment (E2E) for 16 to 18 year olds in preparation for life and work. The LSC contract accounts for 66% of the funding. ART also provides education and training programmes for young people at school and those not engaged in education, employment or training.
3. The organisation is overseen by a board of governors; with operational management the responsibility of the chief executive. There are 23 full-time and eight part-time staff. Connexions staff work with ART to recruit and initially assess learners' needs. ART uses the services of a subcontractor for elements of the programmes offered.
4. Most learners who participate are from Coventry; many from areas of high deprivation. Coventry ranks 64 out of 354 local authorities for the highest levels of deprivation and contains three out of the ten most deprived wards in England. Recent automotive industry closures have increased unemployment, which was already twice the national rate. The proportion of school leavers in Coventry who gain GSCE's is much lower than the national rate. Sixteen per cent of Coventry's population are from minority ethnic groups, compared to 9.1% nationally.

## Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
----------------------------	---------------------

Capacity to improve	Inadequate: Grade 4
---------------------	---------------------

Achievement and standards	Inadequate: Grade 4
---------------------------	---------------------

Quality of provision	Inadequate: Grade 4
----------------------	---------------------

Leadership and management	Inadequate: Grade 4
---------------------------	---------------------

Equality of opportunity	Contributory grade: Satisfactory: Grade 3
-------------------------	---

## Sector subject area

Preparation for life and work	Inadequate: Grade 4
-------------------------------	---------------------

## Overall judgement

### Effectiveness of provision

**Inadequate: Grade 4**

5. The overall effectiveness of the provision is inadequate. The E2E provision for learners is inadequate. Achievement and standards, the quality of provision and leadership and

management are inadequate. The capacity to improve is inadequate. Equality of opportunity is satisfactory.

### Capacity to improve

#### Inadequate: Grade 4

6. ART demonstrates an inadequate capacity to improve. Although improvement plans have been applied since the previous inspection, the impact of them has been weak. The rate of progression to positive destinations over the three full years since the previous inspection has declined and is low. The proportion of learners involved in a work placement at any one time has declined over the past three years. The achievement rate for learners in Level 1 literacy and numeracy qualifications remains low and the Level 2 rates are declining. The quality of target-setting which was identified as a weakness at the previous inspection remains weak. Other actions to improve have not yet had sufficient impact.
7. Managers at ART consider the nature of the client group they are dealing with to have changed over the past three years. They have identified that the needs of the learners present them with increased challenges and that the previous way the programme worked, particularly in terms of vocational training and work placements, is no longer appropriate for many learners. There is some evidence to support the change in the needs of the client group based on general social and economic background indicators but it is not conclusive. At the time of the inspection, ART managers did not have any statistical evidence that this was affecting learners' progress and achievement.
8. Self-assessment and quality assurance processes are satisfactory in that they are thorough, comprehensive in the coverage of key questions in the *Common Inspection Framework* and reasonably self-critical in arriving at the identification of weaknesses. However, the principal judgements arrived at in the recent self-assessment report led to higher grades being presented than those identified by the inspection.
9. The negative trend in the rate of positive outcomes, low rates of achievement in literacy and numeracy, the decline in participation in work placements and continuing weaknesses in setting and reviewing specific and measurable personal learning targets for learners were mentioned in the self-assessment report. However, the analysis of performance for key question one did not address the decline in positive outcomes. The implementation of quality assurance procedures has improved and the process for observing and improving teaching and learning is now satisfactory. However, changes in personnel have resulted in the impact of these and other improvement strategies being delayed which was recognised in the self-assessment report.

### Key strengths

- Good development of practical skills
- Good teaching and learning
- Good resources and accommodation
- Particularly effective strategic partnerships

### Key areas for improvement

- Low rate of progression into positive destinations
- Low rate of achievement of literacy and numeracy qualifications

- Weak target-setting
- Insufficient work experience
- Insufficient measurable strategic objectives
- Weak impact of quality improvement strategies

## Main findings

### **Achievement and standards**

#### **Inadequate: Grade 4**

10. Learners develop good practical skills. For example, learners carry out car maintenance and servicing operations competently. Learners are able to choose their vocational training route from carpentry, construction, motor vehicle and plumbing and have the opportunity of gaining a relevant qualification. Some learners produce good work in portfolios which are well presented. Learning materials and resources are generally of an appropriate standard although access to information and communication technology is insufficient.
11. The rate of progression into positive destinations was low in 2006/07 when only 39% of leavers moved to a positive destination and the rate in 2005/06 was also low. The trend over three years has been downwards from a high of 53% in 2004/05. There is some evidence to indicate that the rate is increasing this year. The number of learners who

achieve their main key objectives while on the programme is very low and has declined from a rate of 22% in 2005/06 to 18% in 2006/07 and is currently at 13%.

12. Achievement rates for literacy and numeracy qualifications are low. In 2006/07, 34% achieved a Level one qualification in adult literacy and 28% in adult numeracy. Level two achievements, which involve much smaller numbers of learners are better but are still low and declining. Sixty-three learners participated in a skills for work qualification and 43% achieved it in 2006/07 compared with 81% the previous year. There are no key skills achievements as training and assessment for key skills is not currently provided.
13. Retention after 12 weeks has improved on last year but is lower than previous years. Overall rates for attendance at the centre and at the sessions are not monitored and no information regarding trends was available at the time of the inspection.

## Quality of provision

### Inadequate: Grade 4

14. Good teaching and learning is provided and lessons are well planned. Good explanations of topics are given by tutors and good engagement of learners takes place. Theory and practice is linked well. Learners demonstrated good understanding in, for example, literacy sessions and were able to successfully complete practical exercises that demonstrated their understanding. Tutors offer a high level of support for learners during lessons. Learners worked well together, collaborated effectively in lessons and demonstrated mutual respect. The programme overall is well-structured and learners respond well to the effective organisation of the programme.
15. Support and guidance for learners is satisfactory. Staff hold regular support team meetings where the progress and performance of every learner is discussed. Learners are able to access the providers' transport both to and from the centre.  
Provision for learners with additional learning needs is satisfactory. Learning resources are satisfactory.
16. Poor target-setting and recording takes place for individual learners at progress reviews. The lack of accurate key objectives makes the setting of specific, measurable and realistic targets difficult. Learners' barriers to progress do not accurately form the basis of an individual programme of training based on relevant individual key objectives. The key objectives currently in place do not emphasise sufficiently well the personal and social development needs within the learning plan. Learning plans are not used as the basis of the review process and are not modified to take account of any changes in learners' circumstances.
17. The level of work experience for learners is insufficient. Only 20% of learners were on a work experience placement at the time of the inspection, which is significantly lower than previous years. Some managers and staff lacked the conviction that many of the learners currently want to participate in the type of work experience on offer. ART has recognised that the way work experience has been organised has lacked flexibility and is in the process of changing its arrangements.

## Leadership and management

### Inadequate: Grade 4



**Equality of opportunity**

Contributory grade: satisfactory: Grade 3

18. ART provides good resources and accommodation which support learning and benefit learners' health, safety and enjoyment. Classrooms are kept clean and tidy and are suitably located close to practical areas. Workshops are generally well-equipped and professionally run. A suitable recreational facility and relaxation area is available. Although healthy food is available and fruit is freely distributed, there is no canteen to provide meals. ART organises some enrichment activities including, trips to places of interest, teambuilding exercises using specialist providers and work experience tasters with, for example, the fire service.
19. Particularly effective partnerships benefit learners and sustain ART's strategic involvement in the area's provision for 14 to 19 year olds. Some partnerships directly impact on individual learners. For example, an unexpected accommodation problem for one learner was resolved with help from a partner organisation who specialises in housing. Some partners contribute to the curriculum, for example, ART is working closely with a specialist sound engineering provider and is planning to provide vocational training. Other partnerships support progression opportunities into specific industries. ART works closely with schools to provide vocational course and work experience tasters.
20. Much of the operational management arrangements that ART has in place are satisfactory. Health and safety management is satisfactory, as are quality assurance arrangements. Staff resources at the time of the inspection were adequate however, many staff expressed a feeling that they were overstretched and staff turnover has been high recently. This has impacted on parts of the programme, although management information is appropriate. Managers do not review overall attendance patterns of learners.
21. The promotion of equality of opportunity is satisfactory. Equality is well integrated with the organisation's policies and practices. The need to raise the proportion of under-represented groups involved in training is part of the organisation's aims and this is regularly monitored and is currently proving successful. Promotional material effectively communicates a clear message about the organisation's commitment to promoting equality and diversity. The re-enforcement of learners' understanding takes place during reviews. Data analysis is generally satisfactory but information relating to specific groups with specific needs, for example young offenders, is not currently analysed to monitor performance and make comparisons against other groups of learners.
22. ART's strategic and business planning lacks measurable strategic objectives that relate to the main activity areas and overall aims of the organisation. The development plan and the business plan for 2007/08 clearly state the aims of the organisation but there are no specific objectives in place to meet those aims. The review of performance carried out by the board of governors, evidenced by papers at board meetings is concerned mainly with financial matters and the level of occupancy of the current programmes. Specific and measurable strategic objectives for performance and development over time in key areas, necessary to evaluate achievement of aims, are not identified in these reports nor elsewhere. At the operational level, there is a range of relevant and measurable objectives and targets which are used effectively by managers. Strategies for improvement are yet to have impact.
23. The impact of quality improvement is weak and performance overall has declined since the previous inspection. Performance levels remain low and the trend has been a declining

one over the past three years. Despite a diligent approach by managers to action and quality improvement plans, positive destination rates have declined. Qualification rates for level one literacy and numeracy have remained low. The proportion of learners who access work experience has declined. Target-setting and reviews, identified as weaknesses at the previous inspection in 2005, remain weak.

## What learners like:

- Doing practical things and gaining skills
- The personal support
- Meeting other people,
- Socialising, playing table tennis
- Respect from tutors — 'They don't treat you like kids'
- The chance to take part in activities like teambuilding, football, visits to places
- The warm welcome, the good atmosphere, good environment
- 'Doing English and mathematics'
- 'Gaining two qualifications'
- 'People get on with each other'
- 'Would recommend it to others'
- 'They help you out'
- 'Better chance of getting a job'
- 'Developed my confidence'

## What learners think could improve:

- More 'one to one'
- More help with written work
- Too much distraction in some sessions
- Too many worksheets
- Lack of computers to practice literacy and numeracy
- Not enough time with the teacher
- Some staff talk down to you — 'Call you dumb'
- Too many in the workshop at one time
- 'Sometimes we do the same thing over and over again when people are at different stages'
- Shortage of placements
- Reviews are not frequent enough
- Staff absences not covered
- 'The lack of organisation of what we do sometimes'

## Learners' achievements

### Outcomes on **Entry to Employment (E2E) programmes** managed by Arthur Rank Training **2005 to 2008**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	152	22	45
2006/07	187	19	39
2007/08 (5 months)	77	13	36

Note: 2007-08 data is 'part year' only and is representative of the five months 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

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.