

# All Trades Training Limited (ATT)

Independent learning provider

## Inspection dates

4–6 June 2019

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

## Summary of key findings

### This is a good provider

- Leaders, managers and learning coaches work highly effectively with employers to provide good-quality learning.
- Learning coaches use their extensive industry experience very successfully to ensure that apprentices develop good practical skills, underpinned with sound theoretical knowledge.
- Apprentices benefit from a broad range of additional qualifications. This prepares them well for their next steps in their future careers.
- Apprentices have a good understanding of diversity, and the different needs of their clients. They treat clients with dignity and respect.
- Apprentices in health and social care develop good practical skills, and the standard of their work is high.
- A high proportion of apprentices gain employment or promotion following their training.
- Health and social care apprentices develop their confidence, and quickly become independent learners. They are highly motivated to achieve their qualifications and to progress in their careers.
- The few apprentices studying business, retail and team leadership make slow progress in completing their apprenticeship.
- Learning coaches help apprentices to develop essential skills in English. However, apprentices do not receive enough help to improve their mathematics skills.

## 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. While the head office is based in Watford, Hertfordshire, the apprenticeship provision is delivered throughout the East of England in Norfolk, Suffolk, Essex, Cambridgeshire and Hertfordshire.
- Most of the 69 apprentices in training at the time of the inspection work towards qualifications in health and social care at intermediate, advanced and above. A few follow business, warehousing and management apprenticeships. Most apprentices are adults aged over 25.

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

- Leaders and managers need to ensure that:
  - business, retail and team leadership apprentices make rapid progress towards completing their programme
  - apprentices develop good mathematical skills and use these skills effectively in their everyday work.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders use their detailed knowledge and understanding of the health and care sectors to good effect, supporting the development of high-quality training. Following the previous inspection, they took decisive action to raise the quality of teaching, learning and assessment, which is now good.
- Staff and employers share high expectations for what apprentices can achieve in their learning. This ensures that most apprentices achieve their qualifications and progress into employment.
- Leaders and managers focus effectively on improving the quality of teaching, learning and assessment. Observations of learning focus appropriately on what apprentices know and the progress they make in their learning. Good use is made of apprentices' feedback from surveys and discussions following lesson observations to monitor and improve the quality of the provision.
- Staff performance is managed well. Prompt and effective action is taken in the event of any underperformance. Evidence from a range of sources, including employer feedback, is used to monitor staff performance effectively. Managers have carefully selected new learning coaches from the care and business sectors for their aptitude, experience and specialist working knowledge.
- Arrangements for continuing professional development for staff are good. Staff training focuses effectively on enhancing both professional and teaching skills. Staff benefit from training provided by their employer network. For example, they are trained in the latest techniques in managing Parkinson's disease, dementia and mental health. Staff undertake shifts in care settings to keep their skills sharp and up to date.
- Self-assessment of performance is accurate. The resulting report is very clear, detailed and evaluative, and focuses well on the experience of apprentices. Leaders and managers identified most of the areas for improvement recognised by inspectors.
- Leaders and managers use their close links with employers very successfully to ensure that the curriculum meets local skills needs. Apprentices have a good understanding of the career paths open to them, locally and nationally.
- Leaders and managers monitor apprentices' progress closely and effectively. The chief executive maintains a detailed knowledge of the progress being made by each apprentice. In addition, there are regular meetings with staff to review apprentices' progress. Staff produce detailed case studies of what apprentices decide to do following their training.
- Apprentices receive timely and appropriate careers advice and guidance, both at the start of their course and during it. Apprentices sometimes change their aspirations while studying, and staff respond appropriately to this with additional guidance.

### The governance of the provider

- Governance arrangements are strong and effective. Senior leaders provide the board with concise and accurate evaluations of current performance. They analyse key risks to the success of the apprenticeship provision. Board members make good use of this

information to support the development of the provision and to challenge apprenticeship managers to improve.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that suitably trained professionals carry out health and safety checks and risk assessments. They ensure that the risk assessments are updated regularly.
- 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 are safe. The designated safeguarding lead is suitably qualified, and all staff receive appropriate training and learning resources to support their understanding.
- Apprentices 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. Apprentices are aware of e-safety and particularly the importance of keeping personal information and data confidential. As a result, apprentices feel safe in learning and at work and know who to go to and how to raise a concern.
- Staff prepare apprentices well for living and working in modern Britain. They effectively promote equality and diversity. They have a clear focus on ensuring that apprentices develop a good understanding of British values and understand the potential dangers of radicalisation and extremism relevant to their lives and workplaces.

## **Quality of teaching, learning and assessment**

**Good**

- Learning coaches plan training sessions very effectively. They use a range of teaching approaches, including interactive resources, to stimulate and engross apprentices in their learning. Apprentices enjoy their learning and develop a good understanding of how to care for clients. For example, they learn about the different diseases and conditions that may affect service users in care homes, such as osteoporosis and Parkinson's disease.
- Learning coaches use in-class discussion as a skilful method of exploring and deepening understanding. Careful explanations and hypothetical questioning are used to enable apprentices to develop their knowledge of how to manage different situations. For example, apprentices learn how to ensure that care plans cover service users' specific needs and the importance of keeping them up to date.
- Advice and guidance to potential apprentices is helpful and informative. This enables apprentices to make well-informed decisions about their training. Apprentices recognise that the qualifications and training they undertake during their apprenticeship help to shape their career goals.
- Suitably qualified learning coaches use their good vocational expertise to enhance learning. They develop a good rapport with apprentices, who value their industry experience.
- Apprentices develop new skills and knowledge and make a positive contribution to their employer's business. For example, a higher apprentice carried out much insightful research into death and dying with dignity that informed colleagues' practice in managing

residents' approaches to death.

- Employers are fully involved in their apprentices' learning and development. Employers liaise closely with learning coaches so that on- and off-the-job training is properly coordinated to achieve the optimum impact on learning. Employers and learning coaches work together with the apprentices to select additional units that most effectively meet their career interests or work roles. As a result, the curriculum closely matches the needs of the employers' businesses and the interests of the apprentices.
- Apprentices have a sound understanding of equality and diversity and apply this learning to their workplaces. For example, management apprentices explain clearly how they manage and develop their staff teams by building on their individual strengths and acknowledging the diversity of the team. They can explain the challenges that this diversity brings to them as line managers.
- Apprentices understand the threat presented by radicalisation and extremism and know who to talk to if they have any concerns. Advanced apprentices can describe how to keep themselves and others safe, particularly the most vulnerable in society.
- Apprentices develop good vocational specialist vocabulary and use digital technology usefully to improve the quality of their work. For example, they can sort and present information into spreadsheets, and produce health and safety leaflets and posters for the office. However, learning coaches do not routinely consider ways to develop apprentices' mathematics skills within training sessions or workplace observations.

## Personal development, behaviour and welfare

**Good**

- Apprentices enjoy their learning. They take pride in their work. They are clear about the career opportunities available to them with their current employers and the further training they may need to complete to be considered for more senior positions.
- Higher-level apprentices make a significant contribution to their employers' businesses. They undertake valuable research projects as part of their studies. For example, one apprentice researched a procurement process to better support managers' decision making.
- Employers value the apprenticeship programme and the skills apprentices develop. Managers confirm that apprentices grow in their management roles and make a good contribution to their workforce.
- Employers provide additional workplace training that benefits apprentices, for example training to support apprentices working with care residents with dementia and Parkinson's disease.
- Learning coaches ably promote the development of English skills through specific exercises and activities in one-to-one sessions. Apprentices make good progress in developing their reading and spoken English skills. Apprentices read aloud, interpret statements and explore management-specific terms and their definitions. Apprentices are confident, articulate and able to explore how these terms relate to their management practice. However, learning coaches do not give as much attention to the development of apprentices' mathematics skills. As a result, apprentices are less confident in undertaking advanced mathematical problems in higher-level apprenticeships.
- Most apprentices produce work of an acceptable standard. Assignments contain good

vocational information which is thoroughly researched and accurate.

- Learning coaches place a strong emphasis on safe working practices. Apprentices demonstrate, for example, a good understanding of fire safety and why this is a priority in care settings. Apprentices have a good understanding of how to keep care clients and staff safe, including how to escalate a concern.
- Apprentices demonstrate highly professional attitudes and behaviours at work and in learning sessions. They come to off-the-job learning sessions fully prepared and on time.

### Outcomes for learners

### Good

- Most apprentices complete their qualification within the time planned. Most remain in employment on completion of their learning. Employers report that apprentices quickly become highly valued employees.
- Apprentices' good knowledge and skills help them to do well at work. Many move into managerial roles as a result of their training. A small but increasing proportion move on to higher-level apprenticeships.
- The extra qualifications apprentices take help prepare them fully for their next steps. For example, health and social care apprentices know how to manage clients with fragile mental health. They also have a good understanding of managing end-of-life care.
- The proportion of apprentices who pass their functional skills exams are high. They develop particularly good communication skills. They use these skills effectively to reassure confused and frightened clients.
- Few significant gaps in achievement exist between different groups of apprentices. Apprentices from disadvantaged backgrounds and those with a learning disability achieve as well as their peers. However, the very small proportion of apprentices on business and retail management programmes make slow progress.

## 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	156
Principal/CEO	Mrs Courtney Grinham
Telephone number	01923 698 430
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	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+		
	–	11	–	31	–	27		
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 quality improvement, 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

Martin Bennett, lead inspector	Ofsted Inspector
Philip Elliott	Ofsted Inspector
Rosy Belton	Ofsted Inspector



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