

All Trades Training Limited

Independent Learning Provider

Inspection dates		27–29 November 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Not previously inspected
Outcomes for apprentices		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- The progress of apprentices varies too much. While some make very good progress, for a very small minority of health and social care apprentices, progress has been poor.
- Tutor/assessors make too little use of information learning technology (ILT) to enliven and extend learning. Most workbooks have too much dense text and too few visual prompts.
- The organisation of learning and learning support is not sufficiently effective to help apprentices develop their English and mathematics, and/or language skills and to improve their employability.
- Too many employers are insufficiently involved in the planning of their apprentices' programmes to take account of work-place learning and in the reviewing of their apprentices' progress.
- Not enough staff development is taking place to help tutors/assessors improve their knowledge and skills in the use of ILT and the sharing of ideas across subject areas to reinforce the promotion of equality and diversity and safeguarding during learning activities and at reviews.
- Quality improvement arrangements are not sufficiently effective for the new programmes.

This provider has the following strengths:

- Apprentices develop good vocational knowledge and skills, which employers value and improve apprentices' employability.
- Effective individual coaching prepares apprentices well for independent learning, such as the completion of workbooks and research ready for their next session, and/or for assessment.
- Good, challenging short-term targets motivate apprentices well, by dividing learning into manageable amounts for them to achieve.
- Most apprentices receive frequent, regular and motivating visits by their highly personable and vocationally knowledgeable tutor/assessors to help them learn.
- Managers have made good use of their experience from other programmes to inform decisions for curriculum development, structuring programmes and devising management policies and processes.

Full report

What does the provider need to do to improve further?

- Improve the pace of progress for all apprentices by setting individual interim targets at the start of programmes, and monitor and measure their achievements against these. Record apprentices' attendance at learning activities and review their progress against attendance. Ensure contingency plans are in place to cover tutor/assessors' absence, for whatever reason.
- Improve and extend the range of learning resources for apprentices to stimulate and improve their learning and to relate theory to practice more effectively, including the use of ILT particularly internet-based learning resources and make better use of electronic communications with apprentices.
- Use the results from apprentices' initial assessments to make effective and appropriate arrangements for apprentices with a learning support need to receive extra help. Include those apprentices needing to improve their English, mathematics and/or language skills in these arrangements.
- Make links with employers more effective, through including them in planning of their apprentices' programmes, setting measurable interim targets and by reviewing their apprentices' progress against the targets. Map workplace training to the requirements of the apprenticeship, reinforce links and make learning more efficient and effective.
- Provide regular updating and opportunities to share good practice across all subject staff to ensure they have the knowledge and skills to support the development of their apprentices' English and mathematics skills and promote equality and diversity through vocational learning.
- Implement fully the new quality improvement arrangements so they inform quarterly evaluation of the new programmes, including staff development needs and contribute to annual self-assessment.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Apprentices are already showing good development of vocational knowledge and skills, and a minority after a very short while on programme. The longest any apprentice has been on programme is four months, although most have prior work experience. The vast majority of apprentices are on health and social care apprenticeships and all but two are on intermediate apprenticeships. ▪ Unfortunately, achievement gaps have already appeared. Three health and social care apprentices based in Middlesex have made poor progress since starting in August, mostly due to insufficient visits and support by staff from All Trades Training Limited (ATT). ▪ Most apprentices' evidence portfolios are good. The majority of apprentices organise their portfolios well and most contain good quality evidence from a wide range of sources. ▪ The combination of work-place learning and support from ATT staff has improved apprentices' work practices and their employability, improvements that employers recognise. ATT staff do not record the training that apprentices undertake with their employers for accredited awards and/or regulatory reasons. This stops the recognition of apprentices' achievements and contributing to the apprenticeship frameworks. ▪ Due to greater understanding of tasks gained from under-pinning knowledge by completing workplace activities, ATT workbooks and having discussions with tutor/assessors, apprentices are 	

improving their confidence in carrying out their work role. The selection of apprenticeships, levels and optional units match apprentices' job roles.

- Apprentices enjoy their programme of learning, although a few experience problems fully attending sessions when tutor/assessors come to their workplaces, due to work demands and/or having to travel to attend in their time off.

The quality of teaching, learning and assessment

Requires improvement

- Apprentices benefit from good quality individual coaching that is very effective in helping develop their vocational knowledge and skills. Tutor/assessors are vocationally expert and hold appropriate teaching and assessor awards. They have a high level of credibility among apprentices and employers and use their expertise well to help apprentices progress.
- Tutor/assessors have high expectations of apprentices and use the frequent and in-depth workplace visits to motivate them, monitor their progress and promote learning. Apprentices receive good support from their tutor/assessors and value highly their accessibility. Apprentices email and telephone them whenever they need support. Tutor/assessors make good use of challenging short-term targets to encourage apprentices to work hard and progress well.
- The range and use of resources requires improvement with tutor/assessors relying primarily on workbooks and worksheets. ILT is not readily available to support learning. The majority of apprentices do not have access to computers or the internet in their workplaces. Tutor/assessors use laptop computers during their individual coaching or review sessions with apprentices, but do not have access to the internet. While tutor/assessors use relevant worksheets to promote learning, textbooks are not readily available for use by apprentices. ATT does not use e-portfolios on care programmes, but managers have substantive plans to do so in the future.
- Apprentices have a dedicated and mature approach to research, which they mostly undertake as independent study in their own time. A minority receive support of other family members to help them with their work. Tutor/assessors set apprentices very clear short term targets during their workplace visits and follow up the completion of tasks well, many of which apprentices finish in their own time. Apprentices are eager to learn and apply themselves well to the work set. Most are returning to learning after a long break. They find independent work challenging and occasionally a struggle, but it is increasing their confidence in their ability to learn. One health and social care apprentice explained how she wished she had "done this years ago. I've always loved looking after the family, but now I'm caring for people for a living, and I love it".
- Employers are not sufficiently involved in the apprenticeship programmes. Tutor/assessors do not plan programmes with employers to link workplace training to apprenticeship requirements. Reviews do not include employers although workplace supervisors are required to sign the completed review form. Most employers do not support apprentices sufficiently well and do not allow them time during the working day to meet with their tutor/assessors or do their written work. On and off-the-job training are not linked. ATT staff do not have information on training provided by employers.
- Initial assessment is effective in establishing apprentices' starting points and determining an appropriate learning programme. Apprentices also undertake a questionnaire on learning styles to determine their preferred way of learning, although tutor/assessors do not use the results sufficiently in preparing learning activities. Where appropriate, apprentices also complete a diagnostic assessment of their English and mathematics skills to identify areas for development.
- Tutor/assessors provide rich and constructive oral and written feedback on apprentices' work. In most cases, this covers the vocational content and English although in a minority of cases, they do not correct apprentices' English.

- The provision of functional skills is underdeveloped. Tutor/assessors provide English and mathematics support, but most do not have specific training in this area and therefore struggle to explain the underlying concepts. One tutor/assessor is a specialist numeracy tutor and colleagues use his expertise to support functional skills tuition. Another tutor/assessor recently completed the functional skills awards to gain the experience to help her apprentices, who work in a range of different subjects and businesses.
- Health and social care apprentices have a good understanding of equality and diversity because they are part of the apprenticeship framework. The review-recording document includes sections on equality and diversity and safeguarding, although most staff do not complete them well. Tutor/assessors discuss these topics quite superficially at reviews and the recording of such conversations is scant.

The effectiveness of leadership and management

Requires improvement

- Directors have not fully considered the strategic aims to expand apprenticeship provision across other eastern and south-eastern counties. Inadequate research and action had a negative impact on a small minority of care apprentices based in Middlesex who had three months of neglect and poor progress until mid-November when a new staff member started. Good, new appointments of tutor/assessors have strengthened the staff team. Much needed support for the nine apprentices recruited in Middlesex and Kent onto the health and social care programmes has started and further apprentices have recently been recruited at the two care homes.
- Operational managers make good use of their experience from other programmes to inform decisions about curriculum developments. They have structured the apprenticeship programmes well, including targeting the completion of functional skills awards before the vocational qualifications in the apprenticeship frameworks.
- Managers have put in place effectively staff performance indicators, policies and processes, with clear recording arrangements ready for annual review. They have plans that staff appraisal will use a range of evidence, including observations of learning, but these were not in place when new tutor/assessors completed their probation periods.
- ATT directors have successfully revised staff roles and responsibilities for operational management of this new contract. These are already proving effective and staff morale is high. Teamwork is good. Sales and marketing staff work well with tutor/assessors to ensure potential new apprentices' work roles match well the appropriate apprenticeship frameworks and that apprentices select the best optional units to complement job roles and career aims.
- Managers have not sufficiently established quality improvement arrangements, including observations of learning activities, self-assessment and quality improvement for the new programmes that started in August 2013. They are starting the systematic collection of substantial amounts of objective, impartial feedback from apprentices and employers. Managers are putting in place good plans for quarterly reviews of the new provision and quality improvement plans for an annual self-assessment.
- Staff explore and link equality and diversity well in the health and social care programmes to vocational topics. Apprentices have a good understanding of equality and diversity and how this relates to the care sector. Tutor/assessors completion of review documents does not reflect their review discussions with apprentices. Safeguarding arrangements are in place, including training for the two officers looking after this area, useful documentation and a central record of disclosure and barring scheme cleared staff.
- Tutors/assessors have appropriate teaching and assessor qualifications and good relevant vocational experience. Too little staff training, has taken place, to help all subjects' tutor/assessors and the sales/marketing staff on how to thoroughly promote equality and diversity with apprentices

and their employers, how to ensure employers are fully involved with their apprentices' programmes and how to develop apprentices' English and mathematics skills through vocational activities.

Record of Main Findings (RMF)

All Trades Training Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	3	3
Outcomes for apprentices	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3
Subject areas graded for the quality of teaching, learning and assessment		Grade
Health and Social Care		3

Type of provider	Independent learning provider								
Age range of apprentices	19+								
Approximate number of all apprentices over the previous full contract year	Full-time: N/A								
	Part-time: N/A								
Managing director	Maria Collins								
Date of previous inspection	Not previously inspected								
Website address	www.alltradestraining.co.uk								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Number of traineeships	16-19		19+		Total				
	N/A		N/A		N/A				
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	0	24	0	2	N/A	N/A			
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	N/A								
Funding received from	Skills Funding Agency (SFA)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> N/A 								

Contextual information

In August 2013, ATT received its first direct contract from the Skills Funding Agency (SFA), to provide intermediate and advanced apprenticeship programmes to adults, aged 19 and over. Currently this forms 4% of its provision and the 26 apprentices joined programmes between August and November 2013. Just under 90% of these apprentices work in care roles in residential homes for the elderly. The other three apprentices are on customer service, business administration and IT for users apprenticeships.

ATT has four established sub-contracts, funded by the SFA, to provide apprenticeships and/or programmes for National Vocational Qualifications for those aged 16 to 18 years and 19 and over. The largest sub-contract is with Leeds College of Building, which forms 74% of its provision. Its other contracts are with Central College Nottingham and the training providers, Exemplas and Reed. For the two previous years, ATT has also had its own SFA contract to provide programmes for qualifications to around 30 apprentices a year, who were 'not in education, employment or training' (NEET).

ATT's main centre is located in Rackheath, near Norwich where it provides construction trades training courses. The provider has another training centre near Norwich city centre where it offers pre-employment courses. All provision for apprenticeship programmes takes place on employers' premises, in Norfolk, Middlesex and Kent. ATT's training brokers contact employers to market apprenticeship programmes. A few ATT apprentices have progressed from their pre-employment or NEETs programmes.

Information about this inspection

Lead inspector

Julia Horsman HMI

One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's contract and compliance manager as nominee, carried out the inspection with short notice. Inspectors examined data and information relating to progression on-programme and apprentices' work portfolios. They mostly used individual interviews, telephone calls and online questionnaires to gather the views of apprentices and employers; these views are reflected throughout the report. They observed learning activities and progress reviews. The inspection took into account all of the provider's own SFA-funded apprenticeship provision.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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