

# CSJ Training Limited

Monitoring visit report

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**Unique reference number:** 1270935

**Name of lead inspector:** Martin Ward, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

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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' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

CSJ Training Limited is based in Walsall in the West Midlands. It secured a publicly funded contract for adult learning provision in October 2017. During 2018/19, it provided courses in English functional skills at entry level, and construction and civil engineering at level 1. Learners on functional skills courses were based in the Midlands and those on construction courses were based in the north east. CSJ Training Limited enrolled 83 learners on to learning programmes. There are no current learners.

### Themes

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

Leaders targeted provision at learners who were disadvantaged through unemployment, temporary employment, or a low level of English. However, the overall strategy lacked coherence and a clear implementation plan. For example, during 2018/19 leaders offered construction courses to unemployed learners through a partnership agreement with a training provider in the north east. They also offered English courses to employees with three employers in the Midlands, using their own tutors. Leaders did not ensure that learners received high-quality education and training.

Leaders delivered most of the learning activities through a partner in the north east. Managers did not have effective oversight of learners' progress and the quality of the provision. They did not conduct regular reviews of how the courses were planned and taught. Managers did not ensure that all learners were recruited on to the right programmes and that they gained significant new knowledge or skills.

Managers did not take enough steps during the year to assure themselves of the quality of the provision. They did not formally record, monitor or report on the actions they were taking to improve the quality of adult learning programmes.

Managers did not use management information effectively. Managers did seek to find out learners' next steps and learners' views on leaving the programme, but they did not summarise the key messages or communicate them to the team to make improvement.

Leaders established a governing body in February 2019. Governors have an appropriate range of skills and they include governors who bring an external perspective. They do not provide enough challenge to the management team to improve the quality of the learners' experience.

Senior leaders have stopped further recruitment. They are developing a new strategy which focuses on the priorities of the West Midlands Combined Authority.

**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?**      **Insufficient progress**

Tutors identified learners' existing skills, knowledge and experience at the start of the course. However, they did not use this information well to plan and order the course, so that learners could develop substantial new knowledge and skills.

Too many of the learners on the construction course were enrolled on courses which were too easy for them. Tutors focused on the completion of qualifications rather than the development of new knowledge and skills. They did not develop the mathematics and English skills of learners beyond their starting points. As a result, most learners did not make the progress they needed to gain sustainable employment. Learners on the construction course improved the quality of their CVs and received helpful guidance on dealing with interviews.

Managers did not plan construction courses of sufficient length to develop extensive personal and employability skills and assess whether learners retained this knowledge over time.

Roughly a third of the learners on the functional skills English course did not achieve the qualification at the first attempt. However, once learners received support, most achieved a qualification at a higher level than their starting point. Managers and tutors did not respond to the specific needs of many learners for whom English was their second or other language (ESOL). Too many of these learners made slow progress.

Tutors did not provide feedback to learners in enough detail or in a way which was personal to the learner. They did not make it clear what learners needed to do to improve their work. Tutors did not set challenging targets for learners or monitor learners' achievement in a way which ensured rapid progress over time.

Tutors were knowledgeable and had relevant experience. Learners attended well. Learners developed their confidence.

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

Safeguarding is a key organisational priority. The designated safeguarding lead has completed the appropriate training and updates.

Managers ensure that all staff are suitable to work with learners. All staff complete safeguarding and 'Prevent' duty training regularly. Managers have close links with the local 'Prevent' coordinator. Staff were aware of the key risks for learners in the range of geographical areas where they worked.

Learners knew how and to whom they should report any safeguarding concerns. Learners were aware of the risks of radicalisation and extremism and how these were relevant to them. They developed a good understanding of safeguarding and British values at induction, which was reinforced through subsequent learning activities.

Tutors ensured that learners following a construction course knew how to work safely and stay safe on-site.

The designated safeguarding lead does not currently have close links with the local safeguarding board. Managers did not visit the key partner in the north east to assure themselves of the effectiveness of the arrangements for safeguarding.

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