

Mooreskills Ltd

Independent learning provider

Inspection dates

10–12 April 2019

Overall effectiveness		Inadequate
Effectiveness of leadership and management	Inadequate	Apprenticeships Inadequate
Quality of teaching, learning and assessment	Inadequate	
Personal development, behaviour and welfare	Requires improvement	
Outcomes for learners	Inadequate	
Overall effectiveness at previous inspection		Not previously inspected

Summary of key findings

This is an inadequate provider

- Directors have been too slow to address weaknesses identified at the previous monitoring visit. Management of apprenticeship programmes is weak.
- Directors and managers have not ensured that there are effective arrangements in place to accurately assess apprentices' existing knowledge, skills and experience.
- Apprentices' work, in too many cases, is of a poor standard.
- Assessment practice, including target-setting and feedback, is weak. As a result, apprentices do not know how to improve their work.
- Arrangements to support the development of apprentices' English, mathematics and information and communication technology (ICT) skills are weak.
- Too many apprentices do not develop substantial new knowledge, skills and behaviours.
- Too many apprentices make slow progress on their apprenticeship programmes and have passed their planned end date.
- Governance arrangements are not effective.

The provider has the following strengths

- Apprentices working in airports develop a good understanding of fundamental British values.
- Apprentices on level 3 and level 4 management programmes gain additional professional qualifications.

Full report

Information about the provider

- Mooreskills Ltd (Mooreskills) is an independent learning provider based in Birkenhead, on the Wirral peninsula. The company was established in 2013 by the two current directors. Mooreskills specialises in training programmes for destination management. In May 2017, it began training apprentices funded through the apprenticeship levy. Mooreskills underwent a new provider monitoring visit in April 2018.
- Mooreskills provides apprenticeships from level 2 to level 5. The majority of apprentices are enrolled on standards-based programmes. There are currently 177 apprentices. Apprentices are enrolled on programmes in retail and wholesaling, hospitality and catering, administration, team leading, business management and insurance practitioner. Apprentices are employed by a range of businesses across England. The majority are employed in airports throughout England.

What does the provider need to do to improve further?

- Urgently put in place governance arrangements to provide challenge and support to directors and managers.
- Ensure that there are effective arrangements in place to support apprentices to develop their English, mathematics and ICT skills so that they can achieve their functional skills qualifications in a timely manner.
- Implement rigorous quality assurance systems for all aspects of the apprenticeship programmes to improve standards by ensuring that:
 - the principles of the apprenticeship programme are met
 - apprentices' work meets the required standards
 - managers use accurate information to monitor the progress that apprentices are making
 - managers set challenging targets for improvement against which progress can be measured.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - trainers clearly identify apprentices' starting points
 - trainers plan and deliver off-the-job training that challenges apprentices to develop substantial new skills, knowledge and behaviours that support their on-the-job training
 - trainers set apprentices challenging targets and provide them with useful feedback that helps them improve their work in order to reach a higher standard
 - trainers frequently review apprentices' progress so that they can accurately identify when apprentices are making slow progress and inform them of what they need to do to catch up quickly.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Directors' actions to address the weaknesses identified at the previous monitoring visit have not been swift enough. Consequently, the quality of teaching, learning and assessment is inadequate and too many apprentices make slow progress on their programmes.
- Directors have not dealt with the weakness identified in the previous monitoring visit, which was to ensure that apprentices develop substantial new knowledge, skills and behaviours. Too many apprentices still do not receive their entitlement of time away from their job role to complete training.
- Directors and managers have not acted quickly enough to accurately assess the quality of apprenticeship provision. Consequently, actions to bring about improvements to the significant weaknesses that exist have been too slow. Managers have put in place a quality improvement plan but they are too optimistic of the impact that their actions have had on improving the quality of apprenticeship programmes.
- More recently, directors and managers have taken steps to try to deal with the poor quality of education and training that apprentices receive. They have introduced new systems, processes and approaches. For example, they have revised the process for observations of teaching, learning and assessment and increased the frequency of observations. They have very recently introduced a new apprentice review process. However, these changes are not yet fully implemented or have not yet had a sufficiently positive impact on improving the weak teaching, learning and assessment practice that many apprentices experience.
- Directors' and managers' strategies to improve apprentices' English, mathematics and ICT skills are weak. They have failed to provide adequate and timely support for apprentices who need to achieve their qualifications or develop their knowledge and skills further. This has a detrimental effect on apprentices who have gone beyond their planned end date and cannot complete their end-point assessment without having achieved these qualifications.
- Directors have a clear ambition to develop programmes that meet the regional needs of airport employers who employ well over half of current apprentices. They have effective working partnerships with employers in the airport industry. They work closely with these employers and understand the knowledge and skills gaps in this sector.

The governance of the provider

- Governance arrangements are not effective. There are currently no arrangements for independent scrutiny of the quality of training that apprentices receive.
- Directors do not use management reports or data well enough to hold leaders and managers to account. There is insufficient focus on the improvements needed to teaching, learning and assessment or the progress that apprentices make on their programmes.

Safeguarding

- The arrangements for safeguarding are effective.
- A dedicated team of staff ensures that any safeguarding issues are dealt with promptly and appropriately. Managers and staff carefully identify, monitor and support apprentices whose welfare is a cause for concern. They work with employers and a range of external agencies to support apprentices. For example, occupational health specialists provide counselling support through the employer to apprentices who require it.
- All staff are adequately trained in safeguarding and the dangers associated with radicalisation and extremism. Trainers ensure that apprentices have a basic understanding of these issues and how they relate to apprentices' job roles.
- Apprentices understand how to stay safe, including when online. They know who to speak to if they have concerns for themselves or a colleague. Airport apprentices are prepared well for life in modern Britain. They undergo additional training with their employer, which enables them to work safely 'airside' in a very high-security environment.

Quality of teaching, learning and assessment

Inadequate

- Apprentices' prior knowledge and vocational skills are not clearly identified at the start of their learning programme. Apprentices are often already skilled and very experienced in their role. Trainers do not plan an effective programme of learning that builds on apprentices' previous learning. This results in apprentices not developing new knowledge, skills and behaviours that prepare them well for future success and progression.
- Too many apprentices do not benefit from well-planned on- and off-the-job training. Apprentices do not always understand the distinction between these two aspects of their training. Employers are not always involved in the planning and monitoring of their employees' apprenticeship. Apprentices too often complete work in their own time as time for learning is not always made available by their employer. However, where employers are committed to the apprenticeship programme, they work effectively with the provider and the apprentice to plan the initial stages of the learning programme.
- The quality of target-setting is poor. Trainers routinely set individual targets for apprentices that focus on the completion of units, assessments and paperwork. They do not focus on the development of the knowledge and skills that apprentices need to be more efficient and effective in the workplace.
- Too many apprentices are making slow, or very slow, progress. This is often because of changes in trainer, a lack of timely progress reviews or difficulties in accessing their online portfolio. Too many apprentices rightly feel that the management of their apprenticeship has been disorganised and has led to delays in their rate of progress.
- Trainers' feedback to apprentices is too variable. It often fails to challenge apprentices to develop their academic skills and achieve higher grades. Feedback does not always provide enough detail to enable apprentices to improve. Spelling, grammar and punctuation errors are not routinely highlighted to help apprentices improve the accuracy of their writing.
- Trainers' assessment of apprentices' knowledge, skills and behaviours is poor and often inaccurate. Tracking records often identify that apprentices are meeting knowledge

standards but there is incomplete or missing evidence. Where apprentices have completed work, the standard of their work is too variable. Workbooks are not always fully completed or are too often completed to a standard below, or well below, that expected for the level of study.

- Apprentices' English and mathematics skills are routinely assessed at the start of their programme. However, appropriate support is not always put in place quickly enough to ensure that all apprentices develop their English and mathematics skills. This results in slow progress and delays the completion of their apprenticeship. Apprentices who are exempt from skills tests are not routinely challenged to further develop their English and mathematical skills in the workplace.
- Most trainers highlight the importance of equality, and attempt to promote an understanding of diversity through training sessions and reviews. However, they often lack the skills to link topics meaningfully to the apprentices' roles or workplaces.
- Human resource apprentices are highly motivated and have developed new skills and confidence, leading to an increase in team efficiency. A small number of apprentices on other programmes are developing useful new skills as a result of their learning programme. For example, customer service apprentices develop their confidence in handling difficult situations at work. Associate project manager apprentices develop skills in corporate finance and risk management.
- A small number of apprentices on level 4 and 5 apprenticeships in human resources and project management are supported effectively by their assessor to produce work of a suitable standard.
- Most apprentices understand what they need to do to prepare for end-point assessment on completion of their learning programme.

Personal development, behaviour and welfare

Requires improvement

- Apprentices do not gain sufficient awareness of the risks of extremism and radicalisation. Trainers routinely discuss the 'Prevent' duty and safeguarding during apprentices' reviews. However, trainers lack sufficient skills to develop apprentices' understanding of the risks associated with radicalisation and extremism in their local area or place of work. Apprentices who work in airports undergo additional training from their employers relating to the high-level security risks in airports. As a result, they demonstrate an in-depth understanding and knowledge of potential risks in their working environment.
- Managers do not monitor sufficiently apprentices' attendance at off-the-job sessions. Apprentices complete sign-in sheets at training sessions. However, these are not routinely scrutinised or used by managers to monitor the attendance of apprentices at off-the-job training sessions or the impact that non-attendance has on their progress.
- Managers have dealt with the weakness identified at the monitoring visit to provide current apprentices with effective advice and guidance. Apprentices are now aware of the requirements for developing English, mathematics and ICT as part of their apprenticeship programme. No new apprentices have been recruited since the monitoring visit. Consequently, it was not possible for inspectors to check arrangements for ensuring that apprentices are recruited with integrity.
- Apprentices receive insufficient careers advice and guidance. Most apprentices

demonstrate an understanding of progression opportunities available within their organisations. However, they are not provided with impartial guidance to help them develop challenging and realistic career plans for their future.

- Apprentices' behaviour is good. Most enjoy their learning and increase their confidence in their job role. For example, apprentices on customer service programmes develop skills that help them become more confident and adept when dealing with difficult customers.
- Apprentices on level 4 human resource programmes accurately identify the development of their wider skills, including written work. For example, their progress in academic writing has enabled them to improve their writing skills in the workplace. As a result, their emails and reports are more succinct and focused. Apprentices have also developed their speaking and listening skills. This has increased their confidence when leading meetings, speaking to senior managers and directors and delivering presentations to colleagues.
- Apprentices studying on level 3 team leader and level 4 project management programmes gain useful additional professional qualifications. For example, project management apprentices study additional university certificate units in business and finance, which enables them to develop the wider skills and behaviours expected in the workplace.
- Apprentices on level 3 team leader programmes develop their team-leading and team-building skills. For example, apprentices with one employer participate in team-building activities organised with the provider, which include an equality and diversity challenge to raise their awareness of fair treatment.
- Apprentices working in airports develop a good understanding of fundamental British values. A few have subsequently successfully delivered internal staff development sessions for their teams to help them develop their understanding.

Outcomes for learners

Inadequate

- Too many apprentices make slow progress on their apprenticeship programmes. Almost half of all apprentices are making very slow progress and have not achieved their qualification within the time planned.
- Directors and managers do not have an accurate oversight of the progress that apprentices make on their programmes. Inspectors identified that the data directors and managers use to monitor apprentices' progress is inaccurate.
- Too many apprentices make very slow progress in developing their English, mathematics and ICT skills. In many cases, this impacts significantly on apprentices achieving their programmes on time.
- The standard of apprentices' work is poor in too many cases. Work which has been assessed by their trainers does not meet the requirements of the apprenticeship standards or the awarding body.
- A significant minority of apprentices leave their programme early and do not complete their qualification.
- Directors and managers do not collate or analyse the destinations of apprentices to monitor how useful the apprenticeship programme is in supporting apprentices' career plans.
- Apprentices on customer services level 2 apprenticeships, human resources level 3

apprenticeships and operational management level 5 apprenticeships make better progress than apprentices on other programmes.

Provider details

Unique reference number	1276447
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	275
Principal/CEO	Sara Challinor
Telephone number	0151 709 3543
Website	www.mooreskills.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)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	56	-	92	-	29		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the director of operations, as nominee. Inspectors took account of the provider's most recent development plans, and the previous monitoring visit 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

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Carolyn Brownsea	Ofsted Inspector
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