

Arthur Rank Training (ART) Limited

Reinspection report

Reinspection date

3 April 2009

Reinspection number

331962

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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.

Scope of the reinspection

In deciding the scope of the reinspection, inspectors consider the previous inspection report (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:

- Preparation for life and work

Description of the provider

1. Arthur Rank Training Limited (ART) is a voluntary sector training provider in Coventry and Warwickshire providing programmes for 14 to 19 year old learners who are socially and educationally disadvantaged. The organisation, based in Kenilworth, is overseen by a Board of Governors. The chief executive manages the daily operations with help from 30 full-time and 8 part-time staff. All learners are assessed and referred by Connexions.
2. ART holds a 97 place contract with Coventry and Warwickshire Learning and Skills Council (LSC) for the provision of Entry to Employment (E2E). Currently 87 learners are on the programme. The contract accounts for 66% of its business. ART has extended its provision for 14 to 16 year olds in partnership with 33 schools in the two local authorities and has won a further contract to develop an extended learning centre.
3. Most learners are from Coventry and 63% of them are from areas of high deprivation. Coventry ranks 61 out of 354 local authorities for the highest levels of deprivation and contains three out of the 10 most deprived wards in England. The unemployment rate for Coventry in February 2009 was 5.2% as compared with 3.8% in Great Britain.
4. Overall 16% of Coventry's population are from minority ethnic groups, compared with 9.1% nationally. The percentage of students from Coventry schools, gaining 5 or more GCSE's at grades A* to C, is 60.7% in 2008 compared with 65.3% in England.
5. At its inspection in January 2008, inspectors judged all aspects of the provision to be inadequate. Equality of opportunity was satisfactory.

Summary of grades awarded at previous inspection

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
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Summary of grades awarded at reinspection

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

Sector subject area

Preparation for life and work	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

6. Overall effectiveness of the provision is good. More specifically, the provision in E2E, leadership and management and equality of opportunity are all good.
7. Achievement and standards are good. Learners develop good personal skills such as self-confidence, self-esteem and employability alongside valuable trade and literacy and numeracy skills. Rates of progression into employment and further education are now satisfactory and are on an upward trend. Achievement of key objectives has also considerably improved since the previous inspection.
8. The quality of provision is good. Teaching and learning in practical and theory learning sessions are good. The quality of computers and other learning resources is poor. This adversely affects learning. Although learners are developing appropriate levels of skills in literacy and numeracy, they are not achieving qualifications in sufficient numbers. Learners are not set interim targets to achieve small steps in literacy and numeracy.
9. ART provides an extensive range of flexible learning opportunities that match the needs of the learners and employers well. Staff give highly effective support to the learners on study and personal matters as well as information, advice and guidance.
10. Leadership and management are good. Leaders and managers have set a strong strategic vision and mission for the organisation which is shared by all staff. ART makes excellent use of learners' views to improve the provision. Equality of opportunities is good. ART has established good partnerships with a range of agencies working in the field and are highly effective in engaging the marginalised learners in society. Learners demonstrate a high degree of awareness of equality and diversity and other issues facing them in society and have produced two highly professional DVDs on harassment and knife crime for other learners.

Capacity to improve

Good: Grade 2

11. Capacity to improve is good. Managers have taken strong action to improve the provision. All inadequate aspects of the provision have improved and are now good. Learners are now progressing into further education, training and/or employment in greater numbers. They are gaining highly relevant work experience and developing a broad range of employability and trade skills. Data management has improved and is now good. ART attracts learners from deprived neighbourhoods who face considerable barriers and are at greater risk of being marginalised from society. ART successfully engages them into learning and society. Quality improvement aspects are working very well and have improved

the provision considerably. Newly appointed key workers, staff and consultants have worked hard to fully establish quality improvement processes. All the areas for improvement identified at the previous inspection have been successfully dealt with except for target-setting for literacy and numeracy aspects and achievement of qualifications.

12. The self-assessment process is good. It is thorough and included views of learners, staff and employers; it did not however involve its partners. Although ART used a broad range of evidence from a range of sources including comprehensive data, staff meetings and quality improvement plans to produce an accurate self-assessment report it understated the strengths of the provision. Inspectors awarded higher grades than claimed in the self-assessment report.

Key strengths

- Good development of personal, employability, trade and literacy and numeracy skills
- Good teaching and learning
- Extensive range of flexible learning opportunities
- Highly effective support
- Strong strategic vision and direction
- Strong management action to improve the provision
- Excellent use of learners' views
- Particularly effective partnerships to engage learners into society
- Good understanding of equality and diversity issues demonstrated by the learners, for the learners

Key areas for improvement

- Insufficiently measurable interim targets for literacy and numeracy
- Poor quality of computers and other learning resources

Main findings

Achievement and standards

Good: Grade 2

13. Achievement and standards are good. This disagrees with the self-assessment report. Learners develop good personal, employability, trade and literacy and numeracy skills. Most of the learners have faced many challenges in their lives such as poor life experiences, learning and poor history of achievement. These learners very quickly engage into learning and develop good levels of self-confidence and self-esteem. They develop a positive attitude to work and good levels of trade skills. For example, in construction learners gain core skills in bricklaying, plastering and roof tiling, fixing plaster board, tiling and grouting. They learn the functions of the tools and equipment and use them correctly.
14. The standard of learners' practical work is good. ART is excellent at the celebration of learners' success. Examples of learners work and achievements are displayed all over the training centre and are highly motivational for other learners.
15. Learners achieve well on accredited courses in skills for work at level 1. For example, in plumbing the rates of achievement are 86% and 63% in motor vehicle and construction trades. The achievement of qualifications in literacy and numeracy at level 1 are good at 79% and 75% respectively. However, the number of learners achieving qualifications at level 1 and 2 has dramatically reduced.
16. Learner progression into education or training and/or employment has improved and is now satisfactory. The rates of such positive outcomes have risen from 36% at the previous inspection to 56%. Sixteen out of 18 learners leaving in the next two weeks have received confirmed offers of employment and further education. This raises the rates of positive outcomes to 61%. Learners achieving their key objectives have also improved from 13% at the previous inspection to 54%.
17. All learners are making equally good progress, regardless of their ethnicity, gender, disability and/or learning difficulties. Attendance and retention rates are regularly monitored and are now satisfactory.

Quality of provision

Good: Grade 2

18. The quality of provision, including teaching and learning, is good. Good teaching and learning was correctly identified at the previous inspection and the self-assessment report. Sessions are well planned with a range of learning materials to meet individual learning styles and abilities. Literacy and numeracy are closely matched to vocational areas such as plumbing, carpentry and motor vehicle maintenance. Training in practical trades is particularly good with a good blend of

theory and practical learning. Learners perform a range of tasks very well in simulated or real working environments. They gain a good basic knowledge in the use of tools and equipment for their chosen trade. Tutors choose challenging topics for sessions that stimulate learners' interest and encourage them to do research, analyse and then evaluate the outcomes.

19. Assessment and monitoring of learners' progress are good. Learners have a very clear picture of their progress and know which modules to work on next. This information is publicly displayed and learners are motivated by it.
20. Formal reviews are satisfactory overall. All key personnel are included in target-setting and reviews. Each tutor gives detailed feedback on the learners' attitude to learning, attendance at sessions, social and personal skills and readiness for work-placement. However, some learners are not sufficiently involved in the setting of targets. Instead of taking part in discussions and having more ownership of their learning and development, they are set their targets by their key workers.
21. Interim targets for literacy and numeracy in the learning plans and reviews are insufficiently measurable. These include statements such as 'attend sessions' or 'achieve a level 1.' These targets are too vague or challenging for learners to achieve in the timescale. It is difficult to measure how well the learners have developed their literacy and numeracy skills and the work they need to do to pass an examination. The importance of literacy and numeracy qualifications in life and in the employment market is not fully stressed.
22. ART has correctly recognised that learning resources, including computers, are out of date. Some handouts and workbooks are printed in small fonts and contain far too much text for some readers. The text is dense with few visual images. Photo copies are often of poor quality, in black and white and faded and difficult to read. Tutors do not make sufficient use of Information Communication Technology (ICT) resources to create variety in the learning sessions.
23. ART accurately claimed that it provides an extensive range of flexible learning opportunities that meets the needs of the learners and employers. These include theory and practical sessions in construction trades, motor vehicle and plumbing, extensive range of well matched work-placements and several enrichment activities. These include sports, exhibits on drink driving and external visits to various places such as the slavery museum in Liverpool.
24. Links between on-and off-the-job-training are good. Learners use their skills competently in their work-placements. ART offers a specially devised programme of activities for learners who are waiting to start full-time education and training or employment. These help reduce the number of learners dropping out of education, employment or training.
25. Staff provide highly effective support to learners. This strength was correctly identified in the self-assessment report. Key workers work closely with learners to

help them deal with a range of personal issues such as housing, family problems, pregnancies, transport, money problems, and behavioural problems like anger management. Parents are fully involved in encouraging learners to take responsibility for their future life including learning and employment. Support is provided very sensitively for learners who have a history of offending or mental health issues and those with disabilities and/or difficulties.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

26. Leadership and management are good, not satisfactory as claimed in the self-assessment report. Managers and leaders provide a strong strategic direction and vision which is fully understood and shared by all staff. Governors seek regular analytical reports on performance of the programme, rather than just the financial aspects as at the previous inspection. They provide guidance and support to firmly establish ART provision in employment, training and education locally.
27. Inspectors agreed with the provider that it has taken strong management action to improve the provision. At the previous inspection staff turnover was high and caseload for some staff was high. ART has appointed three new key workers and a literacy and numeracy coordinator. Other roles have been revised to better meet the needs of the learners. For example, a new role of accreditation coordinator has been established to improve monitoring of learners' progress. These steps have improved the quality of support, reviews and achievement of qualifications among learners. New processes such as a weekly case conference are highly effective in monitoring the progress of each learner. ART has made prudent use of help from two consultants. They have provided an extensive range of staff training on various aspects including use of ICT in lessons and target-setting. This has further improved the skills of appropriately qualified and experienced staff.
28. The quality improvement plans are thorough and are supplemented by meticulous audits. Quality policy and procedures have been simplified. Managers conduct sound performance management of staff and set them targets to improve outcomes for learners. The collection of data has vastly improved since the previous inspection. Data are used well by all staff to monitor and evaluate the performance of each learner and the programme as a whole to identify areas for improvement. ART has developed a good partnership with a provider from a neighbouring county and has been highly effective in the sharing of good practice.
29. Observations of teaching and learning have improved with greater focus on learning. Communications are good. Business planning has improved. Staff development is satisfactory and equips staff to deal with issues facing learners. Resources are used well to provide satisfactory value for money.
30. ART makes excellent use of learners' views on a regular basis to improve the provision. Managers have made many changes to the programme after consultation with the learners. Inspectors saw much evidence of learners enjoying and achieving, staying safe and healthy and making good contribution to

society as well as achieving economic and social wellbeing. Inspectors graded most aspects of Every Child Matters themes to be good or outstanding.

31. Operational management of the programme is good. Learners are supported well in the training centre as well as at an extensive range of work-placements. Learners are working in a safe learning and working environment. Health and safety is promoted well. Learners are offered breakfast in the morning and fruit during their breaks.
32. Physical resources in the workshop have continued to improve. Computer equipment however is out dated and other learning manuals need updating. ART has recognised this area for improvement and has satisfactory plans to improve.
33. Equality of opportunity is good. Particularly effective strategic partnerships have enabled learners to fully engage into society. These partnerships include: several colleges, 140 large and small employers, two local authorities, a prominent housing association, youth offending teams, parents, employers and Connexions. They work very closely to ensure that their cumulative and coordinated response is effective in engaging learners into learning and employment. Rates of positive outcomes and the level of work experience have gone up. For many learners, ART is the provider of the last resort as it has an open-door recruitment policy. Compared with other local authorities, Coventry has relatively fewer learners who are not in employment, education or training. A large percentage of the ART learners have learning disabilities and/or difficulties or offending history. These learners face a significant number of personal, social, emotional and educational barriers and are very hard to help. Working closely with the partners, ART has been successful at offering a well balanced programme of learning and clear direction to the learners' lives. This strength has been maintained since the previous inspection and is correctly claimed by the self-assessment report.
34. Staff and learners have good awareness of equality and diversity issues and treat each other with respect. Learners demonstrate high awareness of issues of equality and diversity. Learners wrote and produced two excellent DVDs for other learners on issues of bullying and harassment and knife crime. Titles include 'Sticks and Stones' and 'Loose the knife to save a life'.
35. The procedures for safeguarding learners meet current government requirements. The policy on safeguarding is comprehensive. All staff are carefully vetted on a regular basis. Health and safety is checked thoroughly with the placement providers and employers. Staff training on safeguarding matters is very informative. ART has produced useful guidance notes for various scenarios and how to deal with them. Learners are well protected and they learn and work in safe learning environments.

What learners like:

- 'Tutors are very helpful. They are sound and give you a lot of respect'
- 'ART sets us off on the correct path'
- 'Mathematics and English support'
- 'Tutors explain things very well and we know where we stand'
- 'Making new friends'
- 'Staff are reliable, they are really positive and good at motivating you'
- 'They treat you like adults and take us seriously'
- 'Practical training'
- 'The extra activities such as football, basketball, tennis, bike riding and golf range'
- 'I like it much better than college'
- 'They are good at getting you trained up to go out on work-placement'
- 'Staff are understanding about personal problems'
- 'They are strict about attendance '

What learners think could improve:

- 'Décor in the teaching rooms'
- 'Newer computers and proper desks'
- 'More resources in the workshop such as newer models of cars'
- 'The chairs in the canteen'
- 'More parking spaces'
- 'The heating in the workshop first thing in the morning'
- 'Wider range of tasks in the motor vehicle workshop'
- 'More practical work'
- 'More activities during breaks'

Learners' achievements

Outcomes on Entry to Employment (E2E) programmes managed by Arthur Rank Training (ART) 2006 to 2008

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
06/07	187	19%	40%
07/08	174	43%	55%
08/09 (9 months)	123	54%	56%

* 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