

People and Business Development Ltd

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number: 58563

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Inspection date(s): 1 May 2019

Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

People and Business Development (PBD) was inspected in June 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement. Inspectors had judged the overall effectiveness of the provision to require improvement at the inspection prior to that, in November 2016.

In August 2017 two members of staff acquired the company through a management buy-out. PBD offer apprenticeship and adult learning programmes for learners going into the early years care and education sector, principally in schools and nurseries.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Themes

What progress have leaders and managers made in putting in place clear and specific actions, which they regularly monitor and review, to tackle weaknesses identified at previous inspections? **Reasonable progress**

Since the previous inspection, leaders have carried out a thorough review of how the programmes are offered. Leaders have effectively tackled weaknesses identified at previous inspections. As a result, the quality of the provision has improved.

The quality improvement plan is clear and detailed. Directors effectively monitor the progress towards actions being completed. They make good use of feedback from staff, learners and employers to check the progress and impact of their improvement actions.

Leaders' actions are having a demonstrable impact on learners. The proportion of learners achieving their qualifications is improving quickly and is higher than at the same time last year. Most learners are making the progress expected of them.

What progress have leaders and managers made in improving the quality of teaching, learning and assessment, by ensuring that assessors set challenging targets for learners, and help them develop their understanding of underpinning theory by routinely testing their knowledge and skills? **Reasonable progress**

Leaders' actions have resulted in improvements in the quality of teaching, learning and assessment. Staff training has been focused on the key weaknesses found at

previous inspections, such as target-setting that was insufficiently specific. As a result, staff set targets effectively to challenge learners and ensure that they make good progress.

Learners develop their technical knowledge and understanding effectively. Leaders introduced an effective new model for teaching and learning in August 2018. The model includes significant improvements, such as the introduction of high-quality workbooks, to ensure that learners develop the theoretical knowledge required to complete their learning successfully. Staff work closely with learners to extend this learning by relating the content of the workbooks to the everyday work tasks that learners complete.

Staff and learners have a good understanding of the progress learners make. Staff identify when learners make slow progress and take effective action to help learners catch up with their learning.

What progress have leaders and managers made in improving the quality of teaching, learning and assessment by enabling learners to develop their English, mathematical and ICT skills and make best use of online resources? Reasonable progress

Leaders and managers have effectively integrated the teaching of English and mathematics into learners' training. The proportion of learners who achieve their functional skills qualifications has improved.

Learners develop a good understanding of how to use mathematics in a relevant context, for example they understand how to calculate the area of a room and then work out the maximum number of children that can take part in a planned activity.

Staff help learners to develop their English skills effectively by providing specific help and guidance. For example, staff work with them to correct the errors that they have identified in learners' written work.

Learners make good use of online learning resources. As part of the new teaching and learning model, staff use these resources effectively to teach core elements of the programme. This improvement has contributed a higher proportion of learners achieving their qualification in the time planned.

What progress have leaders and managers made in ensuring that employers are routinely involved in the planning of learning programmes and in the reviews of progress with learners? Reasonable progress

Staff work closely with employers and ensure that employers understand the progress learners make in developing their skills and knowledge. Staff use the improved approaches to monitoring learners' progress and effectively share this information with employers.

Employers are closely involved in the assessment of learners' progress. Staff work collaboratively and effectively with employers to plan appropriate tasks and activities in the workplace that enable learners to make suitable progress. Managers and staff work with employers effectively to identify and meet the specific needs of their business.

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