

Kirkdale Industrial Training Services Limited

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Contents

Background information	3
Inspection judgements	3
Scope of the inspection.....	3
Description of the provider.....	4
Summary of grades awarded	5
Overall judgement.....	6
Effectiveness of provision	6
Capacity to improve	6
Key strengths	6
Key areas for improvement.....	7
Main findings	8
Achievement and standards	8
Quality of provision.....	8
Leadership and management	10
Equality of opportunity	10
What learners like	12
What learners think could improve.....	12
Learners' achievements	13

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.

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), reports from the inspectorates' monitoring 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:

- Engineering and manufacturing technologies

Description of the provider

1. Kirkdale Industrial Training Services Limited (KITS) is a training company limited by guarantee and a registered charity. The organisation was formed by the merger of two small training associations in 1991 and is based in Brighouse, West Yorkshire. KITS holds a contract for the delivery of work-based learning for young people with West Yorkshire LSC. It offers apprenticeships and advanced apprenticeships at levels 2 and 3 in engineering and in construction and has recently started to offer national vocational qualifications (NVQs) in engineering and in business administration through a Train to Gain programme subcontracted from the West Yorkshire Learning Providers. KITS also offers commercial courses and health and safety consultancy services to local companies. Approximately 50% of KITS' annual turnover is derived from the LSC.
2. KITS has 209 Learners on engineering programmes, of which 133 are on mechanical engineering programmes, 19 are on motor vehicle programmes and 57 are Train to Gain learners working towards NVQ level 2 and 3. The duration of the programmes is from 12 to 48 months. Assessors visit the workplace every four to six weeks. Off-the-job training, key skills and technical certificate training are mainly delivered in the provider's training centre which is staffed by tutors from Leeds College of Technology although a few learners attend Huddersfield College. The remainder of the learner's time is spent in the workplace working towards their NVQ.
3. KITS also has small numbers of learners following construction and business administration programmes. These sector subject areas were not directly inspected during this inspection although they contributed to the leadership and management judgements.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Engineering and manufacturing technologies	Satisfactory: Grade 3
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Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards, the quality of provision and leadership and management are satisfactory as is the provision in engineering and manufacturing technologies. Equality of opportunity is also satisfactory.
5. The provider has successfully taken satisfactory steps to improve the provision since the previous inspection. Success rates have improved and are now satisfactory, particularly at level 2. Many areas for improvement identified at the previous inspection have been resolved and are now at least satisfactory. Learner understanding of equality of opportunity is satisfactory and provision for learners' additional support needs is also satisfactory.

Capacity to improve

Good: Grade 2

6. The provider has a good capacity to improve. Learners' success rates have increased substantially and are now around national rates. The standard of learners' practical work is high and support for learners is good. KITS now has an appropriate quality improvement plan and has taken appropriate action to deal with many of the areas for improvement identified at the previous inspection. The quality improvement plan sets clear targets with responsibilities and timescales which have been regularly reviewed and updated. Quality assurance arrangements and provision is improving but the provider failed to identify key areas for improvement in reviews and in the management of the small numbers of learners on construction programmes. The provider collects and uses feedback from learners and from employers through questionnaires and this is well used to monitor and assure the quality of the learners' experiences.
7. Self-assessment includes the views of staff, but learners and employers are insufficiently directly consulted although their views are collected through questionnaires. The most recent self-assessment report was updated immediately before the inspection in June 2008. It is well structured, critical and accurately identifies most strengths. However, the report does not reflect some of the areas for improvement found during inspection, particularly on the small construction programme which was not self-assessed in its own right but was partially included within the engineering section of the report. The report over-graded provision in engineering and in leadership and management and overstated some strengths.

Key strengths

- Good training focusing on the development of learners' practical skills
- Particularly effective support into employment
- Significant continual investment in good resources

- Innovative strategies to engage under-represented groups
- Good performance management with effective communications at all levels

Key areas for improvement

- Quality of reviews
- Slow progress towards framework achievements
- Continue to improve framework success rates
- Reinforcement of equality of opportunity for learners
- Management of electrical installation provision
- Incomplete quality assurance systems

Main findings

Achievement and standards

Satisfactory: Grade 3

8. Achievement and standards are satisfactory. Learners develop good practical skills often at a level higher than expected. Most learners are allowed to work on tasks of a complex nature with the minimum of supervision. They are making good progress, gaining confidence and self-esteem and quickly become essential members of workplace teams. For example in one workplace, a learner receives a component casting and will work on this practical project to completion and dispatch to the customer. The learner will also deal with special request and design features. Learners use complex equipment and liaise with other staff.
9. Success rates for mechanical engineering are satisfactory. In 2004/05 they were low at 45% for advanced apprentices and 64% for apprentices. An improving trend has been established over the subsequent three years to 67% and 100% respectively. Of the 84 advanced apprentices and 14 apprentices who left in 2008, 69% and 100% respectively achieved. In electrical over the past three years only two learners have completed the framework. Success rates on Train to Gain are good, 39 of the 40 learners funded by Train to Gain in 2006/07 achieved.
10. Progress towards apprenticeship frameworks completion is slow. Timely success rates are low. Little effort or encouragement is given to learners to progress and achieve early. Learners are not always given the opportunity to submit evidence in a timely manner.

Quality of provision

Satisfactory: Grade 3

11. Quality of provision is satisfactory. Teaching and learning are satisfactory. Health and safety issues are regarded highly and are constantly reinforced by most staff. On-the-job training is good with a clear focus on developing learners' practical skills. In engineering, KITS have worked with most employers to produce a skills scan of the requirements of the employers and the NVQ. In conjunction with employers they have compiled detailed training programmes, individualised to meet the needs of the learner and the demands of the business. Effective mechanical machine training is carried out on employer's machines, which in many cases are at the leading edge of technology. Many learners successfully reach production rates shortly into their apprenticeship, working to very close tolerances. Maintenance apprentices work with experienced tradespeople and are encouraged to carry out limited tasks by themselves as soon as competent. These learners contribute meaningfully towards shut down, preventative and breakdown maintenance and become valued members of staff.
12. Training resources are good. Staff are well qualified and experienced. Many companies produce hi-technological products and have national and international client databases. State of the art company machinery is used well by learners working to produce precision components for a wide range of industries. Maintenance engineering learners are trained to maintain these machines. Design learners are trained on computer aided design using current industrial standard software. Resources in the training centre are good. Classrooms

are well furnished and equipped to a very high standard; all training rooms have data projectors, computer points and wi-fi access. A well equipped learner resource centre is used for learner drop-ins which contains up to date reading material, computers, appropriate software and other resources. The engineering workshop facilities are good. They enable learners to practice and improve their engineering production skills. Four new computer numerically controlled (CNC) machines have very recently been installed and planning for the ongoing replacement and refurbishment of other training centre resources is good. Electrical resources are satisfactory but adequate for the demands of the NVQ.

13. Assessment is satisfactory for most learners. It is fair, accurate, planned and carried out as a formative process. However, for the few learners in electrical, assessment of learner portfolios is completed at the end. Assessors' carry out insufficient assessment by direct observation in the workplace and learners receive insufficient feedback. Insufficient use is made of witness testimony.
14. Progress reviews are weak. Reviews are completed every four to six weeks across all programme areas. The content is poor. Little development of health and safety or equality and diversity topics occurs in most reviews. Reinforcement of equality of opportunity issues is ineffective and learner understanding is insufficiently checked. Target-setting is poor, not specific and have insufficient focus, many are just general statements and targets set are often repetitive and are not individualised. In many cases targets set are carried over to the next review. Detailed discussions relating to work experience do take place, but the review documentation does not accurately reflect these discussions. In engineering most employers are involved in the review process and receive copies of the review document, however, on electrical programmes employers are insufficiently involved and learners are often unavailable for review, owing to their workplace location.
15. Internal verification is poor; direct observation of workplace assessment is insufficient. Portfolio evidence is verified but this is not progressive and takes place at the end of the learners programme, just before framework completion.
16. The range of provision is satisfactory. KITS consults with employers to ensure they provide appropriate programmes to adequately meet the needs of the learners and employers they serve.
17. Guidance and support is good. Support for learners is particularly effective in helping unemployed learners gain employment. In the first year, 80% of learners are unemployed at the start of training and almost all are helped into employment within the year. KITS successfully matches learners to employers' requirements and equips learners with good timekeeping and behavioural skills as well as improving their practical ability. Learners are visited in the workplace every four weeks for the purpose of assessment and progress reviews. Visits are more frequent if the needs of the learner require them. Assessors arrange visits to suit shift patterns and ensure continuity of training and assessment. Additional learning needs are identified at initial assessment and support is provided in the training centre by provider staff. All learners are allocated a mentor or supervisor within the company. Most learners have training plans, which ensure opportunities are available to gather evidence to cross-reference with the NVQ units. Motor vehicle advisers meet with learners weekly. However, on electrical programmes, learners have no recall of their induction. It does not include information on equality of opportunity, a few

electrical learners are not aware of progression routes and do not receive specific support for key skills.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

18. Leadership and management are satisfactory. Communication is good at all levels. Regular weekly meetings are well attended and minuted. Performance management for most staff is thorough and target-setting is good. KITS' board of trustees and senior managers have high expectations and staff are set challenging targets. Clear targets exist to reduce the numbers of out of funding learners and to improve success rates. Many targets are related to company performance but each staff member has unique targets linked to their own performance. All staff understand how their individual performance contributes to the objectives of the company. All staff and management participate in a suitable annual appraisal process that drives an effective staff development programme. All of KITS' training staff have carried out, as a minimum, institution of occupational safety and health (IOSH) managing safely, with other members of staff holding national examination board in occupational safety and health (NEBOSH) qualifications. Most training staff hold or are working towards assessor awards, internal verifier awards and teaching qualifications.
19. Resources are good in the training centre and KITS invests significantly to ensure regular replacement and updating of equipment to reflect industry standards. A suitable refurbishment and replacement programme is in place and KITS board and managers have prioritised funds to maintain and improve the good quality resources.
20. The procedures for safeguarding learners meet current government requirements. Arrangements are in place to carry out the appropriate checks on staff.
21. All key aspects of training are not quality assured, for example progress reviews are not observed by managers. Although review paperwork and training plans are audited by managers, poor quality target-setting and monitoring at reviews and administrative errors on training plans had not been identified. Although all staff were involved in the compilation of the self-assessment report, no consultation took place with employers or learners. The self assessment report did not identify all the areas for improvement identified at inspection and overstated the grades for leadership and management and for engineering. Electrical installation was not effectively self-assessed in its own right. Data is not always used effectively to improve success rates. KITS does not systematically receive details of observations of teaching and learning within the subcontracted provision and does not carry out sufficient observations of training in the centre to be effective in monitoring the quality of training.
22. The electrical installation provision is not well managed. Low success rates have not been resolved and the monitoring of learner performance is weak. Progress reviews provide insufficient detail of learner progress and many have been missed. Individual learning plans are not updated. Leaders and managers have not provided clear direction to lead to improvements in learner outcomes. Electrical installation staff are sufficient in number

and suitably qualified with appropriate technical and assessor qualifications but do not all hold teaching qualifications. Staff workloads have not been sufficiently monitored to ensure that staff can work effectively. Assessors do not use management information effectively to monitor the progress and plan the learning needs of learners.

23. Equality of opportunity is satisfactory. KITS have good imaginative strategies to promote courses to learners from under-represented groups. The equality and diversity group is chaired by the chief executive. Good links with schools and with employers are used well to reach under-represented groups. Marketing materials are well produced, published in several languages and contain positive non-stereotypical images. A range of 'girls into engineering' courses is supported by increasing numbers of local schools. Feedback from these courses is collected and analysed to provide information in how to continue to attract women onto engineering courses. KITS staff attend school open days and careers events to promote engineering and encourage under-represented groups onto courses. A range of equality and diversity posters to discourage the use of discriminatory or offensive language has been designed by KITS and has been adopted by many local employers and schools. Numbers of applications from women and from members of minority ethnic groups have increased. However, although 15 learners from minority ethnic groups now attend courses, only two women are enrolled on engineering courses. Plans are now well underway to form a forum with employers to help jointly promote engineering to under-represented groups. KITS collects accurate equal opportunities data on recruitment through the application process and monitors performance of different groups. The post of employer engagement officer was established in 2007 to increase participation through effective employer engagement and has lead responsibility for school liaison and targeting under-represented groups.
24. Reinforcement of equal opportunities is insufficient. First year learners receive comprehensive coverage of equality and diversity during induction and then a further workshop three months into their programme. However, no further advancement of their understanding or awareness occurs throughout their four year programme. Most learners develop a satisfactory understanding of issues relating to their own rights and responsibilities but few have a broader understanding of the advantages of living in a multicultural society. Most staff have a satisfactory understanding of equality and diversity and have attended staff development events designed to raise their awareness, particularly on disability and race relations legislation. KITS has a satisfactory range of policies and procedures that are reviewed annually and appropriately checks that adequate policies exist within the workplace.

What learners like:

- The practical work
- Well organised, good training
- 'College helps me to expand my knowledge'
- Very helpful, pleasant staff
- Wide range of work, tasks and skills gained
- Being treated like adults
- Good facilities at KITS training centre
- Good working relationships with staff
- High level of support received from assessor during on-site visits
- Regular contact with KITS staff

What learners think could improve:

- Clarity of knowledge questions in electrical work
- Range and type of teaching methods at Huddersfield College
- The amount of time spent on key skills
- More theory in electrical in the training centre
- More assessment doing the job rather than just writing up
- More CNC machines practical
- Being allowed to work on assembly line in the workplace
- Less working on computers in motor vehicle
- More practical work on day release

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** in engineering and manufacturing technologies managed by the provider **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	2004/05	overall	70	61%	55%	53%	46%
		timely	95	17%	32%	14%	26%
	2005/06	overall	138	49%	52%	43%	47%
		timely	149	6%	34%	4%	30%
	2006/07	overall	65	55%	68%	49%	65%
		timely	68	12%	43%	10%	40%
Apprenticeships	2004/05	overall	6	17%	52%	0%	41%
		timely	8	13%	26%	0%	19%
	2005/06	overall	11	82%	55%	64%	49%
		timely	23	35%	36%	13%	31%
	2006/07	overall	68	68%	66%	59%	61%
		timely	68	41%	44%	29%	40%

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on **work-based learning Train to Gain programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	2006/07	overall	52	96%
		timely	52	96%
	2007/08 (11 months)	overall	30	90%
		timely	****	****

Note: 2007/08 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

*** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'

**** Data not available at time of publication