



Education and Training
Inspectorate

Training for Success Provision in
Clanrye Training

Report of an Inspection in
September 2014



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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1. Context

The Clanrye Group (Clanrye Training) is an industrial providence society with charitable status. The organisation, first established in 1982, aims to meet the needs of all of its Training for Success trainees, almost all of whom are marginalised through social and educational disadvantage and poor levels of prior educational achievement. A majority of the trainees have learning needs and/or physical disabilities.

Clanrye Training is managed by a general manager who is supported by a training manager, an administration manager, an operations manager and a financial controller. The organisation provides training from its premises in Killeavy (Slieve Gullion Courtyard) and Portadown.

Since June 2013, Clanrye Training has been contracted by the Department for Employment and Learning (Department) to provide the Training for Success programme in a wide range of professional and technical areas and geographic locations. At the time of the inspection, the organisation was currently delivering the programme in the professional and technical areas of: construction (craft joinery), horticulture, hospitality, retail and customer service at its premises in Killeavy and Portadown. The organisation is also sub-contracted by the Southern Regional College to deliver the Training for Success (2008) legacy programme to a group of 19 trainees. This group of trainees was not included in the inspection.

At the time of the inspection, 41 trainees were registered with Clanrye Training on the Training for Success 2013 programme; of these, 22 were registered on the Skills for Your Life strand and the remaining 19 on the Skills for Work level 1 strand. A further 25 trainees were waiting to commence training; 15 of them in Newry and 10 in Portadown.

The entry profile of almost all of the trainees is very low. The organisation reports that many of the young people who present to the Training for Success programme have a range of significant barriers to learning. None of the trainees entered the programme with four or more GCSE passes or equivalent at grades A*-C including English and mathematics and none of the trainees hold GCSE passes at grades A*-C or equivalent in English or mathematics. Five trainees hold four GCSEs at grades A*-G and 28 of the 41 currently registered (68%) hold no prior level 1 or level 2 qualifications.

2. Overall finding

Overall, the quality of training provided by Clanrye Training is good.

Summary of key findings

| Overall performance level | Good |
|-----------------------------------|------|
| Achievements and Standards | Good |
| Quality of Provision for Learning | Good |
| Leadership and Management | Good |

What does Clanrye Training need to do to improve?

- Review and revise the commencement date of the training programmes;
- review and improve the essential skills provision;

- continue to improve the quality of the teaching, training and learning, including the more effective use of information and learning technology (ILT); and
- develop further the organisation's data systems and processes to track and monitor the progress of the trainees and to inform the self-evaluation and improvement planning processes.

3. Key findings of the inspection

3.1 The achievements and standards are good.

The trainees achieve mostly good standards of work in the professional and technical areas and in their work placements. Clanrye Training has been successful in working to good effect with trainees from a range of backgrounds, including those with low levels of motivation and prior achievement. Almost all of the trainees report positively on their training and learning experiences and on the progress they are making in their personal development.

A strong and appropriate emphasis is placed on ensuring trainees gain regular and relevant workplace experiences. Almost all of them develop and apply a good range of skills in the workplace. Attendance and punctuality are very good and the trainees acquire a positive attitude to work. The work-readiness skills of the trainees are developed effectively through the well planned and varied work-related projects which are integrated into the curriculum. With good workplace mentoring and support, most of the trainees make good progress in developing further their employability skills, interact well with work colleagues and improve significantly their confidence, independence and a broad range of personal and life skills. Almost all of the tutors and employers report noticeable improvements in the trainees' confidence, self-esteem and employability as they progress through their programmes.

All of the trainees undertake the essential skills of literacy, numeracy and information and communication technology (ICT), mostly at entry level or level 1. The standards of the trainees' literacy, numeracy and ICT skills are variable across the Training for Success programme. There are noticeable improvements in their spoken communication skills as a result of their learning experiences and positive interactions with tutors, employers and others in the workplace. The standards of their speaking and listening skills range from very good to good, and are mostly good. The standards of reading and writing, however, range from good to satisfactory, and are mostly satisfactory. In numeracy and ICT, most of the trainees also achieve satisfactory standards from a very low baseline on entry. More needs to be done across all of the essential skills to help the trainees to apply their learning more effectively across the full range of their professional and technical work. More also needs to be done in literacy and numeracy to support more of the trainees to target and achieve levels 1 and 2 in the essential skills where appropriate.

Since the start of the Training for Success 2013 programme, and according to information supplied by Clanrye Training, all of the trainees have been retained. Retention is a major priority for the organisation and a particular strength of the provision; this represents a significant achievement given the range of complex barriers to learning experienced by a majority of the trainees.

Of those trainees registered on the Training for Success 2013 programme, 18 (85%) of them have completed successfully sufficient units to claim a full certificate at entry level 3 and three (15%) of the trainees have completed sufficient units to claim a full award at entry level 3 in the first year of their Training for Success programme. These trainees are being progressed appropriately to higher levels of provision.

3.2 The quality of the provision for learning is good.

Over recent months Clanrye Training has reviewed appropriately its Training for Success curriculum and has increased the emphasis on relevant pathways of progression for the trainees within it. An appropriate curriculum for the trainees is now in place across a range of professional and technical programmes, which is well matched to the trainees' learning needs and career interests. A comprehensive induction programme is in place which is underpinned well by a range of initial assessment processes. In most cases, the initial assessment processes are well supplemented by suitable diagnostic approaches conducted systematically, and used mostly effectively, to plan for the trainees' learning and progression in the professional and technical areas. In the essential skills, however, the diagnostic assessment processes need to be developed further and used more effectively to plan for the trainees' progression to levels 1 and 2.

In the directed training observed during the inspection, the quality of the teaching, training and learning ranges from outstanding to inadequate, but is good overall. All of the tutors and the placement officers demonstrate a strong commitment to the trainees' well-being, learning and progression. The good or better (71%) teaching, training and learning sessions were characterised by high levels of engagement and evidence of the trainees working independently, and to good effect. These sessions were well-planned, the tutors made good use of a wide range of stimulus tasks and there was evidence of well-executed differentiation at a variety of levels. The context of the sessions was well linked to their workplace activities and learning. In these sessions, good use was made of group activities to stimulate thinking and learning and the tutors used skilful questioning to encourage debate and develop the trainees' speaking and listening skills and enhance their self-expression techniques. An appropriately high importance was accorded to the development of the trainees' wider transferable skills and there were good opportunities for self-reflection at the end of these sessions.

In the less effective practice (29%), the pace of the sessions was too slow, the teaching, training and learning was overly tutor lead, the planning was limited and the evidence of differentiated learning was weak. As a result, the level of challenge was overly limited in some of the activities the trainees undertook. In addition, too much emphasis was placed on low level revision and recapping work with insufficient focus on developing new topics and introducing wider learning opportunities. Across all of the directed training sessions observed, the use of ILT to enhance and stimulate learning was narrowly deployed; the capacity of tutors to better integrate the use of technology to enhance learning needs to be developed and improved.

The overall effectiveness of the essential skills provision is satisfactory. Whilst most of the trainees make satisfactory progress in their literacy, numeracy and ICT, from a very low baseline on entry, the links between the essential skills and most of the professional and technical areas need to be strengthened. There are many missed opportunities to link the project-based work to the development and application of the trainees' essential skills. There are also few opportunities for the trainees to participate in group work related to the essential skills.

The quality of the workplace training is consistently good or better for the trainees visited during the inspection. A placement team works hard to source good quality work placements and 64% of the trainees are placed in settings which are well matched to their interests, capabilities and the professional and technical curriculum areas. Good, collaborative links exist between the work placement staff and the tutors; the staff know the trainees' individual needs very well which informs where and when each trainee is placed.

The employers report that Clanrye Training risk-assess the suitability of the placement before the trainees commence and they are well-informed of the trainees' individual needs. The monitoring of the trainees in the workplace, however, needs to be strengthened through more regular contact with the employers after the placement commences. The employers also need to be more fully involved in the training and monitoring processes through the collaborative setting of targets for the professional and technical work, the employability, and the essential skills components of the programme. The range of documentation used by Clanrye Training also needs to be improved, to outline better the nature of the Training for Success programme, the role of the trainee within the workplace, the role of the employers in the monitoring process and the range of reasonable expectations which the employer can hold. Overall, however, the work placement team works consistently and successfully to acquire and to sustain suitable, supportive work placements for the trainees.

The quality of the careers, education, information, advice and guidance is good. The professional and technical staff and the employability skills staff work well together to provide a timetabled programme of advice and guidance. This provision includes personal development and employability skills which meet well the needs of learners. The level of careers guidance and support is enhanced by the work of the placement officers and contributes to addressing further any barriers to learning; it also raises expectations and promotes achievement for all learners.

The quality of the trainees' personal training plans varies but is mostly good. The plans capture in appropriate detail the level of the trainees' prior achievements and the extent of their learning and other difficulties and disabilities, information which is used well to plan for their training and personal development. While the reviews of progress are regular and detailed, the personal training plans need to provide a better high-level oversight of the progress the trainees' make in the development of their occupational and transferable skills, including workplace experiences and learning; progress against the milestones in the plans should also be tracked more systematically.

The quality of the pastoral care provided to the trainees is very good. The management team and the staff work consistently and effectively to support and develop the trainees. As a result, almost all of them make good progress in developing their professional and technical skills and personal effectiveness across a range of settings. The trainees have very good access to an appropriate range of external support services, including Disability Action, USEL and the Cedar Foundation; there is also effective signposting to other relevant support services. The majority of responses from the online questionnaire and the focus group discussions with the trainees were positive about the levels and impact of the support and encouragement they receive through induction and while on the training programme. The organisation sets high expectations for trainees and almost all of them recognise and articulate the significant contribution that Clanrye Training makes to their learning and progression.

Clanrye Training provides a varied programme of enrichment activities, including study visits to local businesses and the use of guest speakers. A mobile library service visits the main training site and is available to all trainees. In addition, an appropriate emphasis is placed on the trainees' participation in recreation and sporting activities, which is valued by them. The trainees are offered recreation sessions with SportNI during the year in a range of sporting activities and some of them have been provided with the opportunity to participate in local and national sporting competitions. This variety of enrichment is an example of good practice; it motivates the trainees and enhances their confidence and self-esteem.

3.3 The quality of the leadership and management is good.

Clanrye Training is led effectively by a general manager who is supported well by a training manager, an operations manager, an administration manager and a financial controller. The organisation is strongly values driven and learner-centred and there is a high level of commitment to the support and progression to employment of the trainees. The ethos of the organisation impacts very positively on the trainees' self-esteem and career aspirations. The managers have undertaken a comprehensive review of the Training for Success 2013 curriculum and provision. This review is timely and the revised curriculum offer takes good account of progression opportunities, for those trainees who are capable, to level 1 and level 2 in the professional and technical areas and in the essential skills. At the time of the inspection, Clanrye Training was operating on an interim timetable and the programme commencement date for the new Training for Success cohort was scheduled for October. This late commencement date needs to be reviewed urgently and a more timely start to the programme should be introduced.

A high priority has been given to improving the self-evaluation and quality improvement planning processes, and good progress is being made. Senior managers are developing more effectively the organisation's data capture and data collation systems to inform better this process. Whilst self-evaluation has improved at the management level, the tutors and work placement officers need to develop further their self-reflective skills to participate more fully in the self-evaluation process and inform and contribute to the improvement planning process. The self-evaluation of the essential skills provision is significantly underdeveloped and a systematic review of the provision needs to be more firmly embedded. Staff development within the essential skills is also an area for development.

A cycle of tutor observations is in place and the outcomes are beginning to inform staff development planning, although this is at an early stage of development. The organisation provides a good range of staff development opportunities, including the opportunity for a number of tutors to undertake a recognised teaching qualification. The management team needs to keep under constant review the tutors' qualifications to ensure that all of them are qualified in line with the Department's requirements. A staff audit is planned and should inform the management team's planning to address more fully staff development needs. Overall, staffing is an area for improvement; staff are fully deployed currently and many of them have multiple roles and significant supervision duties. As trainee numbers increase, the staffing capacity should be reassessed to ensure that it is adequate.

Effective channels of communication exist between managers and staff, and communication with the organisation's key stakeholders, including parents and carers, is mostly effective. The outcomes of surveys and questionnaires are beginning to be used more effectively to inform the self-evaluation and quality improvement planning processes.

While the quality of the accommodation is mostly good, a minority of the training rooms are cramped. It is appropriate that the management team is reviewing the accommodation and planning to relocate some of the professional and technical provision has already begun.

While access to ILT equipment is satisfactory, the use of technology to enhance teaching, training and learning needs to be strengthened across most of the provision. Staff development is needed to support the use of technology across the curriculum in integrated and more innovative ways.

On the basis of the evidence available at the time of inspection, Clanrye Training has satisfactory arrangements in place for safeguarding young people and vulnerable adults. These arrangements broadly reflect the guidance issued by the relevant Department. Given its location, Clanrye Training should continue to implement fully, and continually keep under review, its supervision arrangements.

4. Conclusion

Overall, the quality of the training provided by Clanrye Training is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address. The Inspectorate will monitor Clanrye Training's progress on the areas for improvement.

5. Professional and technical reports

5.1 Essential Skills

Key Findings

In the essential skills, the quality of training provided by Clanrye Training is satisfactory.

Context

Clanrye Training provides the essential skills of literacy, numeracy and information and communication technology (ICT) to trainees registered on the Training for Success programme. The entry profile of the trainees is very low; none of them hold GCSE passes in English or mathematics at grades A*-C. All of the 41 trainees registered on the Training for Success programme have essential skills needs and the majority of them are undertaking the essential skills of literacy and numeracy and ICT at entry level or level 1. A few of them are undertaking the essential skills of literacy and numeracy at level 1 or 2, and ICT at level 2.

The achievements and standards are satisfactory.

The standards of behaviour are mostly very good and the trainees respond very well to the strongly supportive ethos in the essential skills sessions. The standards of the trainees' literacy, numeracy and ICT skills are variable but are mostly satisfactory. All of the trainees develop good to very good spoken communication skills through their work in the essential skills sessions and through their positive interactions in the workplace. The standards in reading and writing, however, are more variable. Whilst they are mostly satisfactory, a few of the trainees struggle to meet the literacy demands of their professional and technical programmes. In numeracy and ICT, most trainees achieve satisfactory standards, from a very low baseline on entry. More needs to be done across all of the essential skills provision to help the trainees to progress their skills more effectively and to apply their new knowledge and understanding to their written work in their professional and technical programmes.

The quality of the provision for learning is satisfactory.

In all of the sessions inspected, the tutors are committed to supporting all of the trainees and to engaging them in their learning. While a range of initial and diagnostic assessment approaches is in place, the outcomes are not used consistently enough, in a minority of the provision, to plan for the trainees' learning and progression. Although the planning for the individual training sessions is mostly satisfactory, work remains to be done to provide an effectively differentiated range of activities with appropriate levels of challenge, particularly

for the more able trainees. The range of teaching, training and learning strategies also needs to be reviewed. Whilst the one-to-one support provided in almost all of the training sessions is good, there are some missed opportunities for small group and whole group teaching, training and learning. There is also limited evidence of well-contextualised, independent and formative work to encourage the trainees' skills development, particularly at levels 1 and 2. Overall, however, the quality of the learning experiences in the essential skills is satisfactory for the majority of the trainees, many of whom engage very positively with their learning, report that they feel more confident in their literacy, numeracy and ICT work and make satisfactory progress from a very low baseline on entry.

The quality of the leadership and management is satisfactory.

The management team and the essential skills co-ordinator recognise the importance of the provision and have worked hard to standardise it at the entry levels. None of the learners are constrained by their low levels of prior achievement. The provision at entry level in literacy and numeracy is well-embedded in the organisation but the leadership, management and delivery of the level 1 and level 2 provision need to be developed further. Staff development opportunities are planned, and the management team should monitor their impact closely to ensure that all trainees have the best possible progression opportunities and experiences. At the time of the inspection, there was an informal and limited, self-evaluation process in place for the essential skills. The areas of self-evaluation and quality improvement planning for the essential skills provision need to be addressed by the management team in order to improve the provision.

6. Inspection method and evidence base

The inspection focused on:

- the quality of the leadership and management of the organisation;
- the effectiveness of the self-evaluation and quality improvement planning processes;
- the achievements and standards; and
- the quality of provision for training and learning.

The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of training supplier organisations, which were applied to this inspection, are available in the ETI's publication *Improving Quality: Raising Standards Work-based Learning* <http://www.eti.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-iqrs-work-based-learning.htm>

A team of four inspectors observed all of the trainees in 14 directed training/workplace training sessions. Inspectors visited 11 work places and all trainees were interviewed in focus groups. The inspectors also held discussions with the management team, the essential skills co-ordinator and the work placement officers. The tutors' schemes of work and lesson plans were scrutinised, as were the trainees' personal training plans. The organisation's self-evaluation report and other relevant documentation were also evaluated.

Prior to the inspection, Clanrye Training re-submitted their self-evaluation report and quality improvement plan; this was scrutinised formally as part of the inspection.

The inspection also focused on the arrangements for the care, support and guidance and safeguarding of vulnerable groups. The arrangements for the inspection included the opportunity for the trainees and apprentices to complete a confidential online questionnaire prior to the inspection.

The returns show that the trainees' experiences are mostly good. Almost all of the trainees who responded to the questionnaire were positive about their training experiences, and all of those who made written comments were positive about the quality of training and support provided in Clanrye Training.

| Questionnaire | Number issued | Number returned | Percentage returned (%) | Number with comments |
|---------------|---------------|-----------------|-------------------------|----------------------|
| Learners | 41 | 41 | 100% | 1 |

7. Information about the Clanrye Group (Clanrye Training)

Current registrations by programme

| Programme | Number of trainees | % of total registrations |
|---|--------------------|--------------------------|
| Training for Success (2008) Skills for Your Life | | |
| **Training for Success (2008) Skills for Work | 19 | |
| Training for Success (2008) Programme-Led Apprenticeship | 0 | |
| Training for Success (2013) Skills for Your Life | 22 | 54% |
| Training for Success (2013) Skills for Work (strand 1) | 19 | 46% |
| Training for Success (2013) Skills for Work (strand 2) | 0 | 0 |

**** Trainees undertaking the Training for Success 2008 legacy programme as part of the sub-contracted provision with Southern Regional College.**

Qualifications of current trainees on entry to their programme

| Qualifications of current trainees on entry to their programme | Training for Success |
|---|----------------------|
| (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics | 0% |
| (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C | 0% |
| (%) of learners with GCSE English and mathematics or equivalent at Grades A*-C | 0% |
| (%) of learners with 4 or more GCSEs or equivalent at Grades A*-G | 12% |
| (%) of learners with no prior level 1 or level 2 qualifications | 68% |

Note: All data was sourced from Clanrye Training at the time of the inspection.

8. Quantitative terms used by the ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

| | | |
|-------------------------|---|---------------|
| Almost/nearly all | - | more than 90% |
| Most | - | 75%-90% |
| A majority | - | 50%-74% |
| A significant minority | - | 30%-49% |
| A minority | - | 10%-29% |
| Very few/a small number | - | less than 10% |

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

| DESCRIPTOR |
|----------------|
| Outstanding |
| Very Good |
| Good |
| Satisfactory |
| Inadequate |
| Unsatisfactory |

Key Performance Indicators

| Key Performance Indicators and Definitions | |
|--|--|
| Retention | The percentage of enrolments at week 4 of year one who completed their occupational training framework, measured over the full duration of their course. |
| Achievement | The percentage of trainees/apprentices who completed their occupational training framework and who fully achieved their framework qualification. |
| Progression | The percentage of successful completers who progressed to further/higher education/training or employment. |

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