

Certified Computing Personnel

Inspection report

Unique reference number: 51090

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Type of provider: Independent learning provider

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Information about the provider

1. Certified Computing Personnel (CCP) is a private company limited by guarantee, trading as the College of Computing Personnel. Established in Wembley in 1994, CCP started apprenticeships in 2001. Entry to Employment (E2E) provision in information and communication technology (ICT) started in 2002 and construction was added in 2003. Recently, as part of its Foundation Learning Tier offer, CCP opened a division supporting 14- to 16-year-olds from Harrow and Brent at risk of leaving school without any qualifications. The company has two directors. Of the 21 staff, 18 are employees of CCP and 3 are freelance. CCP also uses two management consultants. The senior management team includes the managing director, training manager, business development manager and quality assurance manager. The training manager is responsible for all aspects of training. CCP holds Matrix accreditation and is a member of the Chartered Institute of Professional Development and the Recruitment and Employment Federation. The company's main centre in Brent Park offers ICT and business administration. It recently opened another centre nearby to support apprenticeships and E2E units in plumbing. CCP started Train to Gain in 2008. Skills for Life and ICT learners were included in the inspection, but those in business administration and road transport were not. CCP provides some private training in its Microsoft IT Academy and holds a licence from the UK Border Agency. When CCP was inspected in 2006, all aspects were graded good.
2. Neasden, where the provider is based, is in the London Borough of Brent, which had the highest unemployment rate in outer London at 8.7%. The rate of unemployment is highest in the male Black adult population. Around one third of the population of Brent is White British, and another third is composed of those of Indian or Pakistani heritage.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	8 part-time learners
Entry to Employment European Social Fund	122 learners 16 learners
Employer provision: Train to Gain Apprenticeships	179 learners 44 apprentices

Summary report

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

Overall effectiveness of provision	Grade 4
Capacity to improve	Grade 4
	Grade
Outcomes for learners	3
Quality of provision	4
Leadership and management	4
Safeguarding	4
Equality and diversity	3
Subject Areas	Grade
Building and construction (plumbing)	4
Information and communication technology	4
Preparation for life and work	4

Overall effectiveness

3. The overall effectiveness of CCP is inadequate. Although outcomes are satisfactory overall, learners have insufficient opportunities to develop and accredit vocational skills through additional qualifications and work experience. Success rates are generally above average, except in Train to Gain and ICT. The quality of provision is inadequate. Lessons are poorly planned and not sufficiently individualised or challenging. Staff do not sufficiently record, collate, or monitor the progress of individuals or groups of learners adequately. Learners' starting points are not established accurately and target setting at reviews is poor. Learners are not sufficiently encouraged to develop their understanding of diversity. Staff support learners empathetically and partnerships with other providers strongly promote social inclusion. However, initial information and guidance are unsatisfactory and do not provide consistent information about programmes. CCP's use of information to manage the provision is very poor. Safeguarding is inadequate. Staff do not have sufficient expertise or training to enable them to protect learners properly. Systems to manage health and safety are disorganised and uncoordinated. Although physical resources are satisfactory, there are insufficient staff qualified

to adequately fulfil the roles to which they are assigned and staff turnover is high.

Main findings

- Leadership and management are inadequate. Monitoring, evaluating and planning are weak and do not lead to improved learner outcomes. The provision is chaotic and disorganised. Managers do not collect, collate or analyse sufficient information about the programmes or about learners' progress and do not use it to improve the provision.
- Apprentices' success rates in construction and ICT are satisfactory. ICT success rates have risen steadily. Train to Gain success rates in Skills for Life are very high, but in ICT they are low. Progression rates from E2E programmes are consistently satisfactory. Progression to full-time employment for apprentices is poor.
- Learners have insufficient opportunities to develop their skills in the workplace or to achieve additional vocational qualifications.
- Learners feel safe, but their understanding of safeguarding is insufficiently developed or checked during their programmes.
- Lessons are insufficiently planned to meet all learners' needs. Teachers use a narrow range of techniques and methods in the classroom and have insufficient access to additional resources to enhance learning. Attendance at the time of inspection was poor. Workplace assessment in ICT is good, but portfolios in construction are poorly presented.
- CCP has many good partnerships working to promote social inclusion. Initiatives to counteract stereotypes in construction and ICT have had some success in attracting female learners. Strong partnerships with the voluntary sector support learners with difficult lives to stay in education and training.
- Staff are extremely empathetic and focused on helping learners to progress. They understand learners well and have good rapport with them. However, they do not have the qualifications, experience or expertise to deliver the programmes offered. The turnover of staff is high and handover is not always smooth.
- Learners' starting points are not established accurately, so their development cannot be systematically planned or monitored. Individual learning plans are too generic and do not take account of the needs of individual learners.
- Progress reviews are unsatisfactory. Staff do not record or monitor learners' progress adequately. Targets are not specific or individualised enough and do not provide challenges to aid learning.
- Welfare support for E2E learners is good. However, information and guidance, particularly for ICT and construction learners, are inadequate. Learners do not have accurate or consistent information about programmes and receive insufficient support to take their next steps.

- The collation, analysis and use of information are poor. Data used in managers' regular meetings are insufficiently detailed to reflect true performance. Information about learning programmes is stored haphazardly. Tracking information is not stored centrally. Reports from the database are inconsistent and incomplete.
- Managers focus too much on outcomes and too little on the quality of provision. Curriculum planning is inadequate. Learning programmes lack structure and do not meet learners' needs. The self-assessment report exaggerates strengths and fails to identify weaknesses.
- Safeguarding is inadequate. Staff have not received training on safeguarding and child protection. There is insufficient liaison with employers to ensure learners are safeguarded and vulnerable learners are not always adequately supervised. Health and safety management is unsystematic, incomplete and inconsistent. Arrangements for first aid are inadequate.

What does Certified Computing Personnel need to do to improve further?

- Urgently improve arrangements to protect learners by ensuring that responsible staff have up-to-date and appropriate training and qualifications and implement rigorous procedures that are understood and used by everyone.
- Improve managerial oversight by developing systems to record, collate, analyse and use detailed information about each programme and type of learning.
- Develop the expertise of the teaching staff through sharing of good practice and training to ensure that teachers are equipped with a full range of skills to challenge and engage learners, improve attendance and to meet each individual's learning needs.
- Ensure that systems are in place to establish learners' starting points accurately and to plan, monitor and record their individual progress.
- Ensure that all learners have the opportunity to develop and to have accredited their vocational skills and are supported appropriately to achieve.
- Ensure that learners' understanding of equality and diversity is developed at every stage of their programme and that their knowledge is checked and recorded.

Summary of the views of users as confirmed by inspectors

What learners like:

- staff who go the 'extra mile' to help them
- the chance to gain work experience
- learning practical skills in the construction workshop
- a second chance to get their qualifications after poor school experiences.

What learners would like to see improved:

- more focus on gaining work skills and help with the next step
- access to industry-standard qualifications to improve their employability
- better organised learning and a consistent timetable
- accurate information about course content, choices and financial allowances
- more variety and challenge in lessons
- fewer changes of staff and more resources to help them learn
- a wider choice of programmes to give them more options.

Summary of the views of employers as confirmed by inspectors

What they like:

- CCP works flexibly to support learners with complicated lives
- a good range of choices on E2E programmes
- staff understand learners' needs and give them good personal support.

What employers would like to see improved:

- more consistency in the contact with CCP
- lower staff turnover and better continuity when staff leave
- more frequent contact with CCP for independent employers
- clearer information about the content of the course and their role
- more involvement in the tasks learners are set to ensure they are relevant.

Main inspection report

Capacity to make and sustain improvement

Grade 4

4. CCP's capacity to improve is inadequate. While success rates have risen and E2E progression remains constant despite the economic downturn, the company failed to recognise its poor performance in Train to Gain ICT. The company has a clear mission to promote inclusion and it has developed many strong partnerships to drive this forward. However, curriculum management is disorganised and unsystematic. Target setting and monitoring are hampered by very poor collection, recording and use of data. This was identified by inspectors in 2006, and has not improved. Only one key challenge, to maintain and improve success rates, has been addressed. Progress reviews, data, employer involvement and coordination between on- and off-the-job training remain weak. Self-assessment inflates strengths and fails to identify areas for improvement. The resulting quality improvement plan does not focus sufficiently on teaching and learning and is not used sufficiently to set targets for staff. It is unrelated to the business plan or to the items discussed at staff team meetings. The quality assurance file pays insufficient attention to individual programmes or courses and evidences little discussion of quality assurance processes such as internal verification or observation of training. Staff turnover is high and staff are not sufficiently qualified for the roles they hold. Learners have insufficient access to suitable study materials and little access to workplace training external to the CCP group of companies.

Outcomes for learners

Grade 3

5. Most learners achieve satisfactorily. Success rates on Train to Gain Skills for Life courses are exceptionally high, but they are low on level 2 ICT courses. Apprenticeship success rates are satisfactory in ICT and construction, although a third of ICT apprentices do not achieve within their planned period. Progression for E2E learners into further education is satisfactory. However, not many learners progress into full-time employment.
6. Learners have insufficient opportunities to develop and accredit their vocational skills. Although CCP is a Microsoft Academy, few ICT apprentices take professional qualifications as part of their programme. E2E learners studying construction or ICT do not take any additional qualifications. E2E construction learners receive an internal certificate, but this does not record what they have learned. They do, however, gain a Construction Site Certification Scheme (CSCS) certificate. The range and breadth of work experience is insufficient to develop learners' skills.
7. Attendance is poor. During the inspection some sessions had no students and others were very poorly attended. CCP team meeting minutes indicate that this is an endemic problem. Reliable attendance statistics were not available to inspectors.

8. Learners feel safe, but their knowledge and capacity to stay safe are not sufficiently reinforced throughout their programmes. Induction programmes incorporate appropriate activities about health, safety and diversity. A breakfast club to encourage healthy lifestyles is temporarily suspended while CCP is building better kitchen facilities. Partner organisations also visit from time to time. For instance, a community police session on substance awareness was held.

The quality of provision

Grade 4

9. Most lessons observed were satisfactory, but teaching is uninspiring and lacks variety. Planning for learning is too generic and inadequately individualised. There is an insufficient range of materials to support learning and an over-reliance on online learning and assessment. Whilst initial assessment measures literacy and numeracy levels, it does not test or record any other aspects of learners' development or prior attainment. Staff do not have the information to plan learning or to measure progress against learners' starting points. Many do not have the expertise or experience to know how to set and monitor suitable tasks and targets for learners. This was a strength in the previous inspection report.
10. Assessment is satisfactory. In ICT, good planning involves the employer and the learner and makes good links to learners' programmes at the centre. However, this is not the case in construction. Assessment in the workshop is satisfactory, but the range of assessment opportunities in the workplace is narrow and these are not integrated into the apprenticeship programme. Evidence in construction portfolios is poorly presented.
11. Progress reviews are very weak. They lack structure and staff do not record learners' progress. Targets set are imprecise and do not cover all aspects of learners' programmes. Targets are too generic and are not routinely followed up. This was identified in the previous inspection report. Coordination between staff is poor. A support assistant or the business development manager carries out reviews and records the findings on learners' files, but they do not share them with tutors or assessors. Reviews do not appropriately check and develop learners' understanding of equality, diversity or safeguarding.
12. CCP does not effectively meet the needs and interests of learners. On-the-job learning is insufficiently integrated into learners' programmes. Nearly all apprentices are on programme-led schemes. Access to work experience is late in their programme and this rarely leads to employment. Employers are insufficiently informed about the requirements of learners' programmes. Learners do not always carry out appropriate tasks or gain the range of experience required to demonstrate their competence. However, employers are supportive and value learning. They have a good relationship with CCP assessors. Most work placements are in CCP's associate companies, giving E2E learners a good range of working environments.

13. CCP has many good partnerships working to promote social inclusion. Initiatives to counteract stereotypes in construction and ICT have had some success in attracting female learners. Strong partnerships with the voluntary sector support learners with difficult lives to stay in education and training. Eight young people aged 14 to 16, who were failing in their schools, achieved literacy and numeracy qualifications. Links to local agencies help learners with personal difficulties.
14. Welfare support for E2E learners is good. Staff understand learners' difficulties and they are very empathetic. Learners know who to go to for assistance. Learners are encouraged to attend drop-in sessions to enhance their literacy and numeracy. However, unless learners disclose an additional learning need, there are no formal arrangements for specialist diagnosis or support.
15. Advice and guidance are poor. Learners' expectations of the programme are raised by the information learners receive about choices, qualifications and work placements, but these do not materialise when they join the programme. Learners receive insufficient support and guidance on how to apply and prepare for work. Dress codes are emphasised at the start of the programme but not enforced. Work experience is limited and not effectively linked to learners' programmes.

Leadership and management

Grade 4

16. Leadership and management are inadequate. Monitoring, evaluating and planning are weak and do not lead to improved learner outcomes. Safeguarding procedures are inadequate. In the previous inspection report, the management of training was a strength, and the current self-assessment report cites it as good. However, the provision is chaotic and disorganised. Staff do not have sufficient expertise to plan and manage the curriculum effectively to meet learners' needs. Staff development is insufficient and ineffective. Managers do not collect, collate or analyse sufficient information about the programmes or about learners' progress and do not use it to improve the provision. High staff turnover has led to inconsistent and uncoordinated learning, with unpredictable timetable changes that confuse learners.
17. CCP has clear strategies to diversify its offer. Since the previous inspection it has opened a well-equipped construction workshop as well as its main centre. It is about to open a performing arts centre in Wembley to meet the demands of a wider group of learners. Success rates on its programmes have risen steadily and are in line with national averages. Managers collaborate closely with local provider networks, contributing to national initiatives such as the Foundation Learning Tier Pilot.
18. Safeguarding is inadequate. Systems to protect learners from harm are unsystematic. Staff have not received training on safeguarding and child protection, although they have been Criminal Records Bureau checked. Safeguarding officers have not been trained or accredited for the role. There is insufficient liaison with employers to ensure learners are safeguarded and

vulnerable learners are not always adequately supervised. Security arrangements in the building are not rigorous, and vulnerable learners are sometimes left unsupervised and with not enough to do. Staff who manage health, safety and first aid have insufficient expertise and are not qualified to carry out their roles. Internal training sessions were very brief and focused on health and safety, not on the wider implications of safeguarding. Risk assessments are incomplete, inaccurate, inconsistent and fail to identify hazards to learners and staff. They are not dated or adequately audited. They do not adequately cover all parts of the learners' programmes.

19. The promotion of equality and diversity is satisfactory. CCP works closely with many voluntary and community sector organisations campaigning for minorities. CCP and partners have organised meetings and training events for local providers to promote diversity in learning. CCP uses effective links with youth workers to target its recruitment activity in deprived areas. Initiatives to counteract stereotyping have had some success in recruiting girls into ICT and construction. Policies and procedures are satisfactory. Fair recruitment processes have been extended to include the selection of learners for work placements with employers. These processes are rigorously enforced and have led to one employer being removed from CCP's list of placements. Complaints and incidents of bullying are handled appropriately. All learners carry out appropriate tasks to develop their understanding during their induction. However, equality and diversity are not always promoted well throughout learners' programmes, or adequately promoted in staff training. Lack of detailed recording of learners' progress inhibits CCP from analysing information accurately to determine where achievement gaps may be. This was a strength in the previous inspection report.
20. Self-assessment is inaccurate, incomplete and ineffective. The views of users and staff are included, but the report has few judgements relating to the quality of teaching and learning. Strengths are over inflated and not justified by the analysis of data. Significant areas for improvement have not been identified. Quality improvement activity is too focused on audit and not enough on enhancing the quality of learners' experience.
21. Value for money is poor. Although learners achieve mostly at the average rate, programmes are chaotic and poorly planned. Learners have insufficient exposure to the world of work and do not gain any additional qualifications. Physical resources are satisfactory, but CCP has insufficient qualified staff and other learning resources to provide a fully enjoyable and constructive learning experience.

Subject areas

Building and construction (plumbing)

Grade 4

Context

22. CCP offers apprentice training in plumbing. Currently, 15 learners are on level 2 plumbing apprenticeship programmes, of whom 11 are programme led. All training and assessment are carried out at the provider's training centre. There are 35 learners on E2E programmes working towards two units of level 1 in plumbing. Learners are all aged 16 to 18, and none are employed. All learners except one are male and the majority are from minority ethnic groups.

Key findings

- Information about apprenticeship success rates is unreliable. Seven apprentices were due to complete their framework in 2009/10 but none are listed as achieving in official reports. Inspectors saw three sets of certificates showing full completion and two with at least partial completion. There was insufficient corroborative evidence to demonstrate achievement or learners' standards of work.
- E2E learners enjoy their workshop sessions. Twenty one E2E learners studied two units of the plumbing technical certificate in 2009/10. Fifteen are now apprentices. Learners complete a range of knowledge tasks, many online, but there is no overview of what has been completed. Achievement is not clearly recorded or officially accredited. Learners receive a certificate from CCP.
- Apprentices have insufficient opportunities to develop their skills. Although they only attend the centre for three days per week, CCP does not use the other two days to develop their vocational competence. Processes to organise or manage learners into work placements are not systematic.
- Learners feel the environment is safe and secure. Tutors prepare learners well for the Construction Site Certification Scheme (CSCS) safety test with good training in health and safety. Learners demonstrate a good understanding of safe working practice. Although learners wear appropriate protective clothing, CCP is not fully aware of current industry requirements. Learners are well behaved.
- Teaching and learning are satisfactory. Learners enjoy developing new skills. Tutors plan for variety, interspersing short practical tasks into very long theory sessions. Course and lesson plans, however, are generic, not always relevant to the syllabus, and do not adequately plan for the time available. Presentation software is not always used effectively. Teachers do not check learning sufficiently during, or at the end of, lessons.
- Assessment planning is not integrated into the learners' programmes. Tutors do not liaise with assessors, so there is little link between learning and assessment. Learner portfolios are satisfactory. However, evidence is poorly presented with many photographs not referenced or captioned.

- Learners' progress is recorded poorly. Managers and tutors have no overview of it and records do not show when National Vocational Qualification (NVQ) units have been achieved or how much learners have completed. Learners do not always know how far they are through the programme or how much they need to do.
- Progress reviews are inadequate. They do not effectively help learners' skills development or progress effectively. Target setting is very weak. Generic targets provide insufficient information on what learners need to do by when and how it will be monitored. They are not routinely followed up or linked to teaching and assessment. Equality and diversity are inadequately reinforced.
- The range of provision is satisfactory. CCP has identified that plumbing is an inappropriate programme for many of its learners and has introduced building maintenance operations.
- Learners have insufficient support to develop their employability or to take the next step. They are encouraged to use job-search websites, but staff do not help them to get sustainable employment. Learners do not undertake any additional training or qualifications that would improve their employability.
- Programmes are poorly managed. Plumbing is managed directly by the managing director who has subject expertise. However, insufficient attention is given to ensuring learners develop their skills through work placements and thereby progress to higher levels or employment. Staff are insufficiently qualified to deliver the programme and they are not given measurable targets to improve.
- Safeguarding is inadequate. Staff have not received training on safeguarding and child protection. There is insufficient liaison with employers to ensure learners are safeguarded and vulnerable learners are not always adequately supervised.
- Risk assessments are poor and do not cover all necessary aspects of the environment or the workplace. Risk assessments are not prominently displayed in workshops. The content is inconsistent and incomplete, and none is dated. The designated person acting as the first aid point of contact has out-of-date qualifications and is not always available on site for this high risk area.

What does Certified Computing Personnel need to do to improve further?

- Implement suitable arrangements to protect learners by ensuring that health and safety arrangements are rigorous and comprehensive and that safeguarding arrangements meet legislative requirements.
- Increase opportunities for learners to develop their workplace skills through a wider range of appropriate work placements integrated into their learning plan.
- Improve planning and monitoring of progress through better target setting at reviews.
- Improve the management of the programme through more rigorous self-assessment and opportunities for staff to develop their professional competence.

- Ensure the promotion of safeguarding and of diversity to learners throughout their programmes by more focused planning and systematic checking and development of their knowledge.

Information and communication technology

Grade 4

Context

23. CCP offers apprenticeships and advanced apprenticeships in ICT for users and for practitioners. Currently, there are 25 apprentice practitioners, 19 users and 2 advanced practitioners. Twenty-two learners are following Train to Gain programmes in ICT. Most apprentices are programme led.

Key findings

- Apprentices' overall success rates were satisfactory in 2008/09. However, only half achieved their qualification within the planned time, significantly below the national average. Recent 2009/10 figures indicate a higher rate with faster completion. Success rates for Train to Gain ITQ are unsatisfactory.
- Learners have insufficient opportunities to develop and accredit their skills. Work placements help learners to develop satisfactory skills. However, few learners take additional qualifications to enhance employability. Learners recognise they are developing but cannot identify how.
- Teaching and learning are unsatisfactory. Tutors plan for training sessions. However, most schemes of work are prepared centrally. Tutors do not have access to initial assessment results and do not sufficiently structure their lesson plans to support each individual learner's needs. Most use a narrow range of teaching and learning strategies and sessions are insufficiently interactive.
- Lessons are not consistently timetabled. Timing and content change from week to week. Learners do not always know in advance what lessons they will receive or when they will receive them. They cannot prepare adequately for sessions or develop organisational and good time-keeping skills. Discipline in some lessons is poor.
- E-portfolios are used to store records of learners' tasks and outcomes. Learners are not provided with work files to make notes and collect evidence. They are unable to refer easily to their standards and unit topics and this makes recall and consolidation of learning difficult.
- Preparing for assessment is generally good. The assessor plans thoroughly and prepares the learner well for future assessment. The employer is closely involved in planning opportunities for the learner to develop and practise skills and the assessor makes good links between workplace practices and off-the-job learning.
- Resources to support learning are poor. Computers are available in the centre with appropriate software. However, there are insufficient textbooks, handouts, journals, web links or posters to support learning or to develop learners' independence. Some teachers are inappropriately qualified.
- Progress review targets are insufficiently detailed and inadequately monitored. The business development manager reviews learners' progress but does not immediately share findings with assessors and tutors. Forms are inconsistently completed. Most targets relate to unit completion or are too generic. They lack

detailed actions and short-term targets to develop towards mid- and long-term goals. Achievement of targets is not routinely monitored.

- The needs and interests of all learners are not sufficiently met. CCP advertises a wide variety of courses, such as business administration and accountancy. Some learners expected to follow these programmes. On joining, learners find that only ICT apprenticeships are available. These programmes do not meet their needs and aspirations. Despite the fact that CCP is a Microsoft Academy, learners do not have access to additional qualifications.
- CCP has good relationships with most employers. The range of work experience placements is appropriate for most learners. Employers strongly support learners on work experience, providing good opportunities to develop industry and personal skills. Most employers are familiar with the programme content and identify appropriate on-the-job training to support the qualification.
- Arrangements to advise and guide learners about their learning and development and on personal issues are inadequate. Learners are assigned a tutor when joining the programme, but there are no timetabled tutorial sessions to enable tutors to provide guidance. The high staff turnover leads to poor continuity which many learners find unsettling. They receive little advice and support about next steps.
- Curriculum management is weak. Programmes are poorly organised and the elements of the apprenticeship are poorly coordinated. A high turnover of tutors has led to poor cohesion between staff. Managers lack teaching and learning experience and do not fully understand how learners learn, or how to plan and deliver learning. Staff have poor access to personal development to improve their skills.
- Systems to safeguard learners are insufficiently rigorous. Risk assessments are carried out but some are incomplete. Staff training in safeguarding is inadequate, although learners feel safe. Posters displayed in the centre warn about cyber-bullying and internet safety. Induction covers aspects of safeguarding but learners' understanding is insufficiently promoted during their programmes.
- The self-assessment process is ineffective. The report makes no judgements on teaching and learning and evidence provided does not justify strengths. It presents an inaccurately optimistic view of the provision. The use of data is poor. For instance, managers failed to recognise the poor Train to Gain success rates.

What does Certified Computing Personnel need to do to improve further?

- Ensure that rigorous safeguarding arrangements meet legislative requirements and that these are properly audited to make certain that learners are protected from harm.
- Improve progress and raise achievement by ensuring that learners' starting points, including in ICT, are accurately identified, and their learning is individually planned.

- Improve learners' employability by providing more opportunities for them to develop and accredit their skills.
- Implement staff development to ensure that staff are appropriately equipped to deliver the programmes advertised to learners and that they have suitable resources to aid their teaching.
- Develop better systems to plan, record and monitor learners' progress.

Preparation for life and work

Grade 4

Context

24. Currently 55 learners are on the Entry to Employment (E2E) programme at CCP. Learners choose either ICT for users or maintenance operations as their vocational option. They also attend literacy, numeracy and employability sessions. Most learners have a placement with the CCP group. The programme is managed by the training manager supported by three trainers.

Key findings

- Progression into positive outcomes in 2008/09 was satisfactory at 65%. Most learners progress into apprenticeships at CCP. A few progress to employment or full-time education. Attendance was poor during inspection and minutes of staff meetings show this is not unusual. Individual attendance is logged but CCP does not keep class registers.
- Skills development for E2E learners is insufficient. Learners appreciate the opportunity to gain a qualification in literacy and numeracy but do not accredit the skills they learn in ICT or maintenance operations classes. They cannot identify what they have gained on the programme and have no vocational qualifications to recognise their achievement.
- The standard of learners' work in classes is satisfactory. Most learners work with interest and complete their tasks. However, the overall progress of learners is not monitored or recorded sufficiently.
- Lessons are uninspiring. Preparation and planning for learning are insufficient and sessions are disorganised. Teaching and learning methods and techniques are too narrow. Planning for the learning needs of individual learners is ineffective. In the better lessons tutors are attentive to the learners and support them individually.
- Staff do not monitor learners' progress sufficiently. Learners have an initial assessment when they join the programme but information from this does not inform planning for learning. Learners' overall progress is not monitored or tracked. Learners do not always know how far they have progressed and what they need to do to improve.
- Progress reviews are unsatisfactory. Records are very generalised and do not set or monitor detailed targets for learners. They do not record progress in all aspects of learners' programmes or review the effectiveness of support learners receive. Tutors do not sufficiently reinforce learners' understanding of equality, diversity and safeguarding at reviews.
- Accommodation and resources are satisfactory. However, there is over reliance on the use of computers in the classroom. The use of technology is limited to filling in worksheets and doing quizzes. Other teaching and learning resources are insufficient. For example, learners have no dictionaries for vocabulary and spelling work.

- The programme meets the needs of some learners. Pre-course information shows a wide range of choices for learners, but some are disappointed on arrival because they are not always placed on the option they came to do.
- Partnerships within the CCP group provide satisfactory work placements for learners. Although employers are in closely related companies, they do not sufficiently understand the programme. They are keen to help learners but not clear about what they need to do.
- Information, advice and guidance are satisfactory. Learners are well supported with their social and personal issues. However, additional learning support is insufficient. Learners' additional learning needs are not identified or supported adequately.
- Curriculum management is weak and planning is underdeveloped. The programme is not structured enough to meet the needs of individual learners and enable them to benefit from the three strands of the programme. Schemes of work are inadequate and staff lack the expertise to develop a coherent programme.
- Staff are insufficiently qualified. Their continuous professional development is limited. Training to improve the quality of teaching and learning is insufficient and subject-specific training is inadequate.
- Safeguarding is inadequate. Staff have not received appropriate training in safeguarding or in child protection. Appropriate activities during learners' induction develop knowledge of health and safety, but this is insufficiently reinforced during the programme. Staff leave learners in the classroom unsupervised and with insufficient material to engage them productively.
- Promotion of equality of opportunity is satisfactory. CCP works productively with a range of community partners to promote social inclusion. Staff understand the barriers learners face and work hard to overcome them. However, learners' understanding of equality and diversity is not sufficiently reinforced.
- Self-assessment is ineffective. The report is inaccurate, overstating strengths which are not supported by data evidence. The report contains no judgments on teaching and learning. Managers do not use data to plan the programme or to set targets.

What does Certified Computing Personnel need to do to improve further?

- Help all learners achieve their full potential by ensuring that initial and diagnostic assessments inform individual learning plans and that learners have appropriate targets in order to improve attainment.
- Develop the expertise of the teaching staff through the sharing of good practice and through training to ensure that teachers are equipped with a full range of skills to challenge learners and to meet the learning needs of individual learners.
- Ensure that learners' progress is monitored and tracked in particular key skills and make sure learners receive constructive feedback and their work is corrected to help them progress.

- Ensure learners have access to vocational qualifications and they are supported to achieve them as well as appropriate literacy and numeracy qualifications.
- Develop and plan a coherent and structured curriculum to meet the needs of individual learners.

Information about the inspection

25. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's quality 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 Skills Funding Agency or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
26. Inspectors used group and individual interviews, telephone calls and emails. 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 each of the subject areas the provider offers.

Record of Main Findings (RMF)

Certified Computing Personnel

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	105	55	50
Part-time learners	82		82
Overall effectiveness	4	4	4
Capacity to improve	4		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	4		
How well do learners improve their economic and social well-being through learning and development?	4		
How safe do learners feel?	3		
Are learners able to make informed choices about their own health and well being?*	-		
How well do learners make a positive contribution to the community?*	3		
Quality of provision	4	4	4
How effectively do teaching, training and assessment support learning and development?	4		
How effectively does the provision meet the needs and interests of users?	4		
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?	4		
Leadership and management	4	4	4
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	-		
How effectively does the provider promote the safeguarding of learners?	4		
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?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4		
How efficiently and effectively does the provider use its available resources to secure value for money?	4		

*where applicable to the type of provision

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