

# Huyton Churches Training Services

## Inspection report

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Unique reference number: 52417

Name of lead inspector: Shahram Safavi HMI

Last day of inspection: 30 April 2010

Type of provider: Independent learning provider

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## Information about the provider

1. Huyton Churches Training Services (HCTS) is a non-profit-making limited company and registered charity based in Huyton, Merseyside. HCTS employs 22 full-time and five part-time staff of whom four are senior managers, 10 are trainers and 13 are learner support and administration staff. The board of directors oversees the work of HCTS. Members of the board are unpaid non-executive directors.
2. HCTS contracts with the Skills Funding Agency (SFA) to provide apprenticeships for young people in construction crafts, specifically in floor covering and general construction. The company also provides Train to Gain provision in floor covering. Currently HCTS has 24 apprentices and 19 Train to Gain learners.
3. At the time of the previous inspection, HCTS was providing apprenticeship training in early years and playwork in addition to construction crafts. However, since 2008, HCTS has not had a contract to provide apprenticeship training in early years and playwork.
4. Knowsley is one of the most deprived areas in the country, with just over half of the population living in the 10% most deprived areas in England and Wales. There are high levels of unemployment, particularly youth unemployment. Around 1.6% of the population are from minority ethnic groups. Approximately 33.5% of pupils achieve at least five GCSEs at grades A\* to C including English and mathematics, below the national average for 2009.
5. The company provides training on behalf of the following:
  - North West Community Services (NWCS)
  - ConstructionSkills (CSkills)
  - Oakmere Community College

| Type of provision  | Number of learners in 2008/09 |
|--------------------|-------------------------------|
| Employer provision |                               |
| Apprenticeships    | 23 apprentices                |
| Train to Gain      | 69 learners                   |

## Summary report

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

|                                    |         |
|------------------------------------|---------|
| Overall effectiveness of provision | Grade 3 |
| Capacity to improve                | Grade 3 |
|                                    | Grade   |
| Outcomes for learners              | 3       |
| Quality of provision               | 3       |
| Leadership and management          | 3       |
| Safeguarding                       | 3       |
| Equality and diversity             | 3       |
| Subject areas                      | Grade   |
| Construction crafts                | 3       |

## Overall effectiveness

6. The overall effectiveness of HCTS is satisfactory. Current learners make good progress. For example, most of the current learners are due to complete their programme on time or sooner. All learners gain appropriate skills to satisfactory standards. Learners feel safe. The quality of provision is satisfactory. Teaching and learning are satisfactory. However, target setting is insufficiently specific and the frequency of work-based assessment is insufficient. The provision meets the needs of employers and learners well.
  
7. The company has appropriately managed very significant changes since 2008 involving relocation, building a modern and well-equipped training centre and changes to the staff roles and responsibilities for this transitional period. HCTS has a strong strategy of providing training for learners from deprived communities. Quality systems satisfactorily identify areas for improvements; however, the improvements are not systematically implemented. The company has not sufficiently addressed the issues identified at the last inspection. Equality and diversity and arrangements for safeguarding are satisfactory.

## Main findings

- Outcomes for learners are satisfactory. Success rates which are completed within the agreed timescale for Train to Gain learners are high. However, Train to Gain overall success rates are low. Overall success rates and success rates for learners who complete within the agreed timescale on construction crafts programmes are satisfactory. Early years and playwork learners' success rates were low in 2008/09.
- Learners enjoy learning and their achievement is good when compared to their prior educational attainment. They demonstrate satisfactory standards of work, both in their practical skills and in their written portfolios of evidence. Learners feel safe and apply safe working practices well. All learners significantly improve their employment prospects.
- Teaching and learning are satisfactory. However, not enough of the lessons are good or outstanding. In the better lessons, learners receive good support from knowledgeable tutors who draw on and use their industrial experience well. In the less effective lessons learners are not sufficiently included and their learning is not monitored.
- Assessment practices are satisfactory and meet awarding body requirements. Assessments are accurate and fair and take place at regular intervals during training. However, too few assessments take place on the employer's site.
- Individual learning targets are not sufficiently detailed, specific and/or time bound. Trainers do not make sufficient use of the information contained in individual learning plans during reviews. Trainers do not sufficiently include learners and employers in the review process.
- Learners significantly benefit from HCTS's longstanding partnerships with employers and specialist construction and floor covering materials suppliers. They develop and practice their skills on a wide range of up-to-date material.
- Individual support for learners is very good. Managers and training staff take a close interest in learners' welfare and progress and work well to remove the barriers to training which they experience. Many learners value this level of support.
- Leadership and management are satisfactory. The company has a strong ethos to provide training to learners in deprived communities. HCTS has satisfactorily managed a significant period of change. However, the company has not addressed all the improvements identified at its last inspection.
- Arrangements for safeguarding learners are satisfactory. Learners are appropriately informed and report that they are confident to raise concerns.
- HCTS satisfactorily promotes equality and diversity. Whilst learners are treated with dignity and respect, the promotion of equality of opportunity in teaching is insufficient.
- The company works satisfactorily with learners, staff, and partners in order to support and promote improvement. Quality arrangements are effective in

identifying improvements; however, the identified improvements are not systematically implemented.

- The self-assessment process is suitably inclusive of learner, staff and partners views. The report is appropriately critical and evaluative. However, HCTS has not used the appropriate data to assess its performance. HCTS has a good range of sustainability measures and provides satisfactory value for money.

### What does Huyton Churches Training Services need to do to improve further?

- Improve the success rates of all learners to at least national averages.
- Set and negotiate short-term specific and time-bound targets for learners and review them. Make full use of individual learning plans and involve learners and employers in the review process.
- Increase the number and frequency of workplace assessments.
- Improve promotion of equality and diversity to learners by ensuring a focus on equality and diversity in teaching and by monitoring learners' understanding more closely.
- Ensure that the findings of the quality monitoring process are systematically implemented and rectify fully inspection recommendations.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- the very good support
- the training which improves employment prospects
- the learning which provides work experience.

#### What learners would like to see improved:

- the teaching which does not include them and is too long.

### Summary of the views of partners as confirmed by inspectors

#### What partners like:

- the provision which is very relevant
- very good resources for training.

#### What partners would like to see improved:

- nothing reported.

## Main inspection findings

### Capacity to make and sustain improvement

Grade 3

8. HCTS's capacity to improve is satisfactory. The Board of directors and senior managers fully recognise the need to increase the pace of improvements following a period of significant change. Following this period, the company has taken satisfactory measures to improve its provision. The management team has been strengthened and is effective. Staff training is focused on improving learners' training. Very significant investment has resulted in very good training resources and facilities. HCTS has made some progress on, but not fully rectified, improvements identified at the last inspection. The quality of some aspects of HCTS's provision has declined.
9. The success rates of Train to Gain learners who complete within the agreed timescale are high. The company does not have a contract for early years and playwork apprentice training which had low success rates. Safeguarding of learners and also arrangements for equality and diversity are satisfactory. Quality arrangements are effective in identifying areas for improvements. However, the improvements are not implemented systematically and the pace of improvements until recently has been slow. The service uses self-assessment process satisfactorily. The most recent self-assessment report overstated the company's effectiveness and also its capacity to improve.

### Outcomes for learners

Grade 3

10. Outcomes for learners are satisfactory. Success rates which are completed within the agreed timescale on Train to Gain programmes are high at 88% and higher than the national rates. Key skills success rates are high. Overall success rates for learners on construction crafts programmes and for those who complete within the agreed timescale are satisfactory, being close to the national average. Overall success rates on the Train to Gain programme are low. Success rates on early years and playwork provision were low in 2008/09. HCTS no longer offers this provision.
11. Learners enjoy learning and their achievement is good when compared to their prior educational attainment. All learners who are due to complete their training in the current year are on target to achieve either in accordance with their planned end dates or earlier.
12. Learners at all stages of their training demonstrate satisfactory standards of work, both in their practical skills and in their written portfolios of evidence. From the early stages of their programme, learners carry out industry standard tasks competently. Their work is appropriate to the required standards expected in the floor covering and construction industry.
13. Learners develop good personal, social and employability skills. Their awareness of health and safety is good and this is effectively reinforced throughout the training programmes. Learners are able to make informed

choices about their own health and well-being and this is supported regularly by HCTS's healthy living initiatives. Learners feel very safe in HCTS and at work. They understand health and safety procedures and adopt appropriate safe working practices at all times. Learners make good contribution to their community by, for example, fitting floor covering to charity shops, churches and homeless accommodations.

## The quality of provision

Grade 3

14. The quality of provision is satisfactory. Teaching and learning are satisfactory. However, not enough of the lessons are good or outstanding. In the better lessons, learners receive good support from knowledgeable trainers who draw on, and use, their industrial experience well. Classroom resources are of a high quality and workshops are spacious and well equipped. Too often learners are not sufficiently included during teaching sessions and there is insufficient checking of learners' understanding and learning. Good information technology resources are available but are not used sufficiently.
15. Learners benefit significantly from well-planned training workshops, which include their own individual floor fitting bays and construction work areas. They have ready access to good quality tools and equipment as well as a wide range of consumables required to develop and practice their skills. Learners become competent and gain confidence as they develop the skills and other attributes required by employers.
16. Assessment practices are satisfactory and meet awarding body requirements. Assessments are accurate and fair and take place at regular intervals during training. Despite all construction learners being employed or in work placements, too much assessment takes place in the training centre. The assessment practices often miss the valuable assessment opportunities provided during learners' employment or work placements.
17. Trainers do not include sufficiently specific learning targets in the individual learning plans. There are some instances of poor coordination between on- and off-the-job training. Trainers do not use the information contained in individual learning plans sufficiently during reviews. Too often trainers do not include learners and employers adequately in setting targets which are specific and measurable. Equality and diversity are not promoted sufficiently at reviews.
18. Programmes meet the needs of learners, stakeholders and partners well. The niche construction programmes match learners' aspirations and personal goals well. Arrangements for training are sufficiently flexible to meet the changing needs of both the learners and employers.
19. Learners benefit significantly from HCTS's longstanding partnerships with employers and specialist construction and floor covering materials suppliers. Links with employers have strengthened during a difficult economic period and all construction learners are either employed or are in a work placement. Significant levels of sponsorship have been secured which benefit learners in

their training. Through this, learners use the latest products in order to improve their employment prospects.

20. Care, guidance and support for learners are very good. Learners are well informed about their programmes with HCTS and the career opportunities available to them. Training staff act as good role models for learners who respond well to the good advice and guidance. Individual support for learners is very effective. All staff provide good support and guidance for learners often in excess of their job role and hours of work. HCTS has very good partnerships with other agencies to support learners who are at the risk of homelessness, family difficulties or drug dependency. Learners speak very highly of the help and support they receive.

## Leadership and management

Grade 3

21. Leadership and management are satisfactory. HCTS has a strong ethos of providing training for learners from deprived communities. The directors and senior managers have a very thorough knowledge of the community needs and work well to address these. For example, the company works well with Knowsley Council and other agencies to support strategies for community regeneration, employment and training in deprived communities. HCTS has used significant resources to build and develop a modern, welcoming and well-equipped training centre in a deprived community.
22. HCTS has satisfactorily managed major organisational change during the recessionary period. During this period the senior managers, for example, in order to oversee the construction of a new training facility, had taken significant additional responsibilities. The company recognises that during this period its response to address the areas for improvements found at the last inspection has been slow. HCTS which now operates from its new facilities has strengthened its management team and has prioritised increasing the pace of improvements.
23. Arrangements for safeguarding learners are satisfactory. Safeguarding has a high priority. Safeguarding policies and procedures are detailed and the working relationship with Independent Safeguarding Authority (ISA) is effective. Appropriate Criminal Records Bureau (CRB) checks for staff are in place. There are clear roles for staff who understand their responsibilities. Staff have undertaken training in safeguarding. Staff are confident in identifying and reporting potential safeguarding issues, which are appropriately recorded and effectively followed up. Learners are appropriately informed and report that they are confident to raise concerns. HCTS's arrangements for safeguarding when using the internet and technology are satisfactory.
24. HCTS satisfactorily promotes equality and diversity. The company very successfully promotes its programme to learners from the most disadvantaged wards in its community. Learners discuss their rights and responsibilities during their induction and gain appropriate information about equality and diversity matters. The publicity material for promoting equality

and diversity is good. However, HCTS has not been successful in promoting its provision to minority ethnic groups and the number of learners from minority ethnic groups continues to be very low. Whilst staff treat learners with dignity and respect, the promotion of equality and diversity in teaching is insufficient. The company has appropriate plans to provide all staff with up-to-date equality and diversity training.

25. Managers make satisfactory use of learners, staff, partners and employers to support and promote improvement. Quality improvement arrangements satisfactorily identify areas for improvements. However, the actions resulting from quality monitoring arrangements are not systematically implemented. HCTS routinely collects and analyses learner and employer feedback through formal and informal survey of views and makes appropriate improvements.
26. The self-assessment process is suitably inclusive of learner, staff and partners' views. However, HCTS in its latest self-assessment report has not used appropriate data to evaluate the effectiveness of its provision. Development planning is appropriate and a satisfactory tool to bring about improvement.
27. HCTS provides satisfactory value for money. The company has good systems and practices to ensure resources are sustainable by, for example, designing and constructing energy-saving measures in its new facilities.

## Information about the inspection

28. One of Her Majesty's Inspectors and one additional inspector, assisted by the provider's training 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 local Skills Funding Agency (SFA) or other funding bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the provider. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

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| <b>Record of Main Findings (RMF)</b><br>Huyton Churches Training Services<br>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. Blank column: insert DWP employability programmes (including Workstep), or Judicial Services or nextstep as appropriate |  |  |
|--|--|--|

| Grades using the 4 point scale<br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate   | Overall | Employer responsive |
|--|---------|---------------------|
| Approximate number of enrolled learners  | 43      | 43                  |
| Full-time learners   |         |                     |
| Part-time learners   |         |                     |
| Overall effectiveness  | 3       | 3                   |
| Capacity to improve  | 3       |                     |
|  |         |                     |
| A. Outcomes for learners   | 3       | 3                   |
| A1. How well do learners achieve and enjoy their learning?   | 3       |                     |
| A1.a) How well do learners attain their learning goals?  | 3       |                     |
| A1.b) How well do learners progress?   | 2       |                     |
| A2. How well do learners improve their economic and social well-being through learning and development?                              | 2       |                     |
| A3. Do learners feel safe?   | 2       |                     |
| A4. Are learners able to make informed choices about their own health and well being?*   | 3       |                     |
| A5. How well do learners make a positive contribution to the community?*   | 2       |                     |
| B. Quality of provision  | 3       | 3                   |
| B1. How effectively do teaching, training and assessment support learning and development?   | 3       |                     |
| B2. How effectively does the provision meet the needs and interests of users?  | 3       |                     |
| B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?                     | 2       |                     |
| B4. How effective are the care, guidance and support learners receive in helping them to achieve?                                    | 2       |                     |
| C. Leadership and management   | 3       | 3                   |
| C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 3       |                     |
| C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*                                | 3       |                     |
| C3. How effectively does the provider promote the safeguarding of learners?  | 3       |                     |
| C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 3       |                     |
| C5. How effectively does the provider engage with users to support and promote improvement?  | 3       |                     |
| C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?                             | 3       |                     |
| C7. How efficiently and effectively does the provider use its available resources to secure value for money?                         | 3       |                     |

\*where applicable to the type of provision

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