

KTS Training (2002) Ltd

Inspection report

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Type of provider: Independent learning provider

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Information about the provider

1. KTS Training (KTS) is based in Kingswood, South Gloucestershire, and was founded in 1980. The company became Kingswood Training Services in 1991. Since then KTS has principally concentrated on provision for young people through employability training and apprenticeships. In 2002 KTS was the subject of a management takeover and became KTS Training (2002) Ltd. KTS also provides a range of commercial training. Approximately 95% of the business is government-funded training. In April 2010, KTS' contract with the West of England Learning and Skills Council (LSC) for work-based learning transferred to the Skills Funding Agency and for entry to employment (E2E) programmes the contract transferred to the local authority's Shared Service.
2. KTS delivers Train to Gain programmes for National Vocational Qualifications (NVQ) at levels 2 and 3 to adults in the workplace. The total number of current learners on these programmes is 28, mainly in administration and also advice and guidance, customer service, team leading and management. A further 37 learners are on apprenticeships in administration, call centre, customer service and team leading, with the majority in administration. Only the provision in administration was inspected.
3. A total of 90 learners are currently on the E2E programme, which was inspected. The programme is delivered at KTS' main centre in Kingswood and its two local centres in Southmead and Yate. Five learners are on a Foundation Learning programme.
4. South Gloucestershire is the largest unitary authority in the south west of England and includes both urban and rural areas. In 2009, the pass rate for GCSE five A* to C (including English and mathematics) was 40.1%. The working population rate is 86% compared with 79% nationally. Minority ethnic groups in the area account for almost 4% of the population compared to 9% in England.
5. KTS provides training on behalf of the following provider:
 - City of Bristol College (Foundation Learning)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Entry to Employment	246 learners
Employer provision: Train to Gain Apprenticeships	170 learners 116 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Employability training	2
Administration	3

Overall effectiveness

6. Learners develop a good range of skills for work and increased confidence. Those on the E2E programmes achieve well and most also gain qualifications. The majority of these learners progress onto further education, training or employment. Achievement of qualifications is satisfactory for learners on apprenticeships and the Train to Gain programmes. Most apprentices make good progress to complete within the agreed time. Not enough Train to Gain learners completed within the agreed time last year but this is improving in the current year. Learners feel safe and they work safely. Many E2E learners make positive changes to their lifestyles and participate effectively in community activities.
7. Initial assessment of learners' needs and abilities is good for E2E and satisfactory on work-based learning programmes. Generally teaching and learning on E2E programmes are good. Staff work closely with employers to arrange suitable training in the workplace and they provide effective individual coaching. Arrangements to assess learners at work are managed well. Monitoring of learner progress is very good on the E2E programme. However, target setting for learners on KTS' programmes is not sufficiently detailed. Most other features of the programmes meet the needs and interests of learners

well. KTS has developed a wide range of partnerships that benefit learners. All learners receive good care, guidance and support.

8. The planning and management of programmes are good. Arrangements to safeguard learners and promote safeguarding are carried out well. KTS promotes equality and diversity effectively, although managers do not sufficiently monitor the achievements of different groups of learners. Learners and employers are frequently consulted on their views about the programmes and suggestions for improvement. KTS has effective arrangements to improve the quality of provision and carries out thorough self-assessment. Staff are appropriately trained and qualified. Resources, including the training centres, are of a good standard.

Main findings

- Outcomes for learners are good on the E2E programmes. Progression rates into further education, training or employment are consistently high. The majority of learners achieve their key objectives. Learners' achievement of literacy and numeracy qualifications is good and many E2E learners achieve their first qualification at KTS.
- Achievement is satisfactory overall for administration programmes. Success rates for apprenticeships are satisfactory and timely success rates are above the national average. Success rates for learners on Train to Gain programmes are also above the national and timely success rates are improving, having declined in the previous year.
- Learners improve their economic and social well-being through participation in KTS' programmes. The development of learners' skills is good. Work-based learners develop their occupational skills well and E2E develop good employability and social skills.
- Learners feel safe and use safe working practices. Learners on the E2E programmes demonstrate a good awareness of health and safety. Work-based learners have at least a satisfactory understanding of health and safety in the workplace and in their roles. Learners have a good understanding of their rights and responsibilities.
- Much of the teaching and learning on E2E programmes are good. The tutors successfully engage learners through the use of creative strategies to promote learning. In work-based learning staff provide effective one-to-one coaching in the workplace and off-the-job training for apprentices' technical certificates is well-planned.
- Target setting does not sufficiently support learners' progress. In work-based learning the quality and effectiveness of targets set and their use in individual learner plans are inconsistent. Targets set for E2E learners are too general and are often not sufficiently specific or measurable to promote learning effectively.
- Programmes meet the needs and interests of learners well. Provision is well-matched to meet E2E learners' needs and monitoring of their progress is very good. Arrangements for work-based assessment and progress reviews are

managed flexibly to fit with learners' working patterns and employers' priorities. However, use of electronic portfolios and monitoring of learner progress are not yet sufficiently developed.

- Learners receive highly effective care, guidance and support. They benefit from effective signposting by staff to external agencies and partner organisations. KTS has extensive and productive links with a wide range of partners to benefit learners.
- Leadership and the planning and management of provision are good. Data are mainly used well to inform performance management and actions for improvement. Staff are highly committed and fully support the organisation's priorities. Communications within KTS are particularly good.
- The arrangements to safeguard learners and to promote safeguarding are good for E2E learners and satisfactory for work-based learners.
- The promotion of equality and diversity and tackling of discrimination are satisfactory overall. E2E learners' understanding of equality and diversity matters is effectively reinforced during their regular progress reviews. However, equality and diversity are not always consistently promoted with work-based learners. KTS does not sufficiently carry out systematic monitoring of the performance of different groups.
- The standard and management of resources are good. Resources, including staff, accommodation, facilities and technologies, are developed and used effectively to support learning. Staff are appropriately qualified and are well supported. They work effectively together as a team to raise learners' aspirations and levels of achievement.

What does KTS need to do to improve further?

- Use the results of extended initial assessment for work-based learners to develop more individualised learning plans and improve the recording and monitoring of short-term targets to continue to increase timely success rates.
- Develop the quality of targets set with E2E learners to ensure they are specific and measurable, and promote learning.
- Implement fully all elements of the electronic portfolio and monitoring system to enable staff and managers to further improve learner and programme performance.
- Establish and maintain the systematic use of equality and diversity data to monitor the performance of different groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- being treated like adults and with respect
- the welcoming environment
- feeling safe at KTS
- the way the programme combines real work with assessments
- the help, support and encouragement provided by staff
- the enjoyable approach to learning that meets their needs
- the quality of information and advice they receive
- the opportunity to gain qualifications.

What learners would like to see improved:

- the timeliness of information about qualifications for the apprenticeship framework
- the opportunity to complete their work-based programme more quickly
- the electronic portfolio for the National Vocational Qualification.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the highly professional staff
- the responsive and flexible approach of KTS
- the way that KTS can be relied upon to meet requirements for learners' programmes.

What employers would like to see improved:

- no improvements where identified.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. KTS has a suitable management structure and sufficient resources to implement its plans for improvement. Provision is planned and managed well with a clear focus on appropriate priorities to raise standards and outcomes for learners. Staff contribute effectively to securing sustained improvements. Extensive developments have been made to the use of information technology to benefit learners, although some aspects are not yet fully developed. Good improvements have been made since the previous inspection, particularly in developments to the teaching and learning observation scheme and related action planning. KTS has also extended the use of the scheme to include progress reviews in its quality arrangements. Initial assessment for adult learners has improved and is satisfactory. However, target setting for learners is not yet sufficiently effective and this is recognised in the self-assessment.
10. Outcomes for E2E learners are good and overall achievement for work-based learners is satisfactory. KTS has made good progress in addressing the issues that impacted negatively in 2008/09 on the previously high success rates for apprenticeships and previously satisfactory timely success rates for Train to Gain learners. Current data clearly indicate both rates are improving. Self-assessment is used well to inform and develop the quality of provision. The process is thorough; it takes account of users' views effectively, and the use of data and involvement of staff to inform the process are good. The self-assessment report is broadly accurate. The quality improvement plan directly links to self-assessment and includes ambitious targets. Progress is good and is closely monitored by managers.

Outcomes for learners

Grade 2

11. Overall success rates are good. The majority of learners are on E2E programmes and attainment of their key objectives is good; the rate increased from 59% in 2007/08 to 65% in 2008/09. Their achievement of qualifications is also good and many E2E learners achieve their first qualification at KTS. Learners' achievement rates for qualifications in literacy and numeracy are good and increased to 83% in 2008/09 compared to 80% in the previous year. Progression rates are consistently high and were 62% in 2008/09. Many learners have significant personal barriers which they overcome well to achieve their personal goals. E2E learners enjoy their learning and they develop good employability skills. Learners benefit from the development of positive attitudes and behaviour during the programme and on work placements.
12. On work-based provision, the overall success rate for apprenticeship programmes in 2008/09 was satisfactory at 75% and four percentage points above the national average, although the rate had declined from 89% in 2007/08. In-year data indicate that success rates are improving. Timely success rates for apprenticeships are good at 69% in the previous two years and significantly above the national average. The pass rates for the technical

certificate are high. Overall success rates for Train to Gain programmes show an improving trend and in 2008/09 were six percentage points above the national average. However, the timely success rate declined in 2008/09 to below the national average. KTS has taken appropriate actions to address this issue and current data indicate that timely success rates are improving. However, timely success rates are consistently lower for male learners on Train to Gain.

13. Learners improve their economic and social well-being through participation in KTS programmes. They develop increased confidence and their occupational or employability skills. All KTS apprentices have gained permanent employment on completion of the apprenticeship framework. Learners on E2E improve their personal and communication skills, develop confidence and are better able to work effectively in teams and individually. The majority of E2E learners progress onto further education, training or employment.
14. Learners generally have a good understanding of their rights and responsibilities. They feel safe and demonstrate safe working practices. Learners on work-based programmes have a satisfactory understanding of health and safety. E2E learners have a good awareness of health and safety. They are actively involved in promoting safeguarding at KTS through making posters and displays on topics such as e-safety and bullying.
15. Learners on E2E apply their learning well. They make positive changes to their lifestyles, particularly in relation to healthy living and healthy eating. Many participate enthusiastically in community-based activities including fundraising for charities and work effectively with voluntary organisations on specific community projects.

The quality of provision

Grade 2

16. On E2E programmes initial assessment is carried out very thoroughly. Tutors use a wide range of screening and assessment tools well to inform programme planning and support for individual learners. Initial assessment is used very effectively to develop a detailed profile of each learner during their participation in the programme. All learners on work-based learning receive a satisfactory initial assessment. However, the results of initial assessment are not always used effectively to inform the early development of an individual learning plan. KTS has recognised this and recently implemented plans for improvement.
17. Much of the teaching and learning are good on the E2E programmes. Most sessions are appropriately paced and planned effectively to meet individual needs. Tutors use a wide range of suitable activities and resources to motivate learners, but in a few sessions there is not enough focus on planning to stimulate learning. In work-based learning, on-the-job training and resources to support learning are satisfactory. At the time of inspection no off-the-job training sessions were held.

18. Monitoring of learners' personal development and general progress is very good on the E2E programmes. Reviews and records of training are used very effectively by staff to monitor and record individual learner progress, including progress against Every Child Matter outcomes. Records of progress are used well to provide an overview of each learner's achievements. However, recording of what learners need to do to improve their learning is insufficient.
19. Assessors visit work-based learners frequently. They provide effective one-to-one coaching for the NVQ and key skills development for apprentices. Assessment practices are mainly satisfactory and most assessors use an appropriate range of evidence to meet the requirements of the NVQ. The use of electronic portfolios and electronic monitoring of learner progress are recent and are not yet sufficiently developed. Many learners lack confidence in using their electronic portfolio.
20. The targets set for E2E learners at progress reviews are often not sufficiently specific or measurable. Many of the targets are too broad and general to support learners' progress effectively and do not adequately focus on the needs of individual learners and their identified goals. In work-based learning, the quality and effectiveness of target setting are not consistent. Targets are often too general to promote effectively timely progress towards individual learning goals and are not always recorded adequately. The use of individual learning plans is also inconsistent and these are not always used sufficiently as working documents to plan work-based learners' progress.
21. Provision in E2E meets the needs and interests of learners well. Staff frequently arrange workshop sessions around specific topics that are particularly relevant to an identified group of learners. A good range of resources that includes information and communication technology is available in all training rooms and these resources are used effectively to motivate learners and enhance their learning. Work placements are used effectively. They provide E2E learners with valuable work experience and opportunities to develop their employability skills. KTS is careful to arrange visits to work-based learners to fit in with employers' operational priorities and shift patterns. Employers' attendance at learner progress reviews is good, although KTS has recognised the need for more consistent involvement of some employers in identification of assessment and training opportunities.
22. Partnerships are used very successfully to identify opportunities and support for E2E learners. KTS has extensive and productive links with a wide range of partners to benefit learners. Partnership working is given a high priority at KTS. Managers actively participate in a wide range of networks that principally focus on the development and quality of provision for learners, such as responsive and flexible opportunities for young people who are not in education, employment or training.
23. Care, guidance and support for learners are good. Tutors provide good personal support for E2E learners and are skilled in making appropriate referrals to external agencies. They manage learners' behaviour effectively and sensitively.

In work-based programmes assessors provide good support for learners. They are very flexible in their arrangements for visits to learners in the workplace and provide timely and supportive feedback on their progress. Assessors have established strong relationships with most employers that support learners well. Learners on both work-based and E2E programmes highly value the support they receive from KTS.

Leadership and management

Grade 2

24. Provision at KTS is planned and managed well. Senior managers have very effectively maintained a focus over time on meeting the needs of the local community, particularly for young people. All the managers provide effective leadership. Business planning is thorough and data are mainly used well to monitor and manage performance. Ambitious targets are set for improvement. However, these are not always met. Staff are highly committed and fully support the organisation's priorities. They work well together in their respective teams to raise learners' aspirations and levels of achievement. Resources, including staff, accommodation, facilities and technologies, are developed and used effectively to support learning. Communications are particularly good across the organisation. Management of the E2E programme is good and work-based learning is effectively managed.
25. KTS is meeting government requirements for the safeguarding of children and vulnerable learners. Suitable policies and procedures are well established, with clear lines of reporting that are understood by staff. The designated officer for safeguarding is a senior member of staff and a deputy has been appointed to ensure suitable availability. Enhanced Criminal Records Bureau (CRB) checks are carried out for all staff and these are recorded on a central register. Appropriate arrangements for risk assessments are in place. All staff have completed recent awareness training and further update training is arranged. Well-designed materials have been developed to promote safeguarding. KTS routinely seeks feedback from learners on how safe they feel. Health and safety arrangements are thorough and include the promotion of e-safety. Prompt and appropriate actions are taken to address safeguarding issues.
26. Overall, the promotion of equality and diversity is satisfactory and supports social inclusion effectively. Promotion of equality and diversity is an integral part of learner and staff inductions. Staff have participated in recent training on equality and diversity and further training is planned. They have a suitable awareness of equality matters and are confident in challenging instances of stereotyping or discrimination. KTS has clear equality policies and procedures which refer to current equalities legislation. Arrangements to carry out equality and diversity impact assessments of KTS' policies and procedures are at an early stage. KTS has provided employers with comprehensive equalities information that includes materials on legislation and good practice. E2E learners' understanding of equality and diversity matters is effectively reinforced during their regular progress reviews. However, equality and diversity are not always consistently promoted to work-based learners.

27. KTS routinely considers equality and diversity achievement data, but does not sufficiently and systematically monitor the performance trends for different groups. Analysis of outcomes on the E2E programmes does not provide the necessary data to monitor performance by different groups.
28. Engagement with users to support and promote improvement is effective. It is particularly good for the E2E programmes, where each group appoints a learner to represent them at the learner forum meetings. These meetings are used well to inform the development and improvement of the programme based on learners' views. Feedback from E2E learners is frequently sought and includes the use of electronic surveys, the results of which are analysed. Work-based learners' views are regularly obtained through their completion of programme evaluations. KTS actively seeks feedback from learners' employers.
29. KTS has well-established arrangements, systems and procedures to improve the quality of provision with self-assessment used as a key component. Management information is used effectively to inform self-assessment and quality improvement, as are the outcomes from observations of teaching, learning and reviews and the learner engagement strategy. The quality improvement plan is comprehensive. However, many of the actions do not have sufficiently specific timescales.
30. KTS manages its resources well and provides good value for money. Overall success rates, progress and achievement are mostly good. Resources and accommodation are of a good standard to meet learners' needs. The allocation of staff caseloads is frequently reviewed by managers to ensure learners and their programmes are well supported. Group sizes on the E2E programmes are suitable to provide an appropriate learning environment. Staff are appropriately qualified and well supported. They participate in a broad range of relevant development activities and opportunities for continuous professional development. The staff development programme is well designed to develop staff and managers' skills in relation to risk assessment and business planning. KTS demonstrates a strong commitment to the ongoing improvement and development of its resources, with careful consideration of costs, sustainability and quality.

Subject areas

Employability training

Grade 2

Context

31. Currently, 90 learners are on the E2E programme and the majority are male. The programme offers preparation for further education, apprenticeships and employment. Qualifications up to level 2 are offered as part of the programme. A manager, supported by nine tutors and three recruitment and placement advisers, runs the programme which is delivered at three sites.

Key findings

- Outcomes and progression are good. In 2008/09, 62% progressed to further training, education or employment. Learners' attainment of qualifications is also good and many learners achieve qualifications in literacy, numeracy and information and communication technology. Learners overcome significant personal barriers to achieve their personal goals.
- Learners enjoy their learning and are well motivated. They develop good personal and employability skills. They learn how to work effectively with their peers and in employment when on work placements. The development of positive attitudes and behaviour patterns are significant gains for many learners. Learners feel safe and work safely during sessions.
- Learners apply their learning well. For example, as a result of their learning, they make positive changes to their lifestyles particularly in relation to healthy living and healthy eating. Many learners participate well in community-based activities such as fundraising for charities or work effectively with voluntary organisations on specific community projects.
- Initial assessment is very thorough and detailed. Tutors make good use of a range of screening and assessment tools to inform the planning and support for learners. They use information technology skills assessment, diagnostic assessments, a confidence assessment tool and other methods to build a detailed profile to support individual learners during their programme.
- Much of the teaching and learning is good. Sessions are mainly well paced and tutors use a wide range of activities and resources to motivate learners. However, in a few sessions there is insufficient focus on planning to stimulate learning. Sessions are planned effectively to meet individual needs. Learners feel respected by their tutors and enjoy being treated as adults.
- Monitoring of learners' personal development and general progress is very good. Reviews and records of training are used very effectively to monitor and record learners' overall progress. Progress against Every Child Matters outcomes are recorded and used well to provide an overview of learners' achievements. However, recording of what learners need to do to improve their learning is insufficient.
- The targets set during learners' progress reviews are insufficiently specific. Many of the targets are too broad and general to support learners' progress in

relation to their individual needs, interests and goals. In most cases the targets set are not measurable.

- Provision is well matched to meet the needs and interests of learners. Workshops are often organised to promote learning about specific issues that are relevant to a particular group of learners. A good range of resources are available in training rooms and these are used effectively. Work placements are used to provide good opportunities for development of employability skills.
- Partnerships are used very productively to promote learning opportunities to young people whose circumstances have made them vulnerable. Partnership arrangements are also successfully used to provide opportunities and support for learners. KTS has extensive links with a wide range of partners including the Connexions service, schools, colleges, information and guidance services, prisons and social services.
- Support for learners is very good. Tutors provide good personal support and signpost learners to external agencies for support when appropriate. Learners' behaviour is managed sensitively and effectively. Regular records of training are used well as working documents to provide up-to-date information about learners' progress.
- Management of the programme is good. Staff are highly committed and work effectively as a team. Communication is good within the team and also with partner organisations. Team meetings, development plans and one-to-one meetings are successfully used to support and develop staff, and to improve the quality of provision. Good use is made of social-networking technology to communicate with learners.
- Promotion of safeguarding is good. Learners have a good understanding of their rights and responsibilities. Session plans and review sessions promote and incorporate stay-safe outcomes. Learners are actively involved in promoting safeguarding. Personal risk assessments of individual learners are carried out to ensure the safety of all learners and staff. Appropriate actions are taken to address any safeguarding issues.
- Promotion of equality and diversity is satisfactory. Learners' understanding of equality and diversity matters is effectively reinforced during their regular progress reviews.
- KTS has effective systems in place to observe both the quality of reviews and the quality of teaching and learning sessions. User engagement is extensive and used effectively to support and promote improvements. The self-assessment process is inclusive and the report was broadly accurate in identifying strengths and areas for improvement.

What does KTS need to do to improve further?

- Develop the quality of individual learner targets to ensure they are specific, measurable and promote learning.
- Ensure learners' progress is effectively recorded in order to make clear to learners what they need to do to improve their learning.

Administration

Grade 3

Context

32. Currently, 33 learners are working towards vocational qualifications in administration. Six are male and 27 are females. Thirteen learners are on Train to Gain programme and 20 are apprentices. Of the apprentices, nine are aged between 16 and 18 years and 11 are aged between 19 and 24 years. Most of the learners are working towards a qualification at level 2, with two learners on the Train to Gain programme working towards a qualification at level 3. Four learners are on advanced apprenticeships.

Key findings

- Overall success rates for apprentices are satisfactory. In 2008/09, the success rate was 80% and slightly above the national average, although it had declined from 100% in the previous year. Data for the current year indicate an improving trend for success rates. Timely success for apprenticeships is significantly above the national average.
- Overall success rates on the Train to Gain programme are consistently well above the national average. Timely success rates were high in 2006/07 and 2007/08, but declined significantly in 2008/09. In-year data indicate an improvement in timely success.
- Most learners develop increased confidence and occupational skills. Apprentices benefit from greatly enhanced prospects for employment. All KTS apprentices have gained permanent positions at the end of their training. Learners generally achieve the knowledge requirements of the NVQ well and most make good progress. Pass rates for the apprenticeship technical certificate are very high. All learners feel safe.
- All learners receive an initial assessment. However, results of the initial assessment are not always used effectively to inform the early development of an individual learning plan. Improvement plans to address this issue are in place. Recent initiatives to improve the quality of the learners' experience have resulted in earlier checks to ensure that job roles meet the NVQ requirements.
- Assessors make frequent visits to the workplace and provide effective one-to-one coaching for the NVQ and also key skills development for apprentices. Assessment practices are mainly satisfactory and most assessors use an adequate mix of evidence to meet the requirements of the NVQ. Resources to support learning and on-the-job training are satisfactory.
- The quality and effectiveness of target setting and the completion of individual learning plans are inconsistent. The targets are often too general to promote effectively timely progress towards individual learning goals. Targets and actions set are not always adequately recorded. Individual learning plans are not always used as working documents and learners do not sufficiently recognise their purpose or content.
- The use of electronic portfolios and electronic monitoring of learner progress are relatively new and as yet are underdeveloped. Most learners are not

confident in using the electronic portfolio system and rely heavily upon their assessor to identify and upload suitable evidence onto the system. Many learners lack personal ownership of the evidence collection within their electronic portfolio.

- Support for learners is good. Learners value very highly the support they receive from KTS and from their employers. Assessors are very approachable and offer very good flexibility in visits to meet the needs of learners and employers. Their feedback is timely, supportive and encouraging. Strong relationships have been established with most employers to the benefit of learners.
- KTS promotes safeguarding satisfactorily and carries out regular health and safety monitoring of employers' premises. KTS staff use workplace visits effectively to check that learners are safe.
- The promotion and reinforcement of equality and diversity are satisfactory overall. However, the quality of discussions to promote and reinforce equality and diversity during reviews is not consistent.
- Management is effective with well-planned recent initiatives to support quality improvement. Staff changes have occurred and their duties and responsibilities have been clarified, with increased monitoring of their work although it is too early to measure the full impact of these initiatives. Assessors are receiving regular and purposeful feedback to inform working practices.
- Internal verification is mainly satisfactory and some aspects are good. Recently managers have introduced additional and effective features to the process. However, the planning documentation does not record or demonstrate the full potential of internal verification activities as a tool for risk management. The management elements of the newly introduced electronic NVQ system are yet to be fully explored.

What does KTS need to do to improve further?

- Use the results of extended initial assessment to develop more personalised individual learning plans with improvements to the recording and monitoring of short-term targets to improve the timely completion of the NVQ.
- Implement fully all elements of the electronic portfolio and monitoring system to improve its effectiveness for use by learners and performance management of programmes.
- Improve the quality of discussion with learners during their progress reviews to promote and reinforce equality and diversity more consistently.
- Further develop the planning and recording of internal verification to use fully the process and related activities as a tool for risk management.

Information about the inspection

33. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's operations manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
34. Inspectors used group and individual interviews. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in the main subject areas the provider offers.

Record of Main Findings (RMF)

KTS Training (2002) Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners			
Part-time learners	123	90	33
Overall effectiveness	2	2	3
Capacity to improve	2		
Outcomes for learners	2	2	3
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*	2		
How well do learners make a positive contribution to the community?*	2		
Quality of provision	2	2	3
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2	2	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*			
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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