

Land Rover

Focused monitoring visit report

Unique reference number: 52924

Name of lead inspector: Maxine Mayer HMI

Last day of inspection: 09 June 2010

Type of provider: Employer

Address: The Academy
1 Bird Road
Heathcote Industrial Estate
Warwick
Warwickshire
CV34 6TB

Telephone number: 01926 835015

FOCUSED MONITORING VISIT: MAIN FINDINGS

Context and focus of visit

In March 2008 Land Rover (LR) was sold from the Ford Motor Company to Tata Motors Limited. During the change of ownership, learners who were employed in Volvo dealerships (and were not part of the sale) were transferred to alternative provision. In January 2009 LR moved its training academy to Warwick in Warwickshire from Gaydon and Castle Bromwich in the West Midlands. All learners are recruited by the dealership network of Aston Martin, Jaguar and Land Rover, with their training coordinated by the LR academy. Learners attend the academy for periods of off-the-job training and are visited in the workplace by academy staff.

One hundred and thirty three learners are undertaking an apprenticeship in vehicle maintenance and repair and 17 in vehicle parts operations. Four are in business administration and law. In April 2010, the Skills Funding Agency issued a notice of restrictions due to the provider not meeting its contractually required minimum levels of performance for the vehicle parts operations and business administration and law programmes.

Themes

Self-assessment and improvement planning

What progress has LR made in improving self-assessment and development planning to strengthen its provision?	Reasonable progress
--	---------------------

At the last inspection self-assessment was judged to be thorough and inclusive with good quality improvement planning. The current self-assessment report is inclusive of stakeholder views and LR has improved the collection and analysis of learner feedback to better inform the report. The self-assessment report acknowledges the strengths and key areas for improvement of the provision. However, the report is not well informed by evidence of the outcomes of observations of teaching and learning and Framework for Excellence results. Development planning is satisfactory and is closely linked to the self-assessment report. It is a useful tool to enable improvement. Targets are set and monitored but a few are not specific enough to enable the degree of improvement made to be judged accurately.

Outcomes for learners

What actions have been taken in order to improve success rates within planned timescales?	Reasonable progress
---	---------------------

At the last inspection achievement and standards were judged to be good. However, the published success rate data at that time were considered to be unreliable as indicated in the inspection report, therefore LR's own data were used in making

judgements. Between 2007 and 2009, reliable published success rates have ranged from 40% to 48% which are well below national rates. The transfer of the Volvo learners has had a significant impact on the amount of apprentices who were able to succeed within the LR programme. During the same period, the rate of achievement of apprenticeship frameworks within the planned duration of the programme is also low.

Considerable staff development and improvement in the management of the programme has contributed to improvement this year. In-year success rates have improved significantly. During the first ten months of the current contract year, 75% of those who have left the programme have succeeded. The remainder of learners who are due to succeed this year are making satisfactory progress. The overall success rate within the planned duration of the programme is improving but is not yet satisfactory.

Quality of provision

What progress has LR made in improving the use of naturally occurring evidence in the development of key skills? Reasonable progress

LR has made reasonable progress and significant changes to improve the delivery and success of key skills since the last inspection. Two new assignments have been introduced to enable learners to gain skills and demonstrate their capability in an automotive related project. Learners are encouraged to choose and thoroughly investigate a topic they are interested in and to use their numeracy, ICT and communication skills to explain their findings. Learners have completed projects that look at a diverse range of topics including making comparisons of fuel prices across Europe and the European safety directive.

Key skills training is delivered by staff who are suitably qualified and experienced. Learners are encouraged to support and help each other in developing ways to best demonstrate their presentations and data analysis. They are also provided with self-training information and use a number of internet sources to develop skills. Over the past two years, all learners who need to complete key skills have been successful.

What progress has LR made in improving the coordination of on and off-the-job training? Reasonable progress

Reasonable progress has been made in ensuring on- and off-the-job training is better coordinated and communicated to learners and to employers since the last inspection. Much more effective use is made of the company-wide, internet-based communication tool. This allows employers to monitor their learners' attendance on training and their performance through the programme. The training programmes are clearly laid out and available to employers and learners. A recent change of awarding body for the technical certificate has helped focus national vocational qualification evidence collection on naturally occurring evidence available in the

employers' workshops, where assessors are observing all aspects of the learners' work.

During the regular visits to dealerships, assessors review learner progress and usefully involve the learners' supervisors in evidence collection or to support training needs. Learner recruitment has now been centred on an autumn recruitment campaign to attract capable learners directly from school. Recruitment is now better focused on ensuring learner capability relates specifically to the job they do.

Leadership and management

What progress is LR making in ensuring that learners are safe and in implementing the requirements of the Independent Safeguarding Authority vetting and barring scheme? Reasonable progress

Over the last 12 months, LR has considerably improved their safeguarding arrangements for 16 to 18 year old learners. The LR academy does not directly employ the apprentices. Policies and procedures are in place and all staff who have direct contact with learners are subject to enhanced Criminal Records Bureau (CRB) checks. A central list is held that includes the details of CRB checks of all subcontractor staff. Staff have all received recent training and more is planned. The provider is developing its contact with the local safeguarding board. LR has a satisfactory understanding of the Independent Safeguarding Authority requirements for 2010. It is adjusting its staff recruitment practice appropriately. The arrangements for the safeguarding of learners when staying in hotel accommodation while attending their period of off-the-job training at the academy are insufficient; learners are not adequately supervised by staff.

What progress has LR made in promoting equality and diversity? Reasonable progress

At the last inspection the promotion of equality and diversity was insufficient. An effective and appropriate initial induction is delivered to all new learners and includes a presentation and a series of discussions on diversity and dignity in work. Very clear expectations are placed on learners regarding the way they are expected to behave and conduct themselves at work and in training. LR has an effective and appropriate complaints process which is used effectively to manage all forms of complaint and concern. Data indicate a small rise in the number of female 16 to 18 year old learners and of learners aged over 19 years from minority ethnic groups. Learner performance data are collected but are not used to identify the comparative performance of different groups of learners. All learners participate in international and local community projects raising money for local charities.

Learner reviews are regularly completed in the workplace but they are not used as an opportunity to reinforce the learners' understanding and application of equality

and diversity. The review documentation indicates that assessors check whether learners have a problem but do not test learners' understanding or behaviour in relation to workplace or everyday events.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 0300 1231231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 0300 1231231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010