

# All Trades Training Limited

Independent learning provider

## Inspection dates

4–7 July 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<b>Good</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Good	

## Summary of key findings

### This is a provider that requires improvement

- Too many apprentices make slow progress towards achieving their qualifications in health and social care and in business administration.
- Leaders' and managers' evaluation of the provision is overgenerous and does not focus sufficiently on the impact that teaching, learning and assessment have on apprentices' progress and development.
- Too many apprentices who start with considerable vocational experience find the work too easy and do not receive sufficient challenge to help them to further develop their practical vocational skills and fulfil their potential.
- Learning coaches do not do enough to make sure that apprentices improve their English, mathematics and information and communication technology (ICT) skills.
- The quality of teaching, learning and assessment has not improved quickly enough as managers do not set learning coaches specific actions to rectify identified weaknesses following observations of sessions.
- Apprentices do not have sufficient understanding of the importance of British values and the risks associated with radicalisation and extremism.

### The provider has the following strengths

- Leaders are holding managers and staff to account well, resulting in much effective action that is improving the quality of provision.
- Apprentices take pride in working to a high standard and they make a very good contribution to their employers' businesses.
- Leaders, managers and learning coaches have strong and productive partnerships with employers, and meet their needs well.
- Apprentices and employability learners develop their confidence very well. They are enthusiastic and highly motivated to achieve their qualifications and to progress in their careers.
- Learning coaches effectively use their extensive industry experience to further deepen apprentices' practical skills and theoretical knowledge.

## Full report

### Information about the provider

- All Trades Training Limited (ATT) was purchased in November 2015 by the parent company The Consultancy Home Counties Limited. ATT continues to trade under an independent funding contract with the Education and Skills Funding Agency. The head office is based in Watford, Hertfordshire, but all of the apprenticeship provision is based in Norfolk, Suffolk and Essex and most apprentices are employed in the health and social care sector. Nearly all apprentices are working towards qualifications in the health and social care sector, with a few in business administration and warehousing. The large majority of apprentices are aged over 25, with only a very few in the 16 to 18 age group. All apprentices are working on traditional apprenticeship frameworks.
- A small employability programme of short courses is in place to support unemployed people back into work.

### What does the provider need to do to improve further?

- Strengthen the quality of teaching, learning and assessment by:
  - setting learning coaches more specific and clearer actions following observations of performance
  - training learning coaches to ensure that they plan and deliver demanding teaching and assessment that challenges apprentices, trainees and learners to excel.
- Improve the progress that apprentices make towards achieving their qualifications by:
  - setting them more specific assessment targets
  - providing them with more constructive feedback on their work, so that they know what it is they need to do to improve and make more rapid progress.
- Use accurate self-evaluation of the apprenticeships programmes to strengthen provision, with an incisive focus on the impact of teaching, learning and assessment upon the development of apprentices' skills and their progress towards achievement.
- Improve apprentices' practical vocational skills and ensure that they fulfil their potential by:
  - setting more challenging individual skills development objectives
  - coordinating more effectively all on- and off-the-job learning.
- Make sure that apprentices improve their English, mathematics and ICT skills more quickly by:
  - accurately assessing their starting points so that work is well pitched
  - making good use of the learning resources
  - reviewing rigorously their progress in these skills.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders' evaluation of the provision is not effective because it lacks focus and is overly optimistic. Leaders have produced a detailed self-assessment report in which they have made numerous judgements, but these do not focus enough on the impact of planned actions on apprentices' experiences. The strengths identified are often standard practice and reflect the overgenerous judgements awarded.
- Leaders and managers do not routinely gather information about the progression and destination of apprentices to judge the impact of the provision. They do not know the whereabouts of the many apprentices who have left without completing their apprenticeships. Leaders and managers have not identified the reasons for the lower achievement of male apprentices.
- Managers do not monitor effectively the progress that apprentices make in their English, mathematics and ICT studies. However, the recently introduced e-portfolio is now improving the tracking and monitoring of apprentices' progress in their chosen qualification.
- Managers' action plans for learning coaches following observations of teaching, learning and assessment are unhelpful. The actions set for improving practice are not sufficiently clear and too much of the subsequent monitoring to ensure that they improve their practice is not timely and effective. Consequently, learning coaches are not developing their skills sufficiently and building their confidence quickly enough.
- Following the acquisition of ATT in November 2015, the Chief Executive Officer (CEO) and other members of the leadership team swiftly gained a good understanding of the poor outcomes for apprentices over time and set a high priority for improvement. They have effectively communicated the company's values, strategic direction and their high expectations of staff at all levels and to employers and partners. Effective steps have been taken, including better monitoring of staff performance, to build a team of learning coaches who are now providing better support for apprentices.
- Managers complete effective monthly reviews with learning coaches to monitor their caseloads and identify the progress of their apprentices, including those at risk of not achieving on time. Managers and learning coaches agree actions to support apprentices and, as a result, the proportion of apprentices who remain on programme is improving significantly.
- Leaders, managers and learning coaches have established strong and productive partnerships with health and social care employers who value the service they receive and recognise the improvements managers are making. Employers see ATT as their preferred partner for apprenticeships and seek to continue to recruit more apprentices.

### The governance of the provider

- The chair of the board of directors and owner of the company provides effective governance and oversight of ATT and its parent company.
- The chair receives a wide range of useful information about the performance of the company, including apprentices' progress and achievements. He holds senior leaders to

account through monthly meetings and the scrutiny of performance data. This accountability is strengthening the quality of provision.

## Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and managers have produced appropriate and effective safeguarding policies and procedures, including the recording and follow-up of incidents or concerns to make sure that apprentices and learners are safe. The designated safeguarding lead is suitably qualified and all staff receive appropriate training and learning resources to support their understanding.
- Learners feel safe at work. They have a good understanding of safeguarding issues, such as abuse and bullying, and are clear about the reporting arrangements if concerns arise.
- Too many learning coaches do not have sufficient confidence to promote apprentices' understanding of British values and the risks of radicalisation. As a result, too many apprentices do not have a good understanding of living and working in modern-day Britain.

## Quality of teaching, learning and assessment

## Requires improvement

- Apprentices who start their apprenticeship with considerable vocational experience find the learning too easy. They do not receive sufficient challenge to further develop their vocational skills and to help them reach their potential. Many of them struggle to identify any new skills gained through their apprenticeship that they have been able to apply in the workplace.
- Learning coaches do not coordinate well enough the development of apprentices' learning and skills with employer training. They routinely record employer training after it has occurred, rather than plan teaching, learning and assessment that meets apprentices' needs from the outset. Many employers' attendance at apprentices' progress reviews is too brief. As a result, too many apprentices and employers see employer training as separate and not relevant to the apprenticeships programmes.
- Learning coaches have substantial industry experience and are well qualified to assess in their vocational subjects, resulting in robust assessment practice and the good development of apprentices' subject knowledge. The large majority provide apprentices and learners with good pastoral support, leading to fewer apprentices leaving their programme early in the current year.
- Learning coaches effectively use their extensive industry experience to deepen apprentices' subject knowledge well. They get apprentices to reflect on their job roles and better understand why aspects of their job are important. For example, in one instance a learning coach asked probing questions to ensure that the apprentice fully understood important health and safety issues around the storage of different medicines.
- Learning coaches have not done enough to encourage apprentices to use the recently introduced e-learning resources and do not monitor sufficiently apprentices' progress in developing their skills. However, learning coaches are now improving the planning of functional skills learning and introducing it earlier into the apprenticeships; as a result, achievement and first time pass rates at examinations are improving.

- Some English and mathematics support for apprentices is effective. For example, a learning coach set a task for an apprentice to analyse sales data in the workplace to practise numeracy skills, using percentages which was a weaker area of their skills. Most learning coaches identify apprentices' and learners' incorrect use of English and support them to improve their grammar and spelling.
- Learning coaches provide good support for apprentices; they plan their visits well to meet different shift patterns. Apprentices value their frequent, and at times additional, visits to the workplace and the quick response by staff to email or telephone contact between visits.
- Learning coaches plan assessment well and are thorough in their assessment decisions. Apprentices produce a good range of high-quality evidence for their portfolios. Learning coaches and apprentices make good use of technology, including iPads and laptops, to support assessments, upload evidence and have it assessed between visits. Apprentices' progress has improved since the introduction of e-portfolios because they have a clearer record of their overall progress and a better awareness of the gaps in evidence and assessment. However, assessment targets set do not always detail sufficiently specific and clear improvement steps for the apprentices.
- Learning coaches provide helpful and positive oral feedback for apprentices that helps them know what they have done particularly well, or at times what they need to improve further. However, their recording of feedback is often too brief and does not provide apprentices with sufficient information on what they need to do to improve further.
- Learners make good use of laptops and good-quality paper-based learning resources. Most learners participate well in discussions and work adeptly on a good variety of job-search activities that reflect their career aspirations.
- Learning coaches ensure that apprentices have a good understanding of equality of opportunity and promote awareness of diversity well through opportunities that arise naturally during assessment. For example, health and social care apprentices undertake helpful research to support their clients who have very diverse religious, cultural or welfare-related needs.

## Personal development, behaviour and welfare

**Good**

- Apprentices and employability learners develop good personal and social skills. They become more confident, improve their communication and teamworking skills and are enthusiastic and highly motivated. They have very good attendance and punctuality and participate well in learning and assessment sessions. They respond well to the high expectations set by employers and learning coaches, and their behaviour in the workplace is exemplary.
- Apprentices take pride in working to a high standard. In their job roles, apprentices are highly professional and they make a very good contribution to their employers' businesses. They are well motivated to progress in their job roles, and a small minority gain promotion to supervisory and management positions.
- Apprentices enjoy their work and their apprenticeships, and have effective working relationships with their learning coaches. They speak positively of the support they receive, including when they have returned after a prolonged absence or had a change in circumstance in their personal lives. They appreciate being given flexibility, for example

working towards more practical units earlier in the programme to better suit an apprentice's personal circumstances.

- Good initial information, advice and guidance from learning coaches ensure that apprentices are placed on an appropriate qualification and level. Apprentices participate well in discussions with learning coaches to select appropriate optional units for their main vocational qualification, for example planning appropriate units to achieve successfully the goal to become a team leader.
- Discussions at the end of the apprenticeship between learning coaches, apprentices and employers to identify opportunities for progression into further learning and overall career development are improving in quality and consistency. This is resulting in apprentices developing a better understanding of the opportunities available. Employability learners value their programme review with their teacher and the planning for ongoing post-course support, which is helping them progress into employment or voluntary work.
- Apprentices feel safe at work and are working in high-quality workplaces where employers place a high emphasis on safe working and the safety of their apprentices and other staff. Apprentices have sufficient understanding of how to keep themselves and others safe from issues such as bullying and have a good understanding of appropriate personal protective equipment. They are very clear on how to raise concerns should these arise. However, learning coaches do not develop apprentices' understanding of the risks associated with radicalisation and extremism sufficiently well.
- Apprentices and learners demonstrate high levels of respect and tolerance with staff, customers, clients and colleagues, who often originate from very diverse backgrounds. They develop effective working relationships in their various job roles. However, apprentices' understanding of British values is not well developed.
- Learners currently studying on the employability programme value the welcoming, supportive approach of tutors as well as the opportunity to share experiences with learners experiencing similar barriers to employment. Sessions are provided at times to suit those with childcare responsibilities and take place in a well-equipped learning environment.
- Learners' attendance on short courses is high.

## Outcomes for learners

## Requires improvement

- Overall achievement rates have improved from a very low base in 2015/16. However, too many apprentices still do not achieve, and the progress that they make is too slow, with only a minority completing their apprenticeship successfully on time so far this year.
- Recent improvements in teaching, learning and assessment, such as the use of e-portfolios and more effective pastoral support, are now having an effective impact on apprentices' progress. The majority of those who started their apprenticeships more recently are making the progress expected.
- The proportion of apprentices who remain on programme is much improved in the current year, and the proportion of apprentices in the current year who are achieving their qualifications has risen exponentially and is now just below the rate of similar providers nationally. However, too many apprentices still do not achieve. In the previous year, only a small minority of apprentices successfully completed their apprenticeship.

- Achievement rates between different programmes are too variable and too few groups achieve well. Achievement for higher-level apprentices studying health and social care is significantly better than for advanced apprentices. Very few apprentices following business administration and warehousing achieve.
- The achievement gap between male and female apprentices is closing. There are no significant gaps in rates of achievement in relation to age, ethnicity or learning difficulties and/or disabilities.
- Nearly all learners on short employability courses complete their programmes and achieve their qualification aims in understanding enterprise, retail, information technology or awards in employability skills. However, too few progress into employment.
- The large majority of apprentices are already in permanent employment when they start their apprenticeships, and most remain with the same employers after completing their qualifications. A small minority of apprentices gain promotion due to the progress they make during their apprenticeship. However, too few apprentices move on to further or higher learning. A small minority of apprentices achieve functional skills qualifications in English and/or mathematics at a higher level than that required for their framework.

## Provider details

Unique reference number	59124
Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	95
Principal/CEO	Rose Lavin
Telephone number	01603 767114
Website	<a href="http://www.alltrades training.co.uk">www.alltrades training.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level  Total number of learners (excluding apprenticeships)	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	10	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	4	47	0	69	0	61		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	Nil							
Number of learners for which the provider receives high-needs funding	Nil							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	N/A							



## Information about this inspection

The inspection team was assisted by the quality director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Gary Adkins, lead inspector	Ofsted Inspector
Rosy Belton	Ofsted Inspector
Stephen Masterson	Ofsted Inspector
David Gartland	Ofsted Inspector

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