

KEITS Training Services Ltd

Independent learning provider

Inspection dates

16–19 July 2019

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good	Apprenticeships	Good
Personal development, behaviour and welfare	Good	Traineeships	Requires improvement
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Good	

Summary of key findings

This is a good provider

- Senior leaders have high expectations for both staff and learners. The culture, ethos and teamwork within the organisation ensure adult learners and apprentices make good progress.
- Leaders work highly effectively with employers and other stakeholders to ensure the curriculum meets the specific needs of the land-based and animal care industries.
- A high proportion of learners and apprentices achieve their qualifications within the time planned. They gain excellent practical skills required by employers.
- Learners, trainees and apprentices develop their confidence rapidly and value greatly their learning and training opportunities.
- Leaders ensure the range of adult learning programmes prepares adults very effectively for work.
- Staff and employers plan apprentices' learning at work seamlessly to complement learning programmes. This supports apprentices' good progress in gaining excellent practical skills.
- Managers and staff do not ensure that apprentices who require additional help to complete their learning make the same good progress as their peers.
- Staff do not provide impartial careers advice and guidance for apprentices and trainees to prepare them sufficiently well enough for the potential job opportunities available to them.
- Too few learners on traineeship programmes go into sustained employment on completing their learning.

Full report

Information about the provider

- KEITS Training Services Limited (KEITS) is an independent learning provider based in Elstree, Hertfordshire. KEITS started in 1997 as an equine specialist provider and has expanded its curriculum offer since then into other curriculum areas, maintaining a land-based specialism. KEITS offers apprenticeships as its core business, with approximately 554 enrolled on a combination of frameworks and standards-based apprenticeships. KEITS has 159 adult learners on employability or vocational training. It also offers traineeships for unemployed young people. Currently, there are 15 trainees in learning, and a further 34 who have completed their programme this academic year. Traineeships are provided by one subcontractor, SSG.

What does the provider need to do to improve further?

- Leaders must ensure that:
 - apprentices who require additional help to complete their learning are identified promptly at the start of their programme and given the help they need to make good progress and achieve their qualifications
 - staff provide learners and apprentices with impartial careers advice and guidance to ensure that they are fully appraised of the potential career opportunities available to them.
- Leaders must ensure that provision for traineeships improves swiftly, by:
 - effectively monitoring and improving the quality of teaching and learning
 - ensuring that trainees receive an appropriately planned training programme that meets their individual career and progression aspirations effectively.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have maintained the strengths from the previous inspection. They meet learners' and employers' training and skills development needs very effectively and create an inclusive and respectful learning environment. Leaders are ambitious for learners and have developed a clear, learner-centred ethos.
- Leaders value their staff and consciously manage workloads to safeguard their well-being. Leaders ensure that staff continuously develop and improve the skills and qualifications relevant to their roles. As a result, the organisation has a low turnover of highly skilled staff.
- Leaders focus effectively on the quality of most subcontracted provision. Leaders accurately identify where subcontracted performance for adult learners and apprentices does not meet their standards, taking decisive action to terminate working with underperforming contractors. The senior leaders within the subcontracted providers value the input and support they receive from KEITS' managers and staff. However, leaders have not ensured that the quality of traineeships provided by one subcontractor, SSG, is good.
- Senior leaders' monitoring of the quality of teaching and learning of their own and subcontracted staff is mostly effective. Their team of trained observers works across all subject areas. They provide consistency in the judgements and feedback staff receive from observations. Observers accurately identify teaching practice that needs to improve in lessons and ensure that the appropriate training is made available. As a result, teaching, learning and assessment remain good.
- Leaders focus appropriately on learners' development of English and mathematical skills. A high proportion of adult learners and apprentices pass their English and mathematics qualifications. Although younger learners' achievement had declined over time, leaders' more recent actions have had a positive impact on improving these rates.
- Leaders work very effectively with a range of local stakeholders and sector skills councils. They use these links to usefully identify local skills gaps and future opportunities for new provision. Senior leaders' contributions to awarding organisations' advisory boards have influenced curriculum reforms and the development of apprenticeship standards positively. Consequently, managers and staff are well informed of relevant new national initiatives. They disseminate this information to their subcontractors and employers to help them plan effectively for curriculum changes. Employers and apprentices understand fully the requirements of the apprenticeship programme.
- Senior leaders effectively monitor the progress learners and apprentices make towards achieving their qualifications. They review progress records regularly and take swift action to ensure that learners stay on track and achieve. As a result, most learners and apprentices make at least good progress.
- Leaders provide effective sector-based advice and guidance during apprentices' and adult learners' programmes. Staff use their experience and knowledge of their specialist subject areas to help learners develop an understanding of the opportunities available to them within their current organisations.

- Leaders have developed appropriate provision designed for unemployed adults and young people who have barriers to education or work. These learners are supported effectively to develop their self-confidence and personal self-esteem. As a result, they are better able to participate positively in further learning or to seek employment.
- Leaders' self-assessment is realistic. Leaders and managers accurately identify where provision needs to improve and where it is good. However, the targets and actions leaders set to ensure improvement takes place are insufficiently specific and do not focus on the required impact to improve the quality of provision further.
- Senior leaders ensure that their staff understand the principles of British values. Leaders disseminate a useful and informative monthly newsletter which highlights a range of discussion topics for staff to use with their learners, for example, race relations, environmental issues and knife crime. However, leaders do not ensure that staff use these resources well enough to further develop learners' knowledge of these subjects. Learners cannot discuss in enough detail how the principles of British values affect them in their daily lives.

The governance of the provider

- Governance arrangements are effective. Governors have a clear oversight of all strategic decisions and their subsequent impact on learners. They meet frequently to effectively debate and monitor all aspects of provision. They agree actions and targets for improvement, and disseminate these to the senior management team through frequent meetings.
- Leaders appropriately draw on the expertise of external consultants to scrutinise and assist in reviewing their curriculum. However, they do not use this expertise sufficiently well enough to support actions to improve weaker aspects of the provision.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have effective safeguarding arrangements in place that ensure the safety of staff and learners. Appropriately trained designated safeguarding leads oversee all referrals. They work closely with staff to ensure that actions taken are appropriate to each learner.
- Staff and learners feel safe and know how, and to whom, to report issues, should these arise. Leaders receive reports of all safeguarding referrals and disclosures. They use these to monitor effectively the impact of actions taken. Leaders have not ensured that enough learners fully understand how local issues could affect their lives and work, such as the influence that animal rights activists may have on their working lives.
- Leaders adhere fully to safer recruitment practices for all staff. All staff who have contact with learners have Disclosure and Barring Service (DBS) checks at the start of their employment. These are updated annually. Leaders check the identity, qualifications and references of all staff prior to an offer of employment.

Quality of teaching, learning and assessment

Good

- As a result of good teaching, learning and assessment, learners develop excellent skills that enable them to advance their career and enhance their employment prospects. Well-planned on- and off-the-job training helps adult learners and apprentices make good progress in their learning.
- Tutors use information on learners' existing English and mathematical skills, and relevant previous vocational experience effectively. They plan training that enables learners to make good progress from their individual starting points. Employers provide a wide range of useful coaching, clearly linked to the content of learning programmes, which helps learners apply theoretical knowledge to their workplace. For example, adults on level 4 floristry develop a historical and cultural perspective of the subject. They use this in applying different techniques and materials when making wedding bouquets.
- Tutors use their good vocational experience and knowledge to help apprentices and learners understand the standards expected of them in their workplaces. For example, adult learners in animal care understand clearly how the fragile mental health of owners can have a negative impact on the welfare of their pets.
- Tutors use assessment appropriately to help learners and apprentices understand swiftly what they need to do to improve further. Tutors provide detailed feedback on adult learners' and apprentices' work performance and academic work that helps them improve the standards of their work. Tutors ensure that apprentices clearly understand the principles of their final assessments. Apprentices are aware of and prepared for the likely assessment types they will face.
- Teachers model good behaviours and build trust with trainees, which helps them to overcome their previous barriers to learning. For example, trainees with a history of poor mental health are increasingly able to take part in learning sessions and work placements. Adult learners enjoy teambuilding activities that help them overcome their inhibitions in learning.
- Tutors provide apprentices who have lower starting points in English and mathematics with effective additional coaching sessions in the workplace. Adult learners studying English and mathematics qualifications, for whom English is an additional language, improve their skills quickly.
- However, learners on traineeships do not make swift progress in improving their English and mathematical skills. Tutors do not help young learners recognise the importance of English and mathematics in the workplace. Employers and tutors do not explain sufficiently to apprentices the relevance of mathematics to their future employment.

Personal development, behaviour and welfare

Good

- Apprentices and adult learners are very proud of their work, considerably developing their motivation and confidence. Adult learners enjoy their learning and become more confident in carrying out job searches and applying for jobs. Trainees become increasingly confident and motivated to progress with their learning.
- Adult learners and apprentices improve their communication skills quickly. For example, apprentices on animal care programmes keep meticulous records of treatments and

advice given to clients. They develop good speaking and listening skills when taking bookings by telephone or when providing helpful guidance and advice to clients.

- Apprentices develop high-quality vocational skills and are proud of the contribution they make to their employers' businesses. They are reliable and conscientious. Apprentices and adult learners attend learning sessions and workplaces regularly and punctually. Adult learners and trainees enjoy their work and interacting with members of the public. While adult learners, many of whom are returning to learning, develop useful work-related skills, too few trainees do.
- Apprentices on animal care and horse care programmes attain standards that meet employers' exacting standards and exceed those of the awarding bodies. Adult learners on employability programmes enhance their understanding of work from a range of guest speakers. Apprentices enter competitions, volunteer to work with local groups and complete additional qualifications. For example, apprentices on greenkeeping programmes benefit from competition work and volunteering for national golf tournaments. They complete brush cutter, chainsaw and spraying courses to broaden their range of skills. Sports apprentices gain their coaching badges to support after-school clubs.
- Apprentices and learners feel and are safe in their learning and work settings. They have a good understanding of what to do if an incident were to occur. Apprentices demonstrate high levels of safe working practices. For example, apprentices on equine programmes understand the importance of quarantine, isolation and infection control for contagious diseases such as equine flu and ringworm.
- Ongoing careers advice and guidance for apprentices and learners on traineeship programmes are insufficient. Apprentices do not understand the wider options available to them. Teachers do not provide sufficiently structured and timely advice and guidance to meet the needs of trainees. As a result, trainees do not have a good awareness of the range of skills that employers value.
- Apprentices' and learners' understanding of the dangers of radicalisation and the risks from extremism is superficial. While tutors cover this at induction and during reviews, apprentices and learners do not confidently demonstrate how these topics relate to their work and social lives.

Outcomes for learners

Good

- The proportion of learners and apprentices who achieve their qualifications is high. An increasing proportion of adult learners and young learners on traineeships succeed in achieving their qualifications, including in English and mathematics functional skills qualifications. Most apprentices achieve their apprenticeship within the planned timescales.
- Adult learners and apprentices make good progress in developing new skills, knowledge and behaviours. They enjoy their learning in the workplace and develop the skills required to be successful in their careers or in finding employment.
- Learners' and apprentices' work meets and often exceeds the standard required for their level of study. Adult learners and apprentices produce good-quality written work that demonstrates their understanding of key concepts and theoretical knowledge. For

example, adult learners on level 3 beauty therapy programmes demonstrate a good understanding of health and safety and how these relate to their places of work, including how to mitigate risks and potential security issues.

- Learners and apprentices on vocational programmes develop excellent practical skills which employers value. Their work meets industry standards and makes them valued members of staff within the organisations in which they work.
- Leaders ensure that different groups of learners and apprentices achieve equally. Where there were gaps in achievement between males and females on adult learning programmes and traineeships, leaders have successfully narrowed these. However, the small proportion of apprentices who have a learning difficulty or disability underperform compared with their peers. Those with dyslexia are not making good progress or achieving within the planned timescales.
- Apprentices and adult learners remain in employment at the end of their programmes. Employed adults and apprentices often gain promotion as a result of their training. Unemployed adults, studying through subcontracted provision, progress through a range of courses to enhance their chances of gaining employment. Of those known, most adults succeed in gaining employment. Too few learners on traineeships maintain their employment. While most move to further education or apprenticeships after they have completed their programme, too many of those who go into work do not sustain their employment.

Types of provision

Adult learning programmes

Good

- There are 159 adult learners at the provider. Adult learning programmes are offered in three distinct strands, each with a clearly defined purpose. Approximately one third are enrolled on employability programmes, delivered through one subcontractor and directly through the provider. Just under half of the adults are on vocational training courses in floristry, beauty therapy or horse care through adult learning loans. The remainder of learners are on recently established distance learning short courses in health and well-being topics.
- Adults on vocational programmes gain excellent practical skills swiftly. For example, learners on level 3 nail programmes repair nails confidently and use different materials to a commercial standard, including fibre glass, gel, acrylic, advanced nail art and infills.
- Tutors deliver well-thought-out and planned learning programmes. They have high expectations of their learners. As a result, learners quickly develop a range of personal, social and vocational skills that equip them well for life in the community and at work. Learners in work add value to their employers.
- Leaders ensure that adult learning provision effectively promotes first steps into employment, improves employment opportunities and develops learner confidence. Learners benefit from the broad range of provision. Adult learners are prepared well for work and those in work further develop their vocational skills. For example, learners on level 2 animal care programmes work within the community to support people to take

better care of their pets.

- Staff ensure that learners on employability courses develop the skills to improve their letters of application and to prepare thoroughly for interviews. As a result, learners are more confident when applying for a job. Learners on the 'Live Smart' course develop a positive mental attitude in searching for work.
- Adults on distance learning programmes quickly improve their knowledge of mental health and well-being. Within a short time on programme, learners improve their knowledge of how to work more closely with other services, such as key workers, social workers and the police to better support their clients.
- Tutors enable learners to overcome their previous barriers to learning. Learners' additional support needs are identified promptly at the start of learning programmes. Those who require help receive additional visits from tutors to focus on the specific skills the learner needs to improve. Many learners work effectively and independently online to reinforce learning and prepare for examinations.
- A high proportion of learners on animal welfare programmes continue on from level 2 to level 3. Due to their knowledge and application of animal welfare law and UK work standards, many receive promotions at work into managerial or supervisory roles.
- Learners on distance learning and employability courses receive useful feedback from tutors on their achievements. As a result, they understand what they have learned and relate this well to real work settings.
- Learners on work-based programmes make good progress in developing their English communication skills and use them well in the workplace. At level 4, learners demonstrate more complex skills such as Harvard referencing, accurate analysis skills and effective reflection in written assignments.

Apprenticeships

Good

- Of the 554 apprentices, most are on land-based and animal care programmes, with a small proportion on sports or business administration and management programmes. Just over half of the apprentices are at advanced level, 10 are on higher apprenticeships and the remainder are on intermediate-level apprenticeships. Just over half of the apprentices are 16 to 18 years old. Most apprentices are on frameworks and approximately one third are on new, standards-based apprenticeships.
- Tutors work highly effectively with employers to ensure that on- and off-the-job training is planned effectively and coordinated successfully. Employers have a clear overview of the knowledge and skills apprentices will develop. They use this knowledge to inform the useful coaching they provide to learners in the workplace.
- Tutors are enthusiastic, experienced practitioners with good occupational knowledge. They use their skills well to enable apprentices to understand the concepts behind their practice. For example, apprentices studying animal care use materials provided for additional self-guided work, such as reading additional legislation and sector regulations.
- Apprentices have good independent study skills. Apprentices on business administration programmes prepare thoroughly for their training and review visits, recording key learning points from their sessions accurately. Apprentices on animal care programmes undertake

detailed research to develop a good understanding of animal behaviour, particularly around the behaviour of potentially dangerous dogs.

- Apprentices enjoy the challenge of learning in the workplace. They develop considerably their motivation and confidence in their specialist sectors. They acquire a wide range of very good workplace skills that employers value. Apprentices continue in employment as soon as they complete their apprenticeship by moving into more challenging and complex job roles. Those on business administration apprenticeships quickly gain more responsibility.
- Tutors' feedback to apprentices on the progress they are making is good. Apprentices receive immediate and helpful verbal feedback from tutors and workplace mentors. Apprentices develop quickly their skills and behaviours. Tutors ensure that apprentices link their knowledge of theoretical concepts adeptly to their workplaces. For example, apprentices use and understand manufacturers' guidelines for cleaning products and the use of animal medication.
- Managers do not provide enough additional help for those apprentices who require it. Tutors do not help the small proportion of apprentices with identified additional learning needs to develop their English and mathematical skills swiftly. These learners make slow progress in completing their qualification.
- Tutors do not give apprentices sufficient opportunities to practise their mathematical skills as part of their learning. Apprentices apply the mathematical skills required for their specific job roles accurately. However, tutors do not ensure that they can apply these skills to other contexts or further their abilities in mathematics.

Traineeships

Requires improvement

- There are currently 15 young learners on traineeship programmes. A further 34 trainees have completed their programme during the current contract year. All traineeship provision is offered through one subcontractor, SSG.
- Traineeship provision requires improvement because teachers do not ensure that the teaching and learning are informed effectively by learners' own aspirations for their next steps. Teachers plan a programme that is not vocationally based or sufficiently ambitious for many trainees. Teachers do not establish the existing skills and knowledge of trainees at the start of their programme in sufficient detail. They do not discuss with learners in any detail their career aspirations, or help them understand how to achieve these. As a result, learners do not have well-articulated goals to help guide their next steps.
- While most trainees achieve their English and mathematics qualifications during their programme, teachers do not ensure that learners are inspired to build on and practise these skills. Teachers use few key vocational or technical words in teaching and learning activities. Furthermore, activities are not linked well enough to enhance the mathematical skills useful in vocational settings.
- Teachers do not provide effective feedback to trainees. Too much feedback from teachers is celebratory. Trainees' spelling and punctuation errors are not highlighted by teachers in their feedback. Trainees do not know how to make improvements to their work. As a result, their written work, although sufficient to achieve the level 1 vocational qualification, is not of a good standard and is often poorly presented.

- Most trainees successfully continue into further learning after completing their traineeship. For example, past trainees are now on a sport apprenticeship or teaching assistant apprenticeship with the provider. However, of the minority who have continued into work, few have sustained their employment long term.
- Teachers of learners on traineeship programmes are motivational and act as effective role models. Learners benefit from their contact with teachers who model consistently a positive attitude to learning and life. As a result, learners develop useful techniques that allow them to take part in group activities and overcome negative thought patterns about their future prospects.
- Trainees gain valuable experience of the workplace through work experience placements. Teachers ensure that work placements are appropriate to trainees' abilities and readiness for employment. For example, trainees with high levels of anxiety work for an employer who shares the provider's aim to help them take an active part in everyday life.
- Employers provide trainees with tasks at work that become more complex as the placement progresses. As a result, trainees increase their confidence in work settings. For example, in a gym environment, one trainee progressed from counting stock to assisting the gym instructor in group training sessions.
- Most trainees gain useful transferable skills through their work experience. Trainees enjoy dealing with customers, find stock control interesting and enjoy developing resources for presentations and conferences. Employers provide useful feedback to trainees on the important work-related skills that trainees develop.

Provider details

Unique reference number	52838
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,500
CEO	David Rose
Telephone number	020 8327 3800
Website	www.keits.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	0	17	0	79	0	60	0	3
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	178	119	72	175	0	10		
Number of traineeships	16–19		19+		Total			
	15		0		15			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	DiVA Medivet Profile Sporting Futures SSG							

Information about this inspection

The inspection team was assisted by the non-executive director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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