

LAGAT Limited

Independent learning provider

Inspection dates

1–4 August 2017

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good	Apprenticeships	Good
Personal development, behaviour and welfare	Good	Traineeships	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a good provider

- Managers have acted decisively to reverse the decline in the proportion of apprentices who achieve their qualifications on time.
- Managers use their effective relationships with a range of local stakeholders to ensure that they offer programmes that match local needs well.
- Staff have very positive relationships with employers that enable them to secure excellent work placements for trainees and good on-the-job training for apprentices.
- Staff have high expectations of learners and apprentices, and motivate them to make good progress; a high proportion of apprentices and adult learners successfully achieve their qualifications.
- Apprentices produce work that is of a good standard, often going beyond the requirements of their qualifications.
- Learners and apprentices develop a good range of life and work skills that prepare them well for future employment and learning.
- A high proportion of adult learners, trainees and apprentices progress to positive destinations, including employment, apprenticeships and higher-level learning.
- Staff care about learners and apprentices and provide good welfare support that helps them to achieve their goals.
- Managers and staff do not do enough to develop learners' and apprentices' understanding of equality and diversity topics.
- For a minority of learners and apprentices, staff do not do enough to help them understand British values and how they relate to the prevention of radicalisation and extremism.
- Trainees' attendance in lessons is too low and too few achieve qualifications in English and mathematics.

Full report

Information about the provider

- LAGAT Limited is part of the LAGAT Group, established in 1987. It provides training and recruitment services for people in Lincolnshire and the East Midlands. Unemployment in Lincolnshire is slightly lower than for Britain as a whole, but the proportion of workless households is higher. Fewer individuals work in managerial, professional and technical roles than in the rest of Britain, with a particularly low proportion in professional roles.
- LAGAT currently trains 140 apprentices who follow programmes in childcare, learning support, administration, customer service, accountancy, information technology, and hospitality and catering. It provides a small number of traineeships, and offers programmes to help unemployed adults to develop the skills they need to secure work.

What does the provider need to do to improve further?

- Help tutors and training officers to plan learning activities so that, where appropriate, they incorporate topics on equality and diversity within lessons.
- Reinforce staff training on British values so that they are able to incorporate discussion of these topics within lessons. Help them to plan teaching and learning activities that make clear the links between these themes and the dangers of radicalisation and extremism.
- Increase expectations relating to trainees' attendance at taught sessions. Monitor their attendance closely and intervene when it is low, particularly in English and mathematics lessons.
- Review teaching and learning of English and mathematics on traineeship programmes to ensure that all trainees who need to do so have a good chance of gaining qualifications in these subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, managers have renewed their focus on the progress and achievements of learners and apprentices. They have set high expectations and demanding targets, and monitored learners' and apprentices' progress closely. As a result, a very high proportion of apprentices achieve their frameworks on time, almost all adults pass their qualifications, and the large majority of trainees secure apprenticeships or other positive outcomes.
- Managers have taken decisive actions that have substantially improved the previously poor achievement rates for apprenticeships in childcare, learning support, and hospitality and catering. They have replaced two members of staff, and they scrutinise closely the work of the current team of training officers. As a result, apprentices in these subject areas now make good progress. The proportion who achieve their qualifications is high, with most doing so within agreed timescales.
- The self-assessment report for 2015/16 accurately identifies many of the weaknesses that existed within provision. Managers developed quality improvement plans for each provision type and have carefully monitored progress against these plans throughout the year. As a result, they have eliminated most of the weaknesses identified during the previous inspection.
- Managers deal effectively with staff performance. This has led to improvements in the quality of provision. Tutors and training officers have clear personal performance targets, and managers review progress against these on at least a monthly basis. Managers discuss with training officers the progress of each individual apprentice, and help them to plan clear actions to support those who have fallen behind in their studies.
- Staff have forged excellent relationships with a range of local stakeholders, including the local enterprise partnership (LEP), employers, charities, schools, colleges and universities. They have used these links to develop a clear understanding of the training needs of local employers, and have adjusted their range of programmes to meet them. For example, they have introduced programmes in digital marketing and social media to support a local cross-sector need. The provision of traineeships, apprenticeships and programmes for unemployed adults ensures that LAGAT offers a coherent framework of provision that helps individuals secure and sustain employment, and develop the skills they need to advance in their careers.
- Managers have ensured that the careers advice and guidance offered to learners and apprentices are good. Tutors and training officers use their knowledge and expertise well to help learners and apprentices to make sensible plans. Staff recognise the limits of their own expertise and, where appropriate, refer learners to the recruitment arm of LAGAT for advice, or make use of their good links with employers and universities to access further guidance.
- Careful financial management has enabled leaders to invest in staffing and resources so that they can sustain the quality of provision. For example, they have invested in the recruitment of new managers with the expertise needed to continue to improve the quality of provision.

- Observations of teaching, learning and assessment are not yet fully effective. Judgements made about the quality of learning activities are too positive, and action plans to help staff improve are not rigorous enough. Although managers are beginning to create mechanisms to share good practice, they are at an early stage of development and have not yet had an impact on the quality of teaching, learning and assessment.
- Managers have not done enough to ensure that all learners receive enough guidance to enable them to understand the various equality and diversity themes. Staff do not plan to include these topics in learning activities frequently enough, despite many opportunities to do so. Managers have not arranged any recent training for staff in these subjects; and the equality and diversity committee has not met recently. However, learners and staff confirm that the organisation has high expectations in terms of fair treatment and equality of opportunity, and tutors and training officers model and promote the organisation's values well.
- Managers have not monitored closely enough the progress of the very small number of apprentices in subcontracted provision. Consequently, these apprentices have not yet made enough progress. The current subcontractor has very recently relinquished its contract and managers are seeking a new partner.

The governance of the provider

- LAGAT has a small board comprising three members, including the managing director. Members have considerable business experience and are closely involved with local charities and schools.
- Managers provide frequent reports to the board that keep members well informed about a range of themes, such as financial performance and learner achievement rates. However, board meetings do not focus sufficiently on the quality of teaching, learning and assessment, or on learners' personal development, behaviour and welfare.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff recruitment follows safer practice. Managers maintain comprehensive records of vetting checks and staff training. These records contain no omissions or errors.
- Managers place great emphasis on the safety and well-being of learners, and on helping them to understand the risks they may face, such as those encountered when online.
- Managers take seriously the risks of radicalisation and extremism. They have developed a comprehensive plan that helps to mitigate any risks to learners. Staff dealt appropriately and effectively with the one concern they have had in the last 12 months.
- Staff receive frequent training and updating on a wide range of safeguarding themes, including radicalisation and extremism. This includes both online and face-to-face training. However, not all staff can easily recall the key points from this learning, and a few were unclear about British values. As a result, a minority of apprentices and adult learners do not develop sufficiently their understanding of radicalisation and extremism, and how these link with British values.

Quality of teaching, learning and assessment

Good

- Training officers and tutors use their extensive experience and subject knowledge to plan activities and resources that inspire and challenge learners and apprentices. This enables learners and apprentices to develop good skills and knowledge relevant to their chosen careers. Staff update their knowledge through regular continuous professional development.
- Learners are highly motivated. The vast majority produce work of a good standard and hand it in on time. As a result, they make good progress and most current apprentices are on target to complete their programmes on time.
- Adult learners benefit from a very effective mix of group and individual activities that help them to develop good skills. Tutors help learners to share and use their life experiences to clarify their future career options. This enables learners to reflect on their own experiences in learning and work and prepare well for employment.
- Trainees receive highly effective coaching in small classroom-based groups that aids their preparation for work placements and future employment, including progression to apprenticeships.
- Training officers visit apprentices frequently and provide them with good off-the-job training during these visits. They work closely with employers and ensure that on-the-job training complements this work. Employers provide apprentices with good additional learning opportunities, such as short accredited courses, sector updates, and skills training. Apprentices appreciate the flexibility and accessibility of assessors and feel this aids their progress.
- Training officers encourage apprentices to develop their skills and understanding beyond the requirements of their qualifications. As a result, a minority of apprentices take optional units and English and mathematics qualifications at a higher level than their frameworks require. Training officers help apprentices to develop their ability to use English and mathematics effectively within their chosen profession.
- Staff have developed a good range of high-quality learning resources that learners and apprentices use well. A recent update to the virtual learning environment has made these more accessible to users. Consequently, many learners complete learning activities between taught sessions. This helps them to develop their knowledge at a rapid pace, and improve their skills for independent learning.
- Staff consult parents and carers when discussing potential study options with 16 to 18-year-old trainees and apprentices. They consult employers throughout each young person's programme, and this helps ensure that employers support young people well in the workplace. As a result of their good relationships with employers, staff quickly identify and remedy problems. This effectively supports the good progress made by most young learners.
- Staff provide comprehensive induction programmes during which they ensure that adult learners and apprentices understand the requirements of their programmes, and the high expectations they must meet. Staff revisit these expectations frequently, and this ensures that learners remain motivated and make good progress.
- Tutors and training officers thoroughly assess the existing skills of adult learners and

apprentices when they join a programme. As a result, they place learners and apprentices on the most suitable programmes. However, insufficient use of information relating to trainees' starting points results in a lack of planning of challenging activities to maximise their learning, particularly in English and mathematics.

- Staff encourage learners to declare any additional learning needs they have. When learners identify a requirement for additional help with English and mathematics, staff support them through additional one-to-one sessions. As a result, these learners achieve as well as their peers. Although there are currently no learners or apprentices who have declared a special need, staff do not provide any specialist assessment or support for such needs.
- Training officers and tutors provide clear and detailed oral feedback to learners and apprentices that helps them to understand what they have done well, and how they might improve their work. Their written feedback does not replicate this, and often lacks the detail needed to help learners and apprentices to make improvements.
- Most staff set and review appropriate learning targets for each learner and apprentice. This helps to ensure that learners focus on the things they need to understand, and the skills they need to develop, and helps them to make good progress. However, a small minority of training officers do not provide apprentices with targets that are challenging enough. As a result, a small minority of apprentices make slower progress than they should.
- A minority of training officers do not allow apprentices sufficient time to reflect and consider their answers to questions during off-the-job training and progress reviews. This limits their opportunities to think hard about topics, and their ability to demonstrate their understanding of the skills and knowledge they have gained in their workplaces.
- Tutors and training officers do not do enough to help learners and apprentices to develop their understanding of equality and diversity topics. As a result, they do not prepare learners sufficiently for life and work with the diverse range of individuals they are likely to encounter.

Personal development, behaviour and welfare

Good

- Learners work cooperatively and demonstrate high levels of mutual respect; they enjoy their learning, and explain their work enthusiastically. They behave well, work hard and develop good attitudes towards learning and work.
- Apprentices develop a useful range of wider skills and apply these well in their workplaces. For example, apprentices in a legal practice develop effective report writing skills and become better at communicating with clients, and apprentices in a medical surgery develop a good knowledge of complex terminology.
- Training officers and business advisers provide high-quality guidance that helps learners to make informed choices about their next steps in education and employment. Learners make good use of this information to make sensible decisions. A dedicated business adviser uses a wide range of employer contacts to secure work placements for trainees. This helps them to try out different work options and make informed choices about their career direction. Similarly, apprentices benefit from good jobs that match their abilities and ambitions.

- Staff provide good pastoral support that helps learners and apprentices to overcome any difficulties they have, and achieve their learning goals. For example, training officers help apprentices to discuss inappropriate working hours with their employers, and tutors help adult learners to find information on financial support for travel.
- Learners are safe and feel safe. They know whom they should approach if they have any concerns. They have a good understanding of how to protect themselves and others when online and at work. They understand their own rights and responsibilities in relation to their varied workplaces, where they contribute well and are valued.
- Adult learners, apprentices and trainees are punctual. Apprentices and adult learners attend well. However, trainees' attendance in lessons is low. Staff do not deal with this firmly enough, particularly given that these programmes' aims are to prepare young people for the workplace. Too many trainees miss functional skills sessions, and this limits the extent to which they improve their English and mathematical skills.
- All learners receive basic guidance about British values and the prevention of radicalisation and extremism. However, staff who work with adult learners and apprentices do not develop these themes sufficiently. Too many learners have only a superficial understanding of these important topics.

Outcomes for learners

Good

- Adult learners and apprentices make progress that is at least in line with expectations, given their starting points, and many make better progress. Trainees develop their understanding of the workplace and, consequently, their readiness for an apprenticeship or other employment.
- The proportion of apprentices who achieve their qualifications, and the proportion who do so within agreed timescales, are high. Managers have taken appropriate actions that have eliminated the historical underperformance in a few subject areas.
- Almost all apprentices who need to gain qualifications in English and mathematics do so, and the vast majority pass functional skills examinations at the first attempt. Staff offer apprentices the opportunity to study for functional skills qualifications at a higher level than required by their programmes. A small number take up this offer.
- The proportions of adult learners who achieve their qualifications in information and communication technology (ICT) or employability are very high. The proportion who secure sustained employment following their studies is higher than in other similar providers.
- A large majority of trainees develop good attitudes to work and progress to positive destinations, including apprenticeships, other employment or further learning. However, although trainees make some improvements in their English and mathematics skills, relatively few successfully achieve qualifications in these subjects.
- Apprentices produce work of a good standard and many go beyond the requirements of their qualifications. As a result, their employers value them highly, and most apprentices remain in permanent jobs on completion of their programmes. For the few who do not, staff successfully help them secure alternative employment. However, although the proportion who progress from intermediate to advanced level programmes has increased since the last inspection, it remains too low.

- Most learners enjoy their learning. They speak positively about their experiences, including those adults required by Jobcentre Plus to attend training programmes.
- Managers have recognised the historical gaps in achievement between different groups of learners. The lower achievement rates for female apprentices and those aged 16 to 18 were caused by the underperformance of childcare and learning support programmes, and this has been resolved.
- Managers identify those learners who may be vulnerable, such as young carers and those previously eligible for school meals. At present, there are eight such learners and apprentices. Staff carefully monitor their progress, and all eight are currently doing well.

Types of provision

Adult learning programmes

Good

- In the current academic year, 135 learners have completed a course on employability skills. Current courses focus on developing learners' ICT skills, and at the time of inspection there were four learners following such a programme. Learners are unemployed and required to attend by Jobcentre Plus. Almost all learners achieve a qualification and a higher proportion gain employment than in other similar providers.
- Learners are highly motivated and keen to learn new skills to help them find work. They attend well, and arrive to lessons on time and prepared to learn. They enjoy their programmes.
- Programmes help learners to develop the skills they need to find a job. Tutors have worked well with Jobcentre Plus staff to tailor the ICT programme carefully to help learners stay safe online, use computers for job applications, design websites, and to study on their own. Learners also develop the skills they need to use the new electronic systems employed by Jobcentre Plus.
- Learners develop good research skills through well-designed activities, and encouraging and helpful feedback from tutors. Learners apply these skills when searching for jobs and this increases their likelihood of gaining employment.
- Learners improve their confidence and communication skills well. They become more willing to take part in discussions, and to try things out for themselves on the computer, including how to use different types of software.
- A very effective mix of group and individual activities helps learners to develop good general ICT skills that prepare them to take advantage of local job opportunities. Tutors support learners well to focus on aspects of the qualification relevant to their employment aspirations. However, tutors do not link learning to specific job opportunities available locally.
- Learners gain a good appreciation of the risks of using the internet and understand how to keep safe online. They learn how to keep their personal information safe and how to minimise online security risks. Although they develop a general awareness of a range of other safeguarding themes, they do not develop fully their understanding of how to protect themselves and others from radicalisation and extremism.
- Learning activities and teaching methods do not sufficiently promote the importance of good English and mathematical skills. For example, learners continue to use incorrect

spellings of frequently used technical terms, and staff do not correct these mistakes often enough. Staff do not do enough to help learners to develop other aspects of their writing, including the use of punctuation and their application of the rules of grammar.

- Staff do not incorporate topics about equality, diversity, and British values frequently enough within lessons. Consequently, learners have limited knowledge and understanding of these themes and their relevance to future employment.

Apprenticeships

Good

- There are currently 140 apprentices following intermediate and advanced level programmes in childcare, learning support, administration, customer service, accountancy, information technology, and hospitality and catering. At the time of the inspection, five automotive apprentices were studying with a subcontractor. However, the subcontractor has just relinquished its contract and managers are seeking a new partner.
- Apprentices are well motivated, confident, responsible and mature workers. Training officers help them to develop good underpinning knowledge of their occupational areas and work roles. In addition, apprentices receive good support to develop broader skills in, for example, communication and customer care. As a result, employers value the contributions that apprentices make to their business.
- Employers are supportive of their apprentices and provide them with sufficient time during work hours to undertake on- and off-the-job training. This helps apprentices to develop and successfully apply their technical knowledge and occupational skills within their job roles.
- Training officers and employers provide continuing advice and guidance about next steps and appropriate progression routes. Most employers offer permanent employment to apprentices on completion of their programmes, and many provide good opportunities for career progression.
- Training officers accurately assess apprentices' starting points at the start of their programmes, including their skills in English and mathematics. Where apprentices already meet the English and mathematics requirements of their apprenticeship, training officers support them to improve their ability to apply these skills within their work roles. For example, they provide guidance on such activities as clear report writing, taking minutes of meetings, sending detailed letters to clients, and, for those working in nursery settings, writing individual child-centred development plans.
- Apprentices produce good written work. Employers support them to gather a wide range of evidence for their portfolios, and this helps them to clearly demonstrate their occupational competence.
- Training officers plan and manage frequent, high-quality assessment and progress review sessions. They know their apprentices very well, develop positive working relationships with them, and inspire them to succeed. Employers help training officers to set, and monitor progress against, a range of appropriate short-term learning targets. This helps to promote apprentices' rapid development.
- The vast majority of current apprentices make good progress. They develop appropriate vocational skills that allow them to undertake their job roles effectively. However, staff have not monitored the five apprentices in subcontracted provision closely enough, and

these apprentices are making slow progress towards completion of their qualifications.

- Training officers and employers have high ambitions for each apprentice. Several apprentices have progressed into more senior job roles within their organisation and a number of advanced apprentices have progressed to higher apprenticeships, university courses or other high-level training. However, although the proportion of apprentices who progress from an intermediate to an advanced programme has increased, it remains low.
- Training officers provide apprentices with clear oral feedback that helps them to understand how well they are doing and what they need to do to improve particular aspects of their work. However, their written feedback does not provide this same clarity. Apprentices often have little to refer back to that helps them identify weaknesses in their work and make improvements.
- In a minority of progress reviews, training officers ask questions but do not allow apprentices enough time to consider their answers carefully. As a result, apprentices miss an opportunity to think hard about what they have learned and demonstrate their deeper understanding of topics.
- Training officers do not do enough to help apprentices to develop their knowledge and understanding of diversity topics. They do not help apprentices to consider British values in depth or the links between them and the dangers of radicalisation and extremism.

Traineeships

Good

- Over the last year, 44 trainees have completed their programmes. The large majority have progressed into apprenticeships, full-time employment or further education. Currently, seven trainees, aged 16 to 18, are on programme.
- Managers and staff build good working relationships with employers and use these well to secure high-quality work placements for trainees. Continuing dialogue between staff and employers ensures that these placements help trainees to learn about workplace expectations, and to explore potential career routes. Employers provide good support and training that help trainees to develop the skills required in their chosen industry.
- A dedicated business adviser uses a good range of employer contacts to tailor work placements to each trainee. Trainees take up the offer of different placements if they are unsure about what they want to do, or if they find that their first placement is not for them. This helps them to find out more about their strengths, and their suitability for different jobs.
- Staff assess trainees' starting points very well. They use the information this provides to develop a full profile of each trainee that includes any potential support needs they may have, their interests, and their aspirations for future work. Managers and staff make good use of this information to plan trainees' work placements.
- Staff support trainees very well in the classroom and in the workplace. Small group sizes allow tutors to provide plenty of well-planned individual coaching and support that prepare trainees very well for employment.
- Trainees grow in confidence and develop their communication skills well in their work placement. A number of employers offer an apprenticeship to their trainees.
- Staff ensure that trainees have a good understanding of what to expect from the

traineeship programme, and of the progression routes open to them. Classroom-based learning activities, independent research and individual advice sessions with staff ensure that trainees can make informed choices about their future.

- Trainees are well behaved, and demonstrate respect for staff and other trainees. Lessons effectively raise their awareness of equality and diversity topics, particularly in relation to the workplace.
- Trainees feel safe, know how to keep themselves safe, including when online, and how to protect themselves from radicalisation and extremism.
- Staff do not always use the information they have on trainees' starting points to set targets that challenge them to develop their English and mathematical skills. Staff do not help trainees to identify the specific English and mathematical skills required for the roles to which they aspire and, as a result, do not always motivate trainees to develop these skills fully. Too few trainees gain functional skills qualifications in English and mathematics.
- Trainees' attendance in lessons is too low, particularly given that they are preparing for employment, and staff do not do enough to improve it. However, trainees' attendance in work placements is high.

Provider details

Unique reference number	52902
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	354
Principal/CEO	Hannah Spencer
Telephone number	01522 501300
Website	www.lagattraining.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	10	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	57	27	10	46	-	-		
Number of traineeships	16–19		19+		Total			
	7		-		7			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the quality and contracts manager, 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

Russ Henry, lead inspector	Her Majesty's Inspector
Jean Webb	Ofsted Inspector
Bev Cross	Ofsted Inspector
Maureen Deary	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017