

# LAGAT Limited

## Inspection report

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**Unique reference number:** 52902

**Name of lead inspector:** Phil Hatton HMI

**Last day of inspection:** 27 April 2012

**Type of provider:** Independent learning provider

**Address:** First Floor Acorn House  
Lindum Business Park  
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## Information about the provider

1. LAGAT limited (LAGAT) was established in 1987 and has a head office and training facility in the centre of Lincoln. LAGAT employs 32 full- and part-time staff including 11 full-time training officers (assessors), five internal verifiers and three Skills for Life tutors. There is a board of three stakeholders who report directly to the managing director. Publicly funded training accounts for about 80% of LAGAT's income.
2. Apprenticeship training funded by the Skills Funding Agency is offered in health and social care, childcare, information and communication technology (ICT), retail and commercial enterprise, leisure, travel and tourism, education and training, and business, administration and law. Both care and education and training are new areas since the previous inspection. There are 177 apprentices, funded by the Skills Funding Agency. LAGAT delivers Train to Gain provision as a subcontractor for Lincoln College.
3. Lincolnshire is a rural county, made up mainly of small to medium sized businesses. Rural road networks are poor. The county has a mixed economy which includes tourism, agriculture, manufacturing and service industries. A high number of people are on income related benefits and the local average level of earnings is low. For the area served by LAGAT the number of Year 11 pupils who achieve five A\*-C grades at GCSE, including English and mathematics is above the national average and the unemployment rate is below average. The proportion of learners from ethnic minority heritage groups is low.
4. LAGAT provides training on behalf of the following provider:
  - Lincoln College: (health and social care, childcare, ICT, retail and commercial enterprise, education and training, business, administration and law and preparation for life and work).

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Apprenticeships	348 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Health, public services and care	2
Direct learning support	3
Business, administration and law	2

## Overall effectiveness

5. Learners achieve their qualifications well, particularly at intermediate level. The majority of current learners are making very good progress towards completing their qualifications within the planned time, particularly those on advanced apprenticeships. Learners develop good work skills valued by their employers. They improve their confidence in their chosen vocational areas and all learners feel safe. Progression from intermediate to advanced apprenticeships is good. All learners are employed and many gain promotions or new jobs as a result of their training.
  
6. Training and assessment take place almost entirely within the workplace and are good in most subject areas. Assessors are experienced, knowledgeable and respected by learners and their employers. Target setting during reviews is clear and precise, aiding learner progress. Good support is given by assessors to their learners in between visits to the workplace. Good specialist learning support is available when required. Very effective partnerships with employers help inform the choice of optional National Vocational Qualifications (NVQ) units to match work requirements. Good electronic resources are being developed to support learning but are not yet available in health and social care.

7. Management of training at LAGAT is very effective in most areas. Communication between staff, learners and employers are good. Staff and managers work effectively together to meet the needs of learners. The number of learners who gain qualifications has increased continually over the last four years. The promotion of equality and diversity to learners following induction is good. LAGAT collects and makes good use of user feedback. Quality improvement arrangements are generally effective but more use needs to be made of observation of learning in the workplace if it is to be developed to meet the needs of individual learners better. Self-assessment reporting is satisfactory, presenting a largely accurate picture of the provision.

## Main findings

- Outcomes for learners are good overall. Overall success rates have continually improved over the last four years and are above national averages. Outcomes for learners who complete programmes within the planned time also continue to improve and are well above national averages. Many learners make significant improvements in their personal and social skills, and increase their confidence levels.
- Learners develop high levels of work skills. Progression is good with many learners progressing to higher level qualifications, other employment and promotions at work. Current learners are progressing well and most work to a high standard.
- Learners feel very safe. The approach to promoting personal safety is good, including safe use of electronic media. Most learners have a good awareness and understanding of health and safety that is reinforced well during progress reviews. Learners apply safe working practices to their workplaces, notably well in the health and social care provision.
- Teaching and learning are good, and offered mainly through effective self-directed learning and coaching by assessors and employers. Taught classes and individual support for literacy and numeracy, key skills and accountancy are good or better. Learners take an active role and clearly enjoy their learning. Group workshops are very effective, but not used sufficiently.
- Assessment practice is good. Useful feedback given to learners promotes improvement in their work. Formal reviews of progress are generally used well to monitor progress and to set targets that learners understand. This contributes to the good progress of most learners. Reviews reinforce equality and diversity effectively through discussions of different topics.
- Resources are satisfactory. Suitably qualified and experienced staff demonstrate good industry skills in areas such as hospitality, gaining the respect of learners and employers. The virtual learning environment contains good resources in most areas. The level of resources in health and social care and their use by learners is underdeveloped.
- The needs and interests of users are met satisfactorily. The provision is appropriately responsive and new areas such as accountancy have been

developed. However individual needs of learners need to be better met by extending the range of teaching and training methods.

- LAGAT has very good partnerships with employers, most of whom are small enterprises. Training is often tailored to meet individual needs, choosing optional units to reflect the work of employers. Partnerships with the local college and other training providers are well developed.
- Initial advice and guidance are mostly very effective in ensuring that learners are on the right course and working at the right level. Care and support for learners are good with regular communication between assessor visits, particularly using email. Literacy and numeracy support is given particularly effectively in the workplace. Learners with personal problems are also well supported.
- LAGAT has developed a positive culture that is focused on helping learners achieve. Key performance indicators for staff are used well to help improve learners' experience by monitoring key progress issues. Staff relationships are productive and staff are encouraged to be creative and innovative in improving the provision and learners' outcomes. Communications internally and externally are good.
- The use of data to monitor and improve outcomes and the quality of provision is good. LAGAT collects, and analyses well, a wide variety of learners' performance data. These data contribute to improvement. For example the identification of key issues such as delays in carrying out learner reviews has helped continual increases in success rates.
- LAGAT has a strong focus on safeguarding learners. Good staff safeguarding training has helped develop a good understanding that is applied well to ensure that learners are safe. Checks of employers and their premises are thorough. LAGAT maintains very clear records about staff criminal records bureau checks. Details of any issues are recorded. Training materials are clear and informative.
- Equality and diversity are promoted well to staff and learners. Learners are able to demonstrate a good understanding of different topics and apply them in the workplace. Data are used well to identify and rectify any gaps in performance between different groups of learners. For example, the significant gap in outcomes between men and women has been reduced.
- Arrangements to engage with users to support and promote improvement are good. Good improvements have been made to quality assurance processes. Auditing of documents is particularly rigorous. Quality action planning is comprehensive and contributes well to improvements. However, aspects of the self-assessment report are too descriptive. Observations of teaching, learning and assessment are insufficiently well focused on learning outcomes.
- LAGAT secures good value for money. Learners' development of skills and knowledge are good and overall success rates in achieving qualifications are high. Good electronic learning resources are available in several areas and a virtual learning environment is being developed to make them easily available to all learners.

**What does LAGAT Limited need to do to improve further?**

- Enhance learners' experience further by continuing to develop the availability and use of electronic learning resources within the virtual learning environment to support learning.
- Improve the effectiveness of teaching and learning by extending the range of teaching and training methods to meet individual learners' needs.
- Further improve the effectiveness of teaching and learning by more rigour in self-assessment processes and greater focus on learning outcomes in the observations of teaching and learning.

**Summary of the views of users as confirmed by inspectors****What learners like:**

- developing improved work skills
- the support from assessors and employers
- the relaxed approach and not being pressurised
- the chance to get formal qualifications at work
- the good communication from assessors between visits
- training officers who explain things very clearly.

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

- the frequency of assessor visits
- more involvement of school mentors to aid progress
- guidance notes to better understand NVQ unit requirements
- the high turnover of assessors in health and social care.

**Summary of the views of employers as confirmed by inspectors****What employers like:**

- the apprentices being well supported throughout their apprenticeship
- the good communication with assessors and LAGAT managers
- the good communication between the provider and school when setting up the programme
- the development of teaching assistants' confidence when dealing with children
- the excellent working relationships with LAGAT
- learners who are well prepared for interview by LAGAT.

**What employers would like to see improved:**

- having copies of the tasks teaching assistants need to complete so more help can be provided between assessor visits

- the involvement of teaching assistants' mentors during reviews
- better communication between assessors and employer managers.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

8. LAGAT demonstrates a good capacity to sustain year-on-year improvements. It has continually improved overall outcomes to be above national averages for apprenticeships each year for the last four years. Current data indicates further improvements in 2011/12. The current progress of learners in newer areas such as direct learning support, where achievements were below national benchmarks, are much improved.
9. LAGAT's management structure is appropriate, efficient and effective. The company has ensured that it has sufficient staff and resources to carry through its plans for improvement. Staff at all levels across the provision are well supported to contribute actively to developing and securing sustained improvements by sharing their ideas on how to improve. Key processes are being improved, such as a new and more informative online learner induction that includes better internet safety guidelines. Improvements have been made to resources and LAGAT has reduced gaps in outcomes between different groups of learners significantly. The self-assessment process is inclusive, including views of staff, learners and employers. Although too descriptive in parts, self-assessment reporting is broadly accurate.

### Outcomes for learners

**Grade 2**

10. Achievement of qualifications is good overall with success rates continually improving each year over the last four years. Intermediate apprentices, the majority of LAGAT learners, have higher overall success rates than advanced apprentices and these are above national averages. Success rates for the numbers of learners completing their programmes within the expected timescales are very high for advanced apprentices and high for intermediate apprentices. There are few gaps in performance by different groups of learners. For the large majority of current learners progress is good and provider data indicates that the continued trend in improvements to success rates is being maintained. Learners enjoy their learning.
11. Relevant additional qualifications are completed successfully by many learners. Learners gain particularly good work-related skills during their training. Employers benefit from learners' improved work practices, interpersonal skills and personal confidence. Learners recognise the wide range of personal and employability benefits resulting from their training. Progression to higher level qualifications, better jobs and promotions in employment are good.
12. All learners feel very safe at work. They have a well developed understanding of health and safety as a result of good induction and training activities that are reinforced well as part of progress reviews. Personal safety is particularly good in care where learners minimise potential risks to themselves. Learners show



good awareness of their employment rights and responsibilities and fit in well in the various workplaces seen during inspection.

## The quality of provision

## Grade 2

13. Learners enjoy their training that is offered mainly through effective self-directed learning, with good coaching by assessors and employers in the workplace. Where taught classes or individual support occur they are good or better. Electronic portfolios are well used and viewed positively by learners in areas such as professional cookery. Assessors encourage learners to achieve their targets, such as undertaking research in order to complete detailed assignments. Resources overall are satisfactory. Very good electronic resources are used by learners in several areas through a virtual learning environment but are underdeveloped in health and social care. Group workshops are particularly effective but too few learners have the opportunity to benefit from them.
14. Assessment practice is good and well planned. Learners receive useful feedback with clear guidance on what learners need to do to improve. Learners understand their targets and produce appropriate evidence; for example, photographs of finished dishes in professional cookery, witness testimonies from employers or detailed write ups of work activities. Formal progress reviews are generally used very well to set targets that aid good progress. Electronic records demonstrate learner progress precisely. Reviews reinforce equality and diversity and health and safety very effectively.
15. LAGAT meets the needs and interests of learners and employers satisfactorily. The provision is appropriately responsive and new areas such as accountancy have been developed. The way in which support is given in the workplace and the way workshops are offered in accountancy meets the needs of employers well. However, individual needs of learners need to be better met by extending the range of teaching and training methods and having good electronic resources available to all learners. Partnership working, particularly with the large number of small businesses with whom LAGAT works, is very good. Employers value the choice of optional units that reflect their work.
16. Support for learners is good. Initial assessment is thorough, ensuring learners are on the right course and level, while identifying support needs. Individual learning plans are satisfactory but could record planning of training better. Learners have satisfactory awareness of progression opportunities. Good individual learning support is given in the workplace. Adaptations to training and assessment, such as the use of digital voice recorders and printing training resources on coloured paper, are made for those requiring it. Assessors are readily available by text, email, or by phone if required, to help with both training and personal problems. There are several good examples of additional personal support being given that are enabling learners to succeed.

## Leadership and management

## Grade 2

17. LAGAT is well led and managed. Leaders and managers have established a culture of partnership between staff focused on improving the success of their learners. Overall outcomes have improved year on year. Staff are involved fully in discussions and debate about how to improve the provision. Senior leaders respond well to staff suggestions and initiatives. Staff are given additional responsibilities on a well-managed trial basis. The impact of new ideas is monitored well and, if successful, staff gain promotion and pay increases. Communications within the company are good. Meetings are regular and well documented. Good use is made of targets to help staff improve the quality of delivery. For example there has been a significant reduction in the number of reviews that are carried out late.
18. Staff development and induction are good. Staff use their qualifications and experience well to enhance learners' experience. For example the senior business adviser, who gives advice to learners about training options, is well qualified in providing information, advice and guidance. Good use is made of local and national information about skills requirements. LAGAT uses its membership of a wide range of partner organisations to good effect in order to identify vacancies and training opportunities for learners.
19. Resources to support learning are developed effectively. Recent developments include a virtual learning library, an online induction process and the use of electronic portfolios and individual tracking of progress. These resources are excellent; they are clear, detailed and innovative. Their design and development have been done solely by LAGAT. Learners who are using them are very positive about their usefulness; however, they are not being used by all learners and their full impact cannot yet be evaluated.
20. LAGAT is very good at safeguarding learners. Staff training in safeguarding is given a high priority and all staff have a thorough understanding of how to keep learners safe. LAGAT maintains clear records of staff criminal record bureau checks. Learners' understanding of how to keep themselves safe is developed well. Induction booklets and training materials are well designed, easy to understand and informative.
21. The promotion of equality and diversity is good. Learners' understanding of issues such as stereotyping, harassment and bullying are good. Equality and diversity data, and challenging targets, are used well to help improve the outcomes for different learner groups. For example in 2008/09 the gap in outcomes between men and women was 34%. This gap has reduced year-on-year and was only 4% in 2010/11. Equality and diversity training is embedded well in the curriculum areas and reinforced during reviews.
22. LAGAT uses a range of ways to engage both with learners and employers to gather their views on how to improve the provision. The analysis of this is effective and informs improvement planning well. Not all employers are

sufficiently well involved in this process and LAGAT managers are visiting employers to overcome this. Self-assessment is an effective but satisfactory process, involving staff and users' views. Inspectors found the report accurate in two of the curriculum areas inspected but overly descriptive in the third.

23. Data are used particularly well to monitor and improve the quality of provision. LAGAT has improved this aspect of its work since its previous inspection. Analysis of most aspects of performance is thorough and detailed. LAGAT uses the results of these analyses well to identify trends and focus on where it needs to improve, in particular with regard to learners' outcomes. However, the use of summary data to monitor learners' progress is not sufficiently well developed. Audits of documents are rigorous and recorded well. Improvements have been made to the quality improvement process and actions are monitored and recorded well. Observations of key training processes are carried out but observations of teaching, learning and assessment activities do not focus sufficiently well on learning outcomes.
24. LAGAT makes effective use of resources to secure good value for money. Overall, learners' progress, development of skills, knowledge and attainment of learning goals are good. There is a suitable focus on sustainability, such as recycling and reducing the use of energy. The views of users are carefully considered when LAGAT makes improvements to the delivery of training. The overall quality of resources across the programmes is satisfactory but improving.

## Subject areas

### Health, public services and care

### Grade 2

#### Context

25. There are currently 21 apprentices in health and social care and 23 in childcare. In health and social care seven apprentices are working towards intermediate level and 14 towards advanced level. In childcare eight apprentices are working towards intermediate level and 15 towards advanced level. Five health and social care learners are male, all the learners in childcare are female.

#### Key findings

- Overall success rates in 2010/11 were high. Success rates for completing within the planned time are very high, some 20 percentage points above national averages. Standards of work are good. Learners undertake their own research in order to complete detailed assignments. Generally learners make good progress and acquire skills valued by their employers. Learners gain confidence and enjoy their learning.
- Learners feel very safe and are confident in their learning and working environments. Learners in health and social care sometimes work in challenging environments and know how to minimise personal risk and to get help when required.
- Teaching and learning are good in childcare. Assessors guide and support learners well through assignments. Resources in the virtual library are varied and interesting. However, in health and social care teaching is only satisfactory. Learners are generally left to work independently, using their workplace mentors as an information source. When learners request help, assessors support their learning.
- Assessment practice is good. Assessment is varied and thorough. Assessor visits generally occur only every 12 weeks. Most learners feel very well supported between visits by email, telephone or text. Work is usually emailed to assessors who respond promptly, supporting learners' progress. Progress of some learners in health and social care has been delayed by changes to assessors.
- Target setting is good. Learners know what they have to do and start new tasks promptly, having emailed previous work to their assessor. Coordination of on- and off-the-job training is good, with both employers and learners praising the excellent communications and the speed with which assessors respond to queries. Progress reviews are well focused and thorough.
- Provision meets the needs and interests of users satisfactorily. Learners' choice of whether they do an apprenticeship or just the NVQ is limited by funding. Learners are given good help in choosing the best optional units that link to their job roles in the workplace. There is good progression to higher qualifications and promotion at work.

- Partnerships between employers, employees and LAGAT staff are generally good. Assessors communicate very effectively with employers and learners. Employers are well informed of the progress their learners are making. Employers work as workplace mentors and are involved fully in the learning programme, taking responsibility for much of the teaching and learning.
- The care, guidance and support of learners are generally good. Most learners receive good support from assessors, work colleagues and their employers. The support of some health and social care learners has been negatively impacted on by too many changes in assessors. Support for additional learning needs and for key skills benefits learners.
- Management of the childcare programmes is good. Assessors work closely together to ensure that learners make good progress. Slow progress is identified quickly and any problems addressed. Formal standardisation meetings are regular and all aspects of the programme are discussed.
- Management of the health and social care programme is poor. The area has recently experienced a high turnover of staff that impacted negatively on the experience of some learners. Although there is currently only one assessor for the area learners are progressing well and on target to succeed. Learning resources are limited and uninspiring.
- Safeguarding is well promoted. Learners know the legislation and are able to relate it to themselves and their work. Learners are able to protect themselves and those they work with. Safeguarding is reinforced well during reviews.
- Equality and diversity are well promoted. Learners have a detailed understanding and can relate it to themselves and their work. During reviews learners respond well to questioning, providing detailed examples from their own experiences.
- Overall value for money is good. Success rates are high and learners improve their employability skills. Resources are well used in childcare. The materials placed in the virtual library are useful, relevant and motivating for the learners. These materials are used very effectively by the learners and referred to and used by assessors as a lead into discussion. This enables assessors' time to be used very effectively.

### **What does LAGAT Limited need to do to improve further?**

- Improve teaching and learning in health and social care by increasing the number of assessor visits to the workplace and the quantity and quality of learning resources available to learners via the virtual learning environment.
- Ensure improved continuity of support for health and social care learners by reducing the turnover of assessor staff supporting them.

## Direct learning support

## Grade 3

### Context

26. There are 40 learners following apprenticeship programmes in supporting teaching and learning, 15 on intermediate apprenticeships and 25 on advanced apprenticeships. Learners are all employed in schools and are supported by school staff acting as mentors. Three full-time assessors visit the learners in the workplace for up to half a day every 12 weeks, assessing their work and carrying out one-to-one progress reviews.

### Key findings

- Success rates are satisfactory. Overall success rates were just below the national average in 2010/11. Current learners are making good progress and provider data indicate improvements to success rates for 2011/12. Success rates for completing within the planned time are high, being well above the national average in 2010/11.
- Learners develop good occupational and personal skills. Most learners gain a heightened awareness of how children learn and behave. Most learners enjoy their programme and have greatly increased their confidence and self-esteem. Some have progressed to positions of increased responsibility at work, such as leading groups of children in learning activities. Most learners' work is of a good standard.
- Learners feel safe and have a very clear understanding of health and safety and safeguarding issues in the context of their workplaces. Assessors routinely reinforce safeguarding well during progress reviews by challenging and probing learners about a variety of safeguarding scenarios, including personal safety and e-safety, to confirm their levels of knowledge and understanding.
- Assessment practice is satisfactory. Assessors assess learners' work during progress reviews in the workplace or electronically. The range of assessment methods used is satisfactory. Most assessors provide satisfactory feedback to learners about their work. However, a few learners do not receive timely feedback for written assignments submitted by email and this is hindering their progress.
- Learners work mostly independently in between progress reviews. Additional communication is usually by email. An integrated approach to the teaching of key skills works well. The use of coaching to support learning is underdeveloped. Assessors make too little use of coaching skills to engage the learner fully in self-reflection on their practice.
- Progress reviews are satisfactory, allowing learners to review their progress and set future targets. However, reviews are mostly assessor-led and do not sufficiently encourage the learner to identify for themselves what they have learnt well and what they need to do to improve and progress.

- Target setting for learners by assessors is good. Challenging short and longer term specific targets encourage learners to research and extend their knowledge about the sector. Most learners are motivated to complete their targets and to progress their work before the next visit from the assessor. Users' needs and interests are met satisfactorily.
- Operational arrangements for working with schools and community centres are good. LAGAT has developed good strategic partnerships with schools. However, not all assessors routinely involve workplace mentors in reviewing learners' progress and planning their future learning. Learners have improved the quality of support for teachers in the classroom as a result of their training.
- Support for learners is good. Assessors are friendly and approachable, and learners value the ongoing support at progress review meetings and by email. Some assessors provide particularly good support through additional contact for learners with personal or work-related problems. Initial assessment is satisfactory. Learners requiring literacy or numeracy support receive individual coaching in the workplace.
- Operational management is satisfactory. The new delivery model for the programme that requires learners to work mostly independently is currently being reviewed to analyse its effectiveness. There is a satisfactory level of informal and formal meetings between staff. Assessors also have appropriate one-to-one meetings with their line manager to discuss their performance, programme operations and learners' progress.
- Safeguarding and health and safety in the workplace are prioritised by assessors. This includes reinforcement with learners about personal safety issues. Assessors have good knowledge about equality and diversity and assessors routinely challenge and test learners' knowledge and understanding during review visits. Assessors undertake regular training to keep updated on legislation.
- Quality assurance is satisfactory overall. Views of users are sought and acted upon. The use of observations to quality assure teaching and learning is underdeveloped. This is currently monitored through the internal verification process and does not focus sufficiently on the quality and effectiveness of teaching, training and coaching delivered by the assessor.
- Value for money is satisfactory. Assessors' sector knowledge is good and they have appropriate experience in assessing learning. Learners develop improved work skills and increase their employability. Assessors undertake regular staff development including functional skills training. A wide-ranging library of virtual learning resources has been developed recently but has yet to have an impact in supporting teaching and learning.

## **What does LAGAT Limited need to do to improve further?**

- Further develop assessors' coaching skills to ensure a more learner-led approach to learning.
- Monitor the marking and feedback of learners' work by assessors to ensure that it is timely and helps their progress.
- Improve quality assurance arrangements by implementing an observation cycle to monitor and improve the quality of teaching and learning.



## Business, administration and law

## Grade 2

### Context

27. Of the 75 learners working towards apprenticeships in this sector 50 are on intermediate apprenticeships and 25 are on advanced apprenticeships. There are six apprentices in accounting, 45 in business administration, 11 in management and 13 in customer service. Eleven learners are male. All learners are employed, mostly with small to medium sized employers. With the exception of accountancy, most training and assessment takes place in the workplace, supported by five assessors.

### Key findings

- Overall success rates for the apprenticeship programme are high and above national averages. They show an improving trend over the last three years. Success rates for completing within the planned time are also showing an improving trend and are above national averages. Current learners are progressing well.
- Learners develop good personal and vocational skills and knowledge. They gain in confidence, learning new job skills and knowledge in customer service, ICT, general administration and management, enabling them to do their jobs to a good standard. They also take on more responsibilities at work. Learners produce a good standard of work for their qualification.
- Learners feel very safe at work and in learning, and demonstrate safe working practices. Induction is effective in checking and reinforcing learners' understanding of health, safety and welfare. Learners know what to do should they have any concerns. Some learners develop particularly good knowledge of safeguarding legislation where it is relevant to their job roles.
- The quality of training, learning and assessment is good. On-the-job coaching and supervision are good and help learners develop well in their job roles. The early introduction of key skills helps learners make a good start to their programme. Individual learning plans provide satisfactory target setting. However, the planning of specific job-related individual learning needs is insufficiently developed.
- Action planning is very effective. Assessors and learners work well together, agreeing evidence collection and assessment opportunities. Learners have a good understanding of what they need to do to progress further. Assessment practice is sound, using a variety of methods with good learner involvement in the process. However, the use of electronic portfolios has been insufficiently promoted to learners.
- LAGAT meets learner and employer needs well. LAGAT takes care at the start of programme, in conjunction with employers, to ensure learners are placed on the correct qualification and can undertake relevant job activities. The recruitment of apprentices for employer vacancies is very effective, with good

preparation for interviews. More learners are now progressing to higher level qualifications.

- LAGAT works in partnership with employers well. Employers generally have a good understanding of the apprenticeship and their learners' progress. They receive good quality information at the start of the programme. However, some employers are insufficiently involved during the course of the apprenticeship, including attendance at the quarterly progress reviews.
- Support for learners is good. There are good working relationships between assessors and learners. Where workplace visits are infrequent, assessors provide good e-mail and telephone support, with swift responses to any issues. Learners with additional learning needs receive good quality support from specialist staff. However, the use of the virtual learning resource is underdeveloped.
- Leadership and management is satisfactory overall. Action has been effective in improving success rates over the last three years. Internal communications are good and staff are well-informed. Staff development is effective, with regular training activities. Performance management is effective in monitoring staff targets and action planning. There are good links with employers, most of whom confirm good communication.
- The promotion of safeguarding is satisfactory. New induction materials have improved information on safeguarding, including internet safety. The promotion of equality and diversity is satisfactory. Assessors receive regular training and effectively check learner understanding at induction and quarterly progress reviews. However, references in some equality and diversity resources in learners' files are out of date.
- Quality improvement arrangements, including self-assessment are satisfactory. The self-assessment process is inclusive and broadly accurate. LAGAT is introducing a new annual quality plan. All staff have a good commitment to quality improvement. Observation of assessment is an effective process, with sufficient feedback to help staff develop. However, LAGAT does not sufficiently monitor the quality of on-the-job training.
- Value for money is good. Investment is being made to support e-learning and assessment, and assessors have sufficient resources to support learners. Success rates have improved continually in recent years.

### **What does LAGAT Limited need to do to improve further?**

- Further promote and use electronic portfolios to enable learners to take more ownership of the assessment process.
- Further improve employer involvement and understanding of the apprenticeship programme by involving them more in reviewing their learners' progress.
- Improve the planning and quality of on-the-job learning by introducing more formal observations and more detailed recording of individual learning needs on learning plans.

## Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Quality and Qualification Manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report, position statement and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**LAGAT Limited**  
**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

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	177	177
Part-time learners	0	0
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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