



Education and Training
Inspectorate

Training for Success Provision in
Clanrye Group Ltd

Report of an Inspection
in May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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and other commissioning Departments

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Contents

Section	Page
1. Context	1
2. Views of trainees	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	3
6. Quality of provision	3
7. Leadership and management	5
8. Safeguarding	6
9. Overall effectiveness	6

Appendix

- A. Programme registrations
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

1. Context

Clanrye Group Ltd (Clanrye) is a registered charity. It was established in 1982 and aims to improve the skills profile of the registered trainees to enable them to develop relevant occupational, employability and essential skills whilst also addressing their personal and social development needs. Clanrye is led by the general manager who reports to the board of directors. The general manager is supported by a deputy manager, manager of service, the quality and compliance manager and the programme co-ordinator. At the time of the inspection, this management structure had only recently been implemented, involving a number of staffing changes.

Clanrye is contracted by the Department for the Economy (Department) to provide the Training for Success programme¹. Currently, it delivers the Training for Success programme in the Newry, Portadown, Downpatrick and Armagh areas. The training is delivered in their premises located at Slieve Gullian courtyard.

At the time of the inspection, 17 trainees were registered on Skills for Your Life strand and a further 17 on the Skills for Work (156) strand, across the professional and technical areas of horticulture and retail.

Clanrye works exclusively with young people who have multiple barriers to learning, the most prevalent being learning disabilities, personal and social problems and mental health issues. None of the trainees entered the training programme with four or more GCSE passes at grades A* to C or equivalent. A small number (3%) of them entered with four or more GCSE passes at grades A* to G or equivalent. A majority (56%) of the trainees had no prior level 1 or level 2 qualifications.

2. Views of trainees

As part of the evaluation of Clanrye's arrangements for care, guidance and support and for safeguarding young people, the trainees completed an online questionnaire prior to the inspection. Of the 34 questionnaires issued, 29 (85%) were returned with 21 of them including written comments. The returns show that the trainees who responded reported a positive experience and felt safe, well cared for and supported in Clanrye.

In addition, inspectors met with a focus group of nine trainees. The trainees report that they get high levels of care and support and that they feel safe. They appreciate the high levels of learning support and the enrichment opportunities that are provided by the tutors and the other staff.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for learners;
- quality of provision; and
- effectiveness of the leadership and management.

¹ Programme registration data provided by the organisation at the time of the inspection is included in the Appendix of this report.

4. Overall summary of key findings

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Very Good
Leadership and management	Good

Overall quality of learning and training programmes		
Training for Success	100%	Good

Occupational area/essential skills overall performance levels	
Essential skills	Good
Retail	Very Good

Strengths

- The trainees make good progress in their learning and development and the standard of nearly all their work is good or better.
- The wide range of curriculum enhancements, including the good use of vocational projects to support the further development of the trainees' occupational and employability skills.
- The effective careers education, information, advice and guidance provision and the high levels of care and welfare provided by the staff to support trainees in their learning and progression.
- The good or better quality of the teaching, training and learning observed, with nearly all of it being very good.
- The effective strategic leadership from the senior managers and the board of directors, who have a well-conceived vision for the further development of the organisation, with a good range of funded provision that complements well the Training for Success provision, to the benefit of the trainees.
- The extensive continual professional development programme for staff with an appropriate emphasis on the development of pedagogic skills, including a sound focus on strategies for differentiation and assessment.

Areas for improvement

- To increase the number of trainees who achieve all of their targeted qualifications.
- Monitor closely the impact of the recent management changes and continue to review the provision to ensure that the trainees are on the most appropriate learning programme that best meets their diverse and complex learning and support needs.

- Improve the use of data, with better target-setting, bearing in mind the low prior achievement of the trainees, to better inform the self-evaluation and quality improvement planning processes.

5. Outcomes for learners

The development of the trainees' wider skills and capabilities is a key strength of the organisation and almost all of them make good or better progress in the development of these skills. They display high levels of mutual respect towards each other and the staff. Most of the trainees are developing sound independent research and problem-solving skills through, for example, the creation of mind maps to complete task-based learning activities that includes personal budgets. There is also clear evidence that their confidence and self-esteem have improved through participating on the programme.

The trainees also make good progress in the development and application of professional and technical skills and in the associated units. In horticulture, they develop well their practical competencies in sowing seeds and propagation. The majority of them are able to explain how to correctly sow seeds in drills and identify the environmental conditions necessary for successful germination. In retail, they can deal well with stock management and have developed skills in visual merchandising and retail displays.

In the essential skills, the standards of the trainees' work is good or better. The standards of work in the trainees' files is good. There is evidence of literacy and numeracy development over time with a minority able to transfer this learning to other contexts including their professional and technical work. A significant minority of the trainees display very good handwriting skills. Most of the trainees also participate well in discussions and are able to articulate the contribution they make in their work-experience placement.

Over the last 3 years, the average retention is very good (71%). While none of the trainees achieved all of their targeted level 1 qualifications, almost all (97%) of them did manage to achieve at least 50 out of the 72 credits of the relevant framework and nearly all of them progressed appropriately to other level relevant 1 provision or employment.

Over the same period, the achievement rate in literacy is very good (85%), in numeracy it is outstanding (91%) but in ICT requires significant improvement (44%). Most (89%) of the trainees progress to the next level in literacy and a majority (67%) of them progress in numeracy. Only a small number, however, successfully achieve at the higher levels than initially targeted in literacy (11%) or in numeracy (4%).

6. Quality of provision

The curriculum has recently been reviewed and consolidated; consequently, the professional and technical areas of catering and joinery have been discontinued. The rationale for moving to a new horticulture qualification is sound and it is matched better to the needs, career interests and aspirations of the trainees. The curriculum requires further review to ensure that all of the trainees are on the correct training strand to ensure sufficient flexibility to deliver qualifications at an appropriate level that best meets their significant and complex learning and support needs.

The other aspects of the curriculum meet well the needs of the trainees. The trainees benefit from a wide range of curriculum enhancements, including the use of social enterprise, vocational project work, fundraising, sports activities, book clubs, visiting speakers, trips and residential which enrich their understanding of the world of work and further develops their wider skills. There is also a comprehensive preventative education programme in place, including provision around leading healthy lifestyles and sustaining health and well-being, which is well-informed by the regular monitoring of the prevalent issues among the trainees.

The initial induction programme is tailored appropriately to suit the individual profiles of the trainees and includes high levels of pastoral support and professional and technical area sampling sessions to support and inform and develop the trainees' career decision-making skills. As a consequence, the trainees are well-settled in their programmes. The trainees undergo an effective initial assessment process which identifies well the key barriers to their progression and employment, including literacy, numeracy and their wider skills and dispositions using appropriate tools. This information is used well along with the trainees' prior qualifications and experiences to inform to good effect their personal training plan.

The quality of the personal training planning and review process is very good; the individualised personal training plans are effective working documents. The progress reviews are highly individualised and include comprehensive feedback from all of their tutors and the work-experience placement providers. The clear identification of skills development areas results in the trainees and the workplace providers being informed well about all aspects of their progression.

The quality of the learning, teaching and training is very good overall. The relationships between the tutors and the trainees are positive and underpin and promote the learning. The tutors have high expectations for the trainees and provide high levels of individualised support for them. In nearly all the sessions observed, the learning is planned well and includes the effective use of real-life project-based learning opportunities. The learning resources are of a very good quality and tailored well to the ability levels of the trainees. The most effective learning, teaching and training is characterised by the use of a wide range of strategies to engage the trainees in meaningful tasks, effective differentiation and questioning strategies used well to reinforce and assess the learning and the development and integration of innovative information and learning technology approaches to enhance the learning experiences for the trainees.

There is an appropriate range of relevant work-experience placement opportunities provided for most (76%) of the trainees, where they have very good opportunities to develop further and apply their occupational and wider skills. The work placement providers are sensitive to the capabilities and needs of the trainees and take an active interest in their development.

The careers education, information, advice and guidance (CEIAG) is effective. There is good collaboration with other learning providers to enable trainees to make effective career decisions around future education and/or training pathways. The trainees have access to a wide range of appropriate and relevant careers-related resources reflecting well the professional and technical areas and providing information on appropriate employment and volunteering opportunities.

The assessment arrangements are well developed and the quality assurance process is effective. In the essential skills, there are good opportunities for the trainees to carry out peer assessments. Marking for improvement is used consistently and effectively to support the development of the trainees' knowledge and understanding and to promote improvement in the standards of their literacy and numeracy across all aspects of the training programme. A fit-for-purpose assessment tool is used well to track the progress of the trainees in the development of wider skills across the period of their training and the associated evaluations of their development journey are detailed and informative.

The arrangements for care and welfare impact positively on the learning, teaching and outcomes for the trainees. The provision is underpinned by the strong inclusive ethos of the organisation which aims to support the trainees to cope with their complex barriers to learning and employment. There are well-embedded systems in place to identify individual support needs and the planning for, and review of, the trainees' support needs is robust and informs well the interventions process. Interventions are effective and include the provision of tailored assistance in the classroom and workshops for those trainees who require additional support with their learning. Relevant external support agencies are also used effectively to prepare and support the trainees in their work-experience placements. The impact of the interventions provided by these external organisations, however, could be more critically evaluated. The student council provides an effective process for the trainees to engage with management and to represent their views, which are taken on board in decision-making. The care and welfare provision is also underpinned by the provision of a taught programme of personal and social development to which the organisation's other funded programmes, in particular the European Social Fund projects, and specialist agencies contribute appropriately to ensure that the trainees have access to health and well-being information and training.

7. Leadership and management

The senior managers and the board of directors provide effective strategic leadership and have a well-conceived vision for the development of the organisation. Over time, a good range of funded provision has been developed that is used well to complement the Training for Success provision, to the benefit of the trainees. There is a clear organisational structure and the staff have clear roles and responsibilities. The tutors have been provided with an extensive continuing professional development programme with an appropriate emphasis on the development of pedagogic skills, including for example strategies for differentiation and assessment. The accommodation and resources are of a high quality.

Although the organisations collect a wide range of data around many aspects of the provision and the progress of the trainees, the analysis and interpretation of the data needs to be improved. The use of data to underpin target-setting is underdeveloped and it needs to be further developed to better inform the quality improvement planning process. There are, however, clear processes in place to manage attendance in directed training, including a reward system, that have resulted in an improvement in the average attendance rate.

There are well-established and effective collaborative links with external organisations and in particular with a wide range of specialist organisations and agencies to provide the trainees with access to suitable interventions and support. Clanrye has also worked hard to sustain strong links with employers, who provide suitable work-experience placements that are well matched to meet the complex support requirements, but also the vocational and career interest, of most of the trainees. These employer links and partnerships with the local community have been used to good effect to identify and support social enterprise and project-based learning opportunities.

The middle managers and all the staff work effectively as a team; they demonstrate high levels of commitment to the organisation and the trainees. Recent changes have been made to the middle management team and the impact of these changes on the provision needs to be monitored to ensure that the provision continues to improve. There are regular opportunities for the tutors to meet and share information and good practice, which has resulted in a focus on developing the trainees' capacity to apply and transfer their skills. The trainees' progress is monitored and tracked to good effect on a regular basis and trainees who are not making appropriate progress are identified and provided with appropriate support. The organisation makes good use of volunteer tutor assistants to provide additional support for some trainees during directed training. A peer observation process is being used very well to improve the quality of the learning, teaching and training and to support the tutors through an effective process to identify and share best practice.

The organisation places a high priority on ongoing self-evaluation and the subsequent quality improvement planning process. There is a dedicated quality assurance function with a clear focus on the quality improvement cycle. This has brought about improvements and it has been particularly effective in improving the quality of the learning, teaching and training for the trainees across provision. The staff are all involved in the ongoing self-evaluation and good use is made of trainee and stakeholder feedback to inform the process. Whilst the self-evaluation process identifies appropriately most of the areas for improvement in the provision, a more considered analysis of trainee achievement, using appropriate collated and timely data, would better ensure that the actions in the quality improvement plan address better the low achievement rates.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding the trainees reflect the guidance issued by the Department.

9. Overall effectiveness

Clanrye Group demonstrates the capacity to identify and bring about improvement in the interest of all the trainees. There are areas for improvement that the organisation has demonstrated the capacity to address.

The ETI will monitor how the organisation sustains improvement.

Programme registrations

Table 1 - Current registrations by programme

Programme	Numbers of registrations	% of total registrations
Training for Success (2013) Skills for Your Life	15	44%
Training for Success (2013) Skills for Work (strand 1)	6	18%
Training for Success (2017) Skills for Your Life	2	6%
Training for Success (2017) Skills for Work (strand 1)	11	32%

Table 2 - Current registrations by professional and technical area

Professional and technical area	Number of trainees	% of total registrations
Skills for Your Life	17	50%
Horticulture	6	18%
Retail	11	32%

Table 3 - Qualifications of current trainees/apprentices on entry to their programme

Programme	Training for Success (%)	ApprenticeshipsNI (%)
(%) of learners with 4 or more GCSEs or equivalent at grades A*-C including English and mathematics	0%	N/A
(%) of learners with 4 or more GCSEs or equivalent at grades A*-C	0%	N/A
(%) of learners with GCSE English or equivalent at grades A*-C	0%	N/A
(%) of learners with GCSE mathematics or equivalent at grades A*-C	6%	N/A
(%) of learners with 4 or more GCSEs or equivalent at grades A*-G	3%	N/A
(%) of learners with no prior level 1 or level 2 qualifications	56%	0

B. Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

Four ETI inspectors observed 61 trainees in 10 directed training sessions, visited seven trainees in the workplace and interviewed 15 in focus group meetings. Discussions were held with seven employers/supervisors in the workplace. Samples of the trainees' work and personal training plans, and tutors' schemes of work and lesson plans were examined. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

C. Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and on leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Key Performance Indicators and Definitions	
Retention	The percentage of enrolments measured over the full duration of their programme.
Achievement	The percentage of participants who completed their targeted individual outcomes.
Progression	The percentage of successful completers who achieved positive progression.

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