

# City Technology College Trading as Kingshurst Training

Reinspection report

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**Reinspection date**

17 October 2008

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**Reinspection number**

322454

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## Background information

### Reinspection 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 reinspection 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 reinspection

In deciding the scope of the reinspection, inspectors consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorate's reinspection monitoring visits, and data on learners and their achievements over the period since the previous inspection. Inspectors also 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.

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 reinspection focused on:

- Health, public services and care

## Description of the provider

1. Kingshurst Training (KT) is the work-based learning division of City Technology College Kingshurst Academy. KT holds a contract with Birmingham and Solihull LSC to deliver apprenticeships and advanced apprenticeships in health, public services and care.
2. At the reinspection, there were 71 learners on apprenticeship programmes. Of these 26 learners are employed by Seesaws Day Nurseries and training and assessment for these learners is subcontracted to their employer.
3. There are seven trainer/assessors, one of whom is the programme leader and the lead internal verifier. Most off-the-job training is provided at the training centre in Kingshurst and at a satellite centre in the St Paul's district of Birmingham. KT works with two local schools and other agencies to deliver training in health, public services and care for pupils aged 14 to 16.
4. At its previous inspection in May 2007, KT was graded as inadequate for overall effectiveness, capacity to improve, achievement and standards and leadership and management. The quality of the provision overall was judged to be satisfactory, as was equality of opportunity. The provision in health, public services and care was judged inadequate.
5. The proportion of young people achieving five or more GCSEs at grade C or above in 2006 in east Birmingham was 41.4% and 56.7% in the local Meriden constituency compared with the regional figure of 56.4%, and the national average of 60.9%. The 2001 census figures show that minority ethnic communities in Birmingham and Solihull represent 29.6% and 5.4% of the total population respectively, compared with the national rate of 9.1%.

## Summary of grades awarded at previous inspection

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4

<b>Achievement and standards</b>	<b>Inadequate: Grade 4</b>
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Leadership and management</b>	<b>Inadequate: Grade 4</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: Grade 3</b>

### Sector subject area

<b>Health, public services and care</b>	<b>Inadequate: Grade 4</b>
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### Summary of grades awarded at reinspection

<b>Effectiveness of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Capacity to improve</b>	<b>Satisfactory: Grade 3</b>
<b>Achievement and standards</b>	<b>Satisfactory: Grade 3</b>
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Leadership and management</b>	<b>Satisfactory: Grade 3</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: Grade 3</b>

### Sector subject area

<b>Health, public services and care</b>	<b>Satisfactory: Grade 3</b>
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### Overall judgement

#### Effectiveness of provision

**Satisfactory: Grade 3**

- The overall effectiveness of the provision is now satisfactory. The provision in health, public services and care is satisfactory.

7. Achievement and standards overall are satisfactory. All learners demonstrate good development of workplace skills. Most success rates improved in 2006/07. Success rates for apprentices and advanced apprentices in early years in 2007/08 fell slightly, but remain satisfactory. Timely progress by learners remains poor, although this is improving.
8. The quality of the provision is now satisfactory. Teaching and learning is satisfactory overall. Assessment practice is good and effectively uses a wide range of assessment methods. Programmes satisfactorily meet the main needs of both employers and learners. Personal support for learners is good and clearly impacts on present learners' progress.
9. Leadership and management are now satisfactory overall. A number of changes and improvements made since the previous inspection are becoming established. Management of data has improved but remains an area for further improvement. The monitoring of learners' progress is much improved. The promotion of equality of opportunity at KT remains satisfactory. The standard of provision in health, public services and care is satisfactory.

### **Capacity to improve**

#### **Satisfactory: Grade 3**

10. KT demonstrates that it has satisfactory capacity to improve. Many of the areas for improvement identified at the previous inspection have been addressed. Success rates have improved and are now satisfactory. The inspection grade for childcare and early years has improved since the previous inspection. The inspection grade profile has also improved in all of the areas which were identified as inadequate at the previous inspection. However, some key areas for improvement identified at the reinspection remain.
11. The self-assessment process is satisfactory. Staff are actively involved in the process. Partners, learners and employers are consulted. The most recent self-assessment report is satisfactory. The report is self-critical, although some key strengths and areas for improvement are not clearly stated. The findings generally match those of inspectors; however, some key areas for improvement identified by inspectors were not identified in the report. The quality improvement plan identifies actions to be taken and sets targets but does not include all staff.

### **Key strengths**

- Good development of work based skills
- Good assessment practice
- Good actions to widen participation
- Strong links with employers

### **Key areas for improvement**

- Slow progress for many learners
- Insufficient coordination of on- and off-the-job training

- Poor strategic planning
- Incomplete quality improvement arrangements
- Incomplete initial assessment

## Main findings

### **Achievement and standards**

#### **Satisfactory: Grade 3**

12. All learners demonstrate good development of work-based skills. This was not identified in the self-assessment report. Learners begin to develop competence in the skills of caring for children early in their training. They understand the differing needs of children at different developmental stages and know how to keep children safe and promote their development. They also have a satisfactory understanding of the core values, including equality and diversity. Learners' written work overall is satisfactory.
13. Overall success rates are now satisfactory, having improved since the previous inspection. Advanced apprenticeship success rates were 42% in 2005/06 and rose to 62% in 2006/07.

Apprenticeship success rates rose from 44% to 66% over the same period. In 2007/08, success rates fell to 52% for advanced apprentices and 57% for apprentices. Despite this decline, success rates remain well above the rates achieved at the time of the previous inspection. There are early signs that success rates are rising again. Current in-year success rates are 86% for advanced apprentices and 89% for apprentices.

14. Learners have been making slow progress for too long, as identified in the self-assessment report. In 2006/07, only 9% of advanced apprentices successfully completed within the planned training time. This rate increased to 25% in 2007/08 but remains poor. Forty per cent of apprentices successfully completed their apprenticeships within the planned time in 2006/07, but this figure fell to 35% in 2007/08. All current learners are making satisfactory progress.

## Quality of provision

### Satisfactory: Grade 3

15. Assessment practice is good. This is not identified in the self-assessment report. Planning is negotiated with learners and they are well prepared for assessment. A good range of assessment methods are used. Direct observations are timely and comprehensive. They are well documented and clearly identify learners' performance and knowledge. Follow up oral questions confirm knowledge and understanding but sometimes fail to link theory to practice. Oral feedback is clear and constructive but does not always tell learners how to improve. Written feedback to learners is consistently good. It is constructively critical and informs learners how to improve and progress. Some poor spelling and grammar in learners' written work goes uncorrected.
16. Teaching, training and learning overall are satisfactory. Planning for the content and method of off-the job training sessions is effective. However, insufficient attention is given to planning for the differing needs and abilities of individuals. Teaching ranges from satisfactory to good. In the better sessions, teachers use questioning and tasks well to challenge learners and extend their thinking. Learners stay interested and learn well. In all sessions teachers effectively help learners to link their learning to work with children. Equipment and learning materials are adequate to support learning. However, learners are unable to borrow these resources to enable independent learning. Accommodation is spacious with natural light, but the decoration appears drab and uncared for. On-the-job, learners receive good support and instruction from employers to develop the skills of working with children.
17. Review and monitoring of progress are satisfactory overall. The review process is well organised and learners understand its purpose. Progress in all aspects of the apprenticeship is clearly communicated to the learner and recorded. Short term target-setting remains satisfactory. Medium and long term target-setting have improved since the previous inspection. Staff understand the different targets and now set these effectively.
18. Initial assessment is incomplete. This is not identified in the self-assessment report. Levels of literacy and numeracy are satisfactorily assessed but there is no screening for specific learning difficulties. KT relies on applicants to disclose any learning difficulties they may have. No staff have appropriate qualifications or experience to identify specific learning difficulties. Insufficient consideration is given to learners' individual needs and abilities in



planning the duration of training. There is too little assessment of the learners' initial occupational skills levels.

19. KT recruits a wide range of learners and particularly supports disadvantaged young people. The apprenticeship programmes match the learners' aspirations. Clear progression routes provide learners with the opportunity to meet their potential. Many Level 3 learners have progressed from Level 2.
20. Personal support for learners is good. This is identified in the self-assessment report. KT's staff and employers are understanding of many learners' lack of confidence or low self-esteem at the outset of their training. Their caring and encouraging approach, combined with an expectation that all learners can succeed, raises learners' confidence and belief in themselves. However, no counselling service is available for those learners with personal problems who need the privacy of independent support.

## **Leadership and management**

**Satisfactory: Grade 3**

### **Equality of opportunity**

Contributory grade: Satisfactory: Grade 3

21. Leadership and management are now satisfactory. Actions taken since the previous inspection have improved the quality of provision. A number of changes and improvements have been made to strengthen key learning processes. Much greater focus is put on learners making progress and achieving their qualification.
22. As at the previous inspection, actions to widen participation are good. Strong links with the community are used to develop programmes in childcare to meet the needs of the local area. Programmes include training for young mothers and excluded learners, as well as Entry to Employment, Train to Gain and programmes for Key stage 4 and post-16 school students. As recognised in the self-assessment report, the organisation's supportive and open culture remains a positive feature appreciated by staff and learners.
23. Strong links with employers, identified at the previous inspection, have been maintained. Appropriate arrangements are in place to manage and support the subcontractor. Good flexible arrangements for training are in place to meet the needs of employers, including delivery of off-the-job training in the workplace where distance prevents learners from attending the centre.

24. The management of learning is satisfactory overall. Training is satisfactorily planned; however, coordination of on- and off-the-job training is insufficient. This was not identified in the self-assessment report. Employers are not provided with training plans and so cannot coordinate the skills training they provide in work with the theory learned off the job. Coordination is more effective in the subcontractor provision. Individual learner target-setting has improved since the previous inspection, but the effectiveness of targets set is still too varied. The monitoring of learner progress has been improved through the recent introduction of suitable monitoring software. A system of risk banding allows assessors to identify learners at risk, who are then offered additional support. KT recognises the need to further develop and improve the use of this system. Clear arrangements are in place to check health and safety in work-placements. However, arrangements to check new work-placements for occupational training suitability are inadequate. The internal verification process is comprehensive. Regular sampling of assessors work and effective meetings to set standards ensure consistency.
25. The management of literacy, numeracy and language support is satisfactory. Learners receive satisfactory support for identified literacy and numeracy needs. Initial assessment lacks rigor. Basic skills and learning styles are assessed. However, there is insufficient awareness of or screening for specific learning needs such as dyslexia. The initial interview form does not ask if applicants have any learning needs, and too little initial assessment is carried out of learners' occupational suitability.
26. The promotion of equality of opportunity at KT is satisfactory. Training in equality and diversity has improved since the previous inspection, as recognised in the self-assessment report. The delivery of training in equality has been reviewed and initial training at both Level 2 and Level 3 is now good. All learners receive a workbook covering equality and diversity, which focuses training on equality in childcare. This is reinforced at reviews. However, questioning does not effectively promote further discussion or understanding. Staff have received additional training this year focused on equality in childcare. The self-assessment report did not identify the insufficient attention given to the recruitment of under-represented groups. Management information is not used to identify under-represented groups or to set targets for recruitment or success. Three male learners are on childcare programmes, as are eight learners from minority ethnic backgrounds through a link with an inner city community centre in Birmingham. A marketing leaflet has been produced in Urdu, but there is little evidence of any impact.
27. The procedures for safeguarding learners do not meet current government requirements. Policies and vetting checks are in place for staff. However, no arrangements are in place to ensure that learners are suitably vetted by KT, and some learners working in nurseries have not undergone vetting checks.
28. Strategic planning is poor. Managers do not provide sufficient clarity of direction, and staff are not fully aware of the performance targets set for the organisation. Planning and target-setting are not effective in driving improvement. Insufficient use is made of comprehensive management information to monitor performance and support effective action planning.
29. Quality improvement arrangements identified as ineffective at the previous inspection remain incomplete. The quality assurance of teaching and learning has improved since the previous inspection and is now good. The lesson observation process has been reviewed

and now includes observation of other aspects of training, including reviews and assessment planning. The feedback given to trainers is clear, and is clearly linked to staff development. The quality policy and planning cycle are in place; however, some key processes are not included in the planning cycle. Policies and procedures are not clear and the referencing of documents is ineffective. Quality procedures focus too much on maintaining minimum standards and do not effectively promote improvement. The supervisory board is not sufficiently active in supporting the management of the organisation.

30. Some resources are inadequate. The provider recognises that the accommodation is in need of refurbishment and new buildings are planned to be completed in 2010. Learners have access to a good sized classroom. Basic refreshments and snacks are available on site, but rest areas are insufficient for learners. Insufficient use is made of information communication technology for teaching and learning. The computers available are mostly used for copying up work and internet research. Learners can access books and other learning resources on site; however, arrangements for the loan of books and equipment are limited.

## What learners like:

- The friendly staff
- 'Reception staff are good at sorting things out'
- 'Easy to contact staff'
- 'Working with children and learning at the same time'
- 'Hands on'
- 'Being able to make a difference with children'
- 'Learn a lot'
- 'Get a lot of help in college'
- 'Good lessons'

## What learners think could improve:

- 'Better equipment and resources and be able to borrow them'
- 'Some social area out side the classroom'
- 'More help with number and English'
- 'Better building – it is like a shed'
- Pace of the programme

## Annex

## Learners' achievements

Success rates on **work-based learning apprenticeship programmes** 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	04/05	overall	28	36%	48%	29%	34%
		timely	29	21%	31%	17%	21%
	05/06	overall	19	53%	53%	42%	44%
		timely	18	0%	34%	0%	27%
	06/07	overall	8	75%	64%	62%	58%
		timely	11	9%	43%	9%	27%
Apprenticeships	04/05	overall	34	47%	50%	32%	39%
		timely	43	5%	29%	0%	22%
	05/06	overall	52	60%	58%	44%	52%
		timely	50	14%	38%	10%	34%
	06/07	overall	58	65%	70%	65%	61%
		timely	52	42%	47%	40%	44%

\* 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