

Keeping It Simple Training

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on and graded specialist provision in:

- Employability training
- Engineering and manufacturing technologies

Inspectors also observed learning sessions in health, public services and care, and retail and commercial enterprise.

Description of the provider

1. Keeping it Simple Training (KIS) is based in Haringey, North London. In April 2008, KIS became wholly owned by Monument Equity & Employment Enterprise Training Services, whose sole shareholder is the College of North East London (CoNEL).
2. KIS is funded by North London LSC to provide entry to employment (E2E), Train to Gain and apprenticeship programmes. Learning and Skills Council funding represents about 44% of the company's business. KIS is a consortium lead for Train to Gain in North London. Train to Gain programmes are provided in a wide range of London boroughs including Haringey, Enfield, Waltham Forest, Hackney and Tower Hamlets. Most learners are working towards National Vocational Qualifications (NVQ) at level 2 in engineering and manufacturing technologies. E2E provision is provided on site at KIS. At the time of the inspection there were very few apprentices and this provision was not graded. KIS also offers training in personal development for excluded groups to support social regeneration initiatives.
3. KIS employs 39 staff. Its chief executive reports directly to the KIS board. An executive team, comprising a director of finance, a director of programmes and a director of marketing and business development, supports the chief executive. The director of programmes is supported by the head of programme operations, head of work-based learning and head of quality and curriculum development.
4. Minority ethnic groups make up around 34% of Haringey, 36% of Waltham Forest and 33% of Enfield residents, compared with the national average of 9.1%. The percentage of the working age population claiming job seekers allowance is 4.3% in Haringey, 4.1% in Waltham Forest and 3.2% in Enfield, compared with a London average of 2.9%.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Capacity to improve	Contributory grade: Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Engineering and manufacturing technologies	Contributory grade: Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3

5. The overall effectiveness of the provision is satisfactory. Achievements and standards, quality of provision, leadership and management, and equality of opportunity are all satisfactory. The quality of provision in engineering and manufacturing technologies and employability training is satisfactory.

Capacity to improve

Satisfactory: Grade 3

6. The provider's capacity to improve is satisfactory. Strategic and operational planning for improvement is good, although it is too early to judge what the impact of this might be. In the past year, new staff have been employed to focus on improving management, planning, monitoring, co-ordinating and delivery of the provision. KIS has introduced new and improved systems and processes for managing performance. The arrangements for quality improvement have been expanded significantly to include qualitative evaluation in addition to quantitative measurement of performance against contractual targets. The annual arrangements for quality improvement activities are well planned and organised. A greater range of data is now available and being used increasingly well to monitor aspects of the provision.
7. Self-assessment is satisfactory. KIS produced its first full self-assessment report in November 2008. The process was satisfactory and included learners' and some employers' views. The report is very thorough but unnecessarily detailed, particularly in its assessment of the Train to Gain provision. Some sections of the report, particularly equality and diversity, are too descriptive and insufficiently evaluative. Inspectors agreed with some key strengths and areas for improvement identified in the report. Grades in the report partly match those awarded by inspectors.

Key strengths

- Very good personal development on E2E programmes
- Good individualised training on Train to Gain programmes
- Highly responsive Train to Gain programme
- Good promotion and development of understanding of equality and diversity for E2E learners
- Good strategic and operational planning for improvement

Key areas for improvement

- Slow progress by most Train to Gain learners
- Insufficient planning and co-ordination of E2E learners' programmes
- Ineffective actions to improve the poor attendance of E2E learners
- Insufficient coordination and development of the Train to Gain consortium

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3

Contributory grade: Satisfactory: Grade 3

8. Achievement and standards are satisfactory. Learners' success in achieving challenging targets, qualifications and learning goals is satisfactory. The standard of learners work is satisfactory overall. There is no significant difference in success rates between different groups of learners.
9. Success rates on the main Train to Gain programme, involving over 800 engineering learners, are satisfactory. Almost all these learners are with one provider. Overall success rates are broadly in line with national rates, but timely success rates are low. KIS recognises the need to improve timely success rates in its self-assessment report, and has appropriate action plans for improvement in place.
10. The progression of ESE learners is satisfactory although the majority are progressing into further education rather than employment. The attendance rate is low.
11. Overall success rates for apprentices in 2007/08 are very low at around 33%. There are very few apprentices at present.

Quality of provision

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3

Contributory grade: Satisfactory: Grade 3

The quality of provision overall is satisfactory. Teaching and learning are satisfactory.

12. E2E trainers provide effective coaching and support to develop learners' skills and knowledge. Train to Gain sessions are responsive to individual learners' needs. Good use is made of the results of initial assessment of learners' numeracy and literacy skills and the provision of support is satisfactory.
13. The extent to which programmes meet the needs and interests of learners is good. The range of Train to Gain programmes and activities is good overall and in particular it meets the need for qualified lift truck drivers in the area.
14. The E2E programme adequately meets learners' and employers' needs. KIS has a sufficient variety of work-placements available to meet learners' aspirations and matches learners to placements well.

15. Guidance and support are satisfactory overall, but particularly effective on E2E programmes. E2E Learners have access to a qualified counsellor and specialist support agencies.
16. Information, advice and guidance for Train to Gain learners are satisfactory. All learners have well recorded advice and guidance sessions throughout their programme.

Leadership and management

Satisfactory Grade 3

Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

17. Leadership and management are satisfactory overall. Strategic and operational planning for improvement is good. KIS has clearly identified its areas of underperformance and undertaken a good range of appropriate actions to promote improvement. Over the past year these include appointing new specialist staff with specific programme area management and quality improvement responsibilities.
18. KIS' new owner, CoNEL, has introduced aspects of its reporting and management systems and practice to augment KIS' own revised and developed performance and quality management framework. A thoroughly planned, well organised quality improvement cycle has been implemented, progressively covering all aspects of delivery. This builds well on a cycle previously based on quantitative data and contract compliance by including evaluative, qualitative performance measures and targeted, timely action planning for improvement. A teaching observation system has been in place for some time, and has recently been improved to include grading of sessions and clearer, more focused developmental actions for teaching staff. The collation and use of data is satisfactory. The management information system now provides a good range of relevant data which is beginning to be used well for review, monitoring and programme planning purposes.
19. Most of the new or improved systems and practice have been fully introduced only in the past six months or less and it is too early to judge what their full impact might be.
20. Self-assessment is satisfactory. The process was sufficiently inclusive and the report detailed and informative. Parts of the self-assessment report are too descriptive and lack evaluation. The overall judgements and grades awarded partly match those awarded by inspectors.
21. Staffing levels and staff opportunities for professional development are satisfactory. Around 85% of KIS staff now have at least basic teaching

qualifications. Approximately 38% of staff have postgraduate teaching qualifications. The range of physical resources, including buildings and training materials is adequate and used appropriately. Partnership working is satisfactory. The recent appointment of a member of staff responsible for employer engagement has already resulted in a significant number of new Train to Gain learners in local retail outlets.

22. KIS has not sufficiently coordinated and developed the Train to Gain consortium. It is only recently that central management has been put in place to standardise or at least harmonise consortium systems and practice, identify and share good or better practice, and develop the consortium in a planned and strategic way.
23. KIS' strategy to improve the overall attendance of E2E learners has been ineffective. Attendance has remained at or below 50% for much of the lifetime of the contract, although there are indications that a recent revision of the strategy and consequent actions are now having some positive impact.
24. Arrangements for equality of opportunity are satisfactory. Staff have received appropriate training. KIS has successfully created an environment of tolerance and mutual support at its main delivery centre. Staff and learners there generally feel safe, secure and valued by their tutors and support staff. Any poor conduct on the part of learners is dealt with promptly and appropriately.
25. Equality and diversity themes are introduced to, and developed with, Train to Gain learners adequately during induction, reviews and assessments. The promotion of equality and diversity is good in E2E learning sessions. A successful outreach programme has recruited groups of E2E learners from targeted local priority neighbourhoods. In 2007/08, 61% of E2E learners were recruited directly from these neighbourhoods.
26. KIS has a range of up to date policies and strategies for the support and promotion of equality and diversity and is compliant with current legislation. Appropriate checks are made on consortium members' and employers' equality and diversity policies. If they are not in place, KIS policies are adopted instead. The extent to which these policies subsequently impact on practice is not monitored sufficiently.
27. KIS does not routinely monitor its learners' performance by ethnicity, age or gender. On E2E programmes the overall participation rates of learners with black and minority ethnic heritage are good. However, although the percentage of Black Caribbean learners is three times higher than the local percentage, the proportion of most learners with Asian heritage is lower than the local population. The proportion of learners from black and minority ethnic groups on Train to Gain programmes is highly variable and shows no particular pattern across the different programmes offered. Safeguarding arrangements at KIS meet current government requirements.

What learners like:

- 'Tutors go through things in depth'
- 'The one-to-one sessions if assistance is needed'
- 'One of the best courses I have been on, and they have time to spend with you'
- 'KIS is small, easy to get to know everyone, and we all work well together'
- 'Mathematics and English – the teachers make it enjoyable'
- 'Everyone's friendly and helpful, and it's not like school!'
- 'Help is always available'

What learners think could improve:

- 'Better planning and scheduling of homework between tutors, so it does not all come at once'
- 'A shorter gap between initial training and starting the NVQ'
- 'Doing longer days – we have to come in for several half days instead'
- 'Learning sessions are sometimes very late in starting because people don't turn up on time'

Sector subject areas

Engineering and manufacturing technologies

Satisfactory: Grade 3

Context

28. KIS is the lead partner in a North London Train to Gain consortium of 15 members. There are currently 1,149 learners in the consortium, and the majority, 824, are following programmes leading to NVQs in specialist plant and machinery operations. This programme was the focus of the inspection. Most qualifications are offered at level 2. Learners are employed in a range of settings.

Strengths

- Good development of personal and workplace skills
- Good individualised training
- Highly responsive programme

Areas for improvement

- Slow progress by most learners
- Insufficient development of consistent practice across the consortium

Achievement and standards

29. Achievement and standards are satisfactory. Learners develop good workplace and personal skills. Self-employed learners develop practical skills, such as designing marketing questionnaires to suit their proposed business and put these skills to immediate use. Learners working towards qualifications in specialist plant and machinery operations have a greater appreciation and understanding of Health and Safety legislation. Learners gain a greater appreciation of their role in a wider context and are more reflective about their workplace activities. Learners also improve their communication skills and gain confidence in the workplace. For example, one learner has improved his skills sufficiently to be confident about making formal presentations to workmates.

30. The overall success rate on the plant and machinery operations programmes was 75% in 2007/08 and has improved to 85% for the current year to date. However, as identified in the self-assessment report the timely success rate is poor and learners take too long to achieve their qualification. Many current learners are making slow progress.

Quality of provision

31. Overall teaching and learning are satisfactory. Some training sessions are inspirational. In the better sessions very knowledgeable trainers make good use of learners' personal work experience to illustrate their teaching. Good use is made of initial assessment and advice and guidance reports to tailor training to learners' individual needs. Sessions are well planned. Good use is made of open questioning to extend learners' knowledge and learners develop useful research and independent learning skills. Assessors provide some good on-the-job coaching to extend learners' knowledge and develop their practical skills.
32. All learners have an initial assessment of their numeracy and literacy skills and satisfactory provision is made for support. All seventeen learners identified as needing certification in adult literacy in 2008/09 successfully achieved their qualification. At induction a skill scan is conducted to identify gaps in learners' knowledge and experience.
33. Assessment is satisfactory. Assessors have a good working relationship with learners. Assessment is flexible and regular. Learners working towards the NVQ in specialised plant and machinery are assessed mainly by observation and verbal questioning to help overcome their reluctance to present written evidence. In the best instances the assessor encourages learners to take responsibility for their portfolio by identifying how their evidence matches the requirements of the NVQ. Internal verification is satisfactory and sufficient to assure the quality of the assessment process.
34. Courses meet the needs and interests of learners well. KIS is highly responsive to learners' and employers' needs. The consortium is currently exceeding its profiled allocation to meet local requirements for greater numbers of qualified lift truck drivers. Training is provided in the workplace, at flexible times, to meet the needs of learners and employers. A Train to Gain guide for employers is updated by individual consortium members as they extend their provision..
35. Overall support and guidance are satisfactory. Learners receive a satisfactory induction either in the workplace or on providers' premises. Information, advice and guidance are satisfactory. Employers and learners receive clear information about the courses on offer from consortium partners. All learners have well recorded advice and guidance sessions at the beginning, during and end of their programme.

Leadership and management

36. Leadership and management are satisfactory. Staff are occupationally competent and undertake regular professional development. Most are either qualified assessors or are working towards the qualification.

37. Self-assessment is satisfactory overall. Evaluation of the provision is reasonably thorough, but insufficiently focused on key strengths and areas for improvement. Inspectors awarded a lower grade for Train to Gain provision than KIS.
38. Learners' awareness of equality and diversity is satisfactory and developed adequately during assessment and reviews. The workbook for lift truck drivers is available in Turkish and Spanish as well as English. All organisations either have their own equality and diversity policy or a policy supplied by KIS. The subsequent impact and use of KIS policies is not monitored sufficiently.
39. Processes to ensure consistency of provision across the consortium are insufficiently developed. A recently appointed member of staff has begun to make improvements in the way the consortium is managed and developed but these are at a relatively early stage and their full impact cannot be gauged. KIS maintains a good rapport with consortium members largely based on informal contact. Only three formal meetings have been held in the past 18 months, although the number of meetings is planned to increase in the future. KIS has carried out only one compliance audit of each partner member to date. This identified several non-compliance issues, in particular a lack of regular reviews. Good practice is not routinely shared. Actions to address issues such as incomplete documentation have only recently been introduced.

Employability training

Satisfactory: Grade 3

Context

40. KIS currently has 32 learners following the E2E programme at its training centre in Tottenham Hale. Learners join E2E through Connexions personal advisers or self-referral. The programme lasts for 22 weeks on average and includes training in personal and social development, literacy and numeracy and vocational training. Induction takes place in the first two weeks, and initial assessment continues over four to six weeks. Vocational training is currently available at the centre, for childcare and youth work, and work-placements are available for work experience. Each learner has a key member of staff allocated to monitor and review their progress.

Strengths

- Very good personal development
- Particularly effective advice and guidance for learners
- Good promotion and reinforcement of equality and diversity

Areas for improvement

- Poor attendance
- Insufficient availability and achievement of accredited qualifications
- Insufficient planning and co-ordination of learners' programmes

Achievement and standards

41. Achievement and standards are satisfactory. The rate of progression into further education, training and employment is satisfactory overall. In 2007/08, 67% of all learners progressed successfully. Of these, 95% went into further education and training, and 5% into employment.

42. Learners develop very good personal and social skills. They increase their confidence and motivation significantly, as well as improving communication and teamwork skills. A weekly personal and social development course is particularly effective in engaging learners and developing their understanding of life skills as well as their responsibilities. Guest speakers give interesting talks on aspects such as healthy lifestyles and the impact of crime. There is a welcoming environment at the centre, and learners work well together. The achievement of employability skills is satisfactory. Learners learn how to produce a good quality curriculum vitae as well as how to prepare for interviews.

43. Attendance is poor. During 2007/08 attendance and punctuality were below 50%. So far in 2008/09, attendance at structured sessions also averages below 50%.

although the personal development course has consistently higher attendance. Recently, staff have begun to telephone absent learners, to encourage them to attend. There are early signs that this action is effective at improving attendance.

44. The availability and achievement of accredited qualifications is insufficient. In 2007/08, only 47% achieved their literacy qualification. For 2008/09, there are too few qualifications available to learners. Only a childcare level one course and a youth work course, which is yet to start, are available in addition to literacy and numeracy. There are currently no opportunities to achieve key skills qualifications, including ICT.

Quality of provision

45. Teaching and learning are satisfactory. Staff provide effective coaching and support during sessions to develop learners' skills and knowledge. Resources are satisfactory, with effective use of whiteboards, flip charts and handouts to support learning. Trainers demonstrate good interpersonal skills to engage learners effectively in most sessions. Lesson plans are underdeveloped. Staff do not sufficiently monitor independent jobsearch activities.
46. The programme is effective in meeting learners and employers needs. Individual learning plans record individual needs and objectives well. Staff have a good understanding of learners' individual barriers and personal development needs. KIS has a sufficient variety of work-placements available to meet learners' aspirations. Staff take care to match learners to appropriate work-placements, and employers offer on-the-job learning opportunities.
47. Guidance and support are good. Advice and guidance for learners are particularly effective. Before the start of the programme staff complete a thorough interview of each learner, and effectively capture all relevant information. Staff provide accurate advice and guidance about opportunities available. Learners receive good quality advice about their progress throughout the programme and what they need to do to improve. At the end of the programme, staff complete a thorough review of each learners' progress. They accurately identify achievements in qualifications, non-accredited courses, personal development and vocational skills. Learners continue to receive good support after they have left the programme.
48. Support arrangements are effective in meeting learners' needs. Learners can meet with a qualified counsellor throughout their programme. KIS has effective links with other agencies for support on aspects such as housing, drugs and other personal issues.

Leadership and management

49. Leadership and management are satisfactory. There has been some slow and ineffective action to address shortfalls in the provision, such as poor attendance

and poor achievement of accredited qualifications. However, the new manager is taking effective action to improve the quality of provision.

50. An improved diagnostic tool for initial assessment is now in place and the quality of progress reviews has improved. For 2008/09 KIS is introducing pathways into childcare, youth work and business administration to widen access to apprenticeships. A number of staff are new to KIS. Their induction has been effective and they are receiving effective support, continued training and development.
51. The arrangements for safeguarding are well developed and meet government requirements. Staff receive very clear guidance. All staff have received appropriate vetting checks except a few new staff whose application is pending and who are working under supervision.
52. The self-assessment report is reasonably accurate, correctly identifying some of the strengths and areas for improvement. It did not identify the key weakness of poor attendance. Inspectors agreed with the grade awarded. Quality improvement is satisfactory. A new observation plan to cover all activities, including reviews, as well as teaching and learning is in place.
53. The promotion and development of learners' understanding of equality and diversity is good. Staff cover the subject well throughout the programme. Effective discussions take place at induction and reviews, and trainers embed equality and diversity into structured sessions, such as literacy, very effectively. There are numerous positive images and notices throughout the centre. Learners' demonstrate a good understanding of their roles and responsibilities.
54. There is insufficient planning and co-ordination of learners' programmes. The accuracy of recorded absence is complicated on some occasions by tutors' lack of knowledge about whether a learner should be attending class or is on work-placement. Some learners attend the wrong session. Learners on work-placement may miss sessions that they need to attend.

Annex

Learners' achievements

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider 2007 to 2009

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2007/08	overall	112	77%
		timely	20	18%
	2008/09 (4 months)	overall	260	85%
		timely	222	21%

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection

Outcomes on Entry to Employment (E2E) programmes managed by the provider 2007 to 2009

	Number of leavers in the year	Achieved objectives rate %	Progression rate %
2007/08	69	80%	67%
2008/09 (3 months)	6	65%	50%

Note: 2008/09 data is 'part year' only and is representative of the three months or greater of the LSC contract year

- * These are key objectives identified for each learner following an E2E programme
- ** Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period.

Note: E2E 'achieved objective' and 'progression' rates are calculated using data supplied to Ofsted by the college/provider prior to inspection