

# dip (Batley) Ltd

Monitoring visit report

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**Unique reference number:** 51552

**Name of lead inspector:** Jonny Wright, Her Majesty's Inspector

**Inspection date(s):** 26–27 June 2019

**Type of provider:** Independent learning provider

**Address:** Bankfoot Square,  
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## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

dip (Batley) Ltd (dip) began to deliver adult learning provision in November 2017. Prior to this, dip delivered adult learning provision as a subcontractor. At the time of the monitoring visit, 54 learners were on adult learning programmes: 26 learners were on functional English and mathematics programmes at entry level to level 2, 24 learners were on information and communication technology (ICT) programmes at entry level to level 2 and four learners were on a retail programme at level 1. dip delivers learning from centres in Batley and Huddersfield, and most learners live in the Kirklees and South Leeds areas. dip does not use subcontractors.

### Themes

<p><b>How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?</b></p>	<p><b>Significant progress</b></p>
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Leaders have a very clear and well-established curriculum strategy for dip. They provide courses for unemployed people in the local area to support them to develop the skills they need to gain employment.

Leaders and managers have a clear oversight of the quality of learning programmes and how to make improvements. They identify strengths and weaknesses correctly and plan for improvements effectively.

Leaders and managers have developed highly effective links with local partners, including Jobcentre Plus, the National Careers Service and the probation service. Managers communicate frequently and effectively with partners about learners' progress and attendance.

Leaders and managers have a good oversight of the progress that learners make. Tutors provide them with clear and accurate information regarding learners' progress towards achieving their curriculum goals. Managers intervene quickly when necessary and ensure that learners make good progress.

Leaders and managers have developed very good resources for teaching and learning. The learning centres are well resourced, conducive to learning and accessible to local people.

Tutors and support staff are suitably qualified and experienced. Leaders and managers provide useful training for staff to improve their skills and knowledge.

Learners have access to helpful and impartial advice and guidance on future careers. Advisers from the National Careers Service attend weekly to support learners in identifying their next steps. They help learners to develop their interview skills and to produce a curriculum vitae.

Managers and tutors provide intensive training programmes, and learners make rapid progress as a result. However, managers and tutors do not plan comprehensive programmes of study for learners when they start that meet their individual goals and aspirations. Instead, learners enrol on a single course; as they complete it, they decide which course to follow next. This disadvantages a few learners, including those who need English skills to advance onto higher-level learning in other subjects.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?**      **Significant progress**

Most learners make rapid progress on their courses and achieve their qualifications quickly. A high proportion progress to the next level on completion of an entry level or level 1 course, and around half gain employment or progress to other education and training when they leave dip.

Learners benefit from well-structured and appropriately sequenced courses that help them to develop new knowledge and skills in English, mathematics, ICT and retail. Learners successfully use high-quality online resources, once they are familiar with these, and appropriate paper-based resources on retail courses. Those who need to acquire basic computer skills to prepare them for online learning follow a short course to improve these skills. However, a few learners comment on the lack of opportunities to interact with other learners and to develop their social confidence.

Tutors and support staff provide effective individual support for learners at both centres. Tutors review learners' progress very carefully and accurately. Frequent face-to-face reviews enable tutors to evaluate the progress that learners make.

Most tutors provide very constructive guidance on what learners need to do next and how to improve their skills. Learners complete frequent sample papers as they approach their examinations. Tutors record clear, specific and helpful feedback about progress which learners use well to improve their work.

Most learners attend well, often working at the centre for much of the week. When learners are unable to attend due to personal commitments, they receive additional support from tutors to help them catch up.

Learners receive a very thorough induction, during which their aspirations are discussed and recorded. Tutors advise learners appropriately of the courses they need to do to work towards their goals. However, a few learners on ICT and mathematics courses who need extra support to develop their English language skills do not receive it.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have developed clear policies and procedures, which they apply effectively to keep learners safe. They have appointed suitable staff to act as designated safeguarding leads (DSLs). The DSLs are appropriately trained to carry out their role.

DSLs receive helpful information from local authorities and other agencies to inform their practice. They have developed a 'Prevent' risk assessment that accurately identifies local risks.

Leaders and managers use safe recruitment practices and provide staff with regular training in safeguarding, the 'Prevent' duty and equality and diversity.

Managers have produced informative learning resources about safeguarding for tutors. Tutors provide effective support to enable learners to develop their understanding of safeguarding and of the risks associated with radicalisation. Learners feel safe and know how to report any concerns. However, their understanding of the risks associated with radicalisation and how it affects their lives is underdeveloped.

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