

# HCT Group

Monitoring visit report

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**Unique reference number:** 1270746

**Name of lead inspector:** Jon Bowman, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** Ash Grove Bus Depot  
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## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

HCT Group is a social enterprise that provides public transport throughout England. They provide training programmes to adults across London. Since 2006 HCT have delivered training under subcontracting arrangements. In 2017, HCT received funding directly from the Education and Skills Funding Agency through the adult education budget, and it is this provision that is in scope for the monitoring visit. In 2018/19, the provider had 129 learners, with the large majority taking level 2 courses in supporting teaching and learning in schools and in road passenger vehicle driving. A small number take level 1 courses in childcare and in safe road skills and attitudes.

### Themes

**How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?**      **Reasonable progress**

Leaders and managers have significant experience in the transport and education sectors and understand well the industries in which they provide training. They have very strong links with employers in the bus industry, so that successful learners have a very good chance of progressing into work.

Managers maintain strong and effective links with Jobcentre Plus (JCP) staff and, as a result, many learners join their course after being referred by a JCP adviser. Managers also work very effectively with local housing associations to recruit unemployed learners and provide them with an effective pathway to move quickly towards sustainable jobs in community and public transport, and in education. For trainee drivers, partners fund additional elements of the pathway, so that learners get all the skills they need to secure employment in the public transport sector.

Managers have sufficient oversight of the quality of the provision. They have suitable arrangements to assure and improve the quality of teaching, learning and assessment. Through their frequent visits to classes, managers have a clear understanding of the strengths and weaknesses of teaching, learning and

assessment. Although they record these visits in detail, managers do not always follow up all actions identified that would improve the quality of teaching and assessment.

Managers track learners' progress and tutors provide effective support when they fall behind in their studies. However, recorded information on the progress of learners is not always up to date and this makes it hard for managers to ensure that all learners are on track in their learning.

Senior leaders maintain sufficient oversight of the training delivered. However, they do not receive all the necessary information, for example on the quality of teaching and assessment and the attendance of learners, so that they can offer full scrutiny and challenge to managers on learners' performance.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress**

Courses provide learners, the large majority of whom are referred by the JCP, with good opportunities to learn and gain jobs in the transport and education sectors. A high proportion of learners successfully complete their course, gain a qualification and progress to employment or further training.

Learners acquire new knowledge and skills that prepare them well for their next stage in education or employment. Transport learners learn about passenger safety, how to respond to emergencies and reporting procedures. They develop a good knowledge of the transport industry. Learners aiming to become teaching assistants gain relevant experience and develop their self-confidence and knowledge of their area well.

At the start of courses tutors accurately assess learners needs. As a result, learners join the right course for them and the large majority complete their training. Learners and staff use assessment outcomes to reflect on and identify areas for improvement. Staff provide constructive feedback and set targets with learners, which help them to improve their skills and knowledge.

Tutors assess learners' English and mathematics skills effectively at the start of their training. Tutors meet with the learners, so that they develop a good understanding of learners' abilities in these areas. Tutors incorporate English and mathematics teaching throughout the courses. As a result, most learners make good progress and improve their English and mathematics skills.

Learners produce work to a suitable standard for their level of study. Tutors ensure that learners maintain well-organised and well-presented portfolios of their work.

These demonstrate well the new knowledge, insight and behaviours that they are developing.

Well-qualified and experienced tutors provide effective information and guidance to learners that helps them develop a secure knowledge of the industry. Learners develop an enthusiasm for their vocational area and their prospects of employment.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders, managers and tutors ensure that learning takes place in a safe environment. A suitable range of safeguarding and health and safety policies and procedures are in place. Leaders check that staff, including those newly recruited, are safe to work with learners.

Tutors ensure that safeguarding information is linked to the jobs that learners are training for. Learners develop a good knowledge of health and safety and safeguarding. Learners develop their understanding of the dangers of extremism and radicalisation and of British values. They know who to contact should they have concerns about their own or others' safety or welfare.

Staff and managers act effectively to identify learners in need of additional support to ensure their welfare and well-being. They liaise effectively with outside agencies to ensure that learners know where to get any extra help that they need. However, managers do not record low-level concerns, and this inhibits senior leaders from having a thorough insight into the learning centre's safeguarding arrangements.

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