

C & G Assessments and Training Limited

Monitoring visit report

Unique reference number: 58539

Name of lead inspector: Ken Merry, Her Majesty's Inspector

Inspection date(s): 22–23 August 2019

Type of provider: Independent learning provider

Address: 22 Longacre Close
Holbrook Industrial Estate
Holbrook
Sheffield
S20 3FR

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.

C & G Assessments and Training Limited was formed in 2003. It was acquired by the Skills People Group in 2015. It offers adult learning programmes throughout England, mainly for learners who are long-term unemployed. In November 2017, the provider secured direct contract funding for adult learning programmes. Prior to this, it operated as a subcontractor and a commercial training provider. On this visit, only the directly funded provision was in scope. In 2017/18, C & G Assessments and Training Limited delivered training to 1,189 directly funded learners. In the current academic year, half of learners are on courses in personal development and employment and around a third are on courses in construction-related subjects. The remaining learners are completing courses in working as a door supervisor, the principles of cleaning operatives and the principles of warehouse and storage. All courses lead to qualifications at levels 1 and 2.

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 a clear strategy for delivering training to long-term unemployed adults. They carefully select the courses and qualifications that they offer to provide the best possible job outcomes for learners.

Leaders develop purposeful relationships with stakeholders. They work closely with a range of organisations, such as local enterprise partnerships, Jobcentre Plus and employers, to ensure that training meets local and regional employment needs.

Leaders and managers adapt the curriculum offer frequently. They use information about learners' intended next steps to evaluate the job opportunities that different qualifications provide. Where the proportion of learners securing employment after studying a particular qualification is too low, leaders remove the relevant course from their curriculum offer. For example, leaders no longer offer courses in retail subjects as so few learners secured employment in this sector after achieving qualifications in these subjects.

Leaders know the key strengths and weaknesses of the training that they provide. They can state accurately and confidently what they do well and the areas that they want to improve. However, leaders' use of quality improvement plans focuses primarily on the actions that they need to take rather than the intended impact of the actions. As a result, they do not put enough emphasis on the improvements that they need to make to rectify the identified weaknesses.

Leaders and managers have been too slow to address weaknesses in the pre-course information, advice and guidance that learners receive. Too many learners enrol on courses but do not understand well enough the commitment that they are making. While leaders have recently taken action to appoint a specialist tutor to provide advice and guidance to potential learners, it is too early to see the impact of this role.

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

Learners develop their employability skills well. They benefit from well-planned programmes designed specifically to support them in finding employment. Learners successfully develop their communication and teamworking skills through a range of thoughtful discussion and debates. As a result, they become better prepared to work in construction, administration, customer service or cleaning.

Teachers and support staff are well qualified. They have the appropriate skills, knowledge and experience to relay key aspects of learning to learners successfully. Learners with additional learning support needs are identified early in the enrolment process. Staff ensure that learning support is put in place quickly so that learners make expected progress.

Most learners benefit from helpful ongoing careers guidance from their tutors about future employment and training opportunities. Many learners increase their knowledge of workplace expectations through meeting local employers. As a result, most learners are prepared well to enter the labour market after they have completed their course.

Learners develop a broad understanding of British values, the 'Prevent' duty and safeguarding. In most instances, these topics are well embedded and contextualised to the content of the course. Learners develop their understanding through carefully planned discussion. As a result, most learners can relate these topics to their everyday lives.

Too many tutors do not use information about learners' existing skills and knowledge effectively. All learners complete initial assessments of their English and mathematical skills as part of their induction. Leaders signpost learners to other providers should they need to gain qualifications in English and/or mathematics.

However, too many tutors do not make effective enough use of the information to plan learning that enables learners to develop these skills. As a result, too many learners do not develop their English and mathematical skills well enough.

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

Reasonable progress

Leaders oversee effective arrangements to ensure that learners are safe. They carry out appropriate checks prior to employing staff. Learners know how to keep themselves safe when attending training and in their everyday lives. They know what to do and whom to speak to should they feel unsafe.

The designated safeguarding officer (DSO), deputy DSO and safeguarding officers receive a broad range of training, including in mental health first aid, stress management and the 'Prevent' duty. They share frequent updates with staff and learners through good-quality fact sheets that include 'hot topics'. The DSO oversees effective processes for recording safeguarding incidents and deals with issues raised in a prompt manner.

Leaders have a 'Prevent' duty risk assessment and action plan that fulfils their statutory obligations. However, the risk assessment and action plan are too generic. They do not sufficiently address the local and regional risks that learners may come across in the areas in which they live and work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019