

Priority Management Limited

Independent learning provider

Inspection dates

16 to 18 July 2019

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

Summary of key findings

This is a good provider

- Trustees and leaders have created a culture which successfully encourages students from some of the most deprived local areas to participate in education and pursue their ambitions and goals.
- Leaders, managers and tutors support students to become active and successful members of society and the local community.
- Students develop their confidence and self-esteem significantly as a result of being on their courses.
- Students benefit from well-planned teaching and learning sessions which tutors tailor to students' individual needs. Tutors plan learning based on students' prior experience and current work placements.
- Students participate in high-quality, purposeful placements and quickly become an asset to their employers. They make an extremely valuable contribution to their childcare or school workplaces.
- Students develop extremely well the practical skills they need to become competent teaching assistants and early years practitioners.
- A very high proportion of students who complete their courses achieve their qualifications.
- The large majority of current students, many of whom have been out of work for some considerable time, move on to work in childcare or school settings.
- Leaders and managers do not have a clear strategy in place to ensure that all students develop their English and mathematical skills swiftly.
- Leaders' and managers' actions do not always bring about swift enough improvements to the quality of provision.

Full report

Information about the provider

- Priority Management Limited is an independent charitable organisation that trades under the name of Riverside Learning and Education Centre (RLEC). It was established in 1979 by a local community group that focuses on reducing the high levels of unemployment in the area. RLEC is located in Liverpool and provides training for adult students through government-funded advanced learner loans. Currently, 26 students are enrolled on level 3 programmes in supporting teaching and learning, and early years.
- Just over a third of the working-age population in Liverpool have qualifications at level 4 or above, which is around regional and national averages. Levels of unemployment in Liverpool are similar to those found regionally and nationally.

What does the provider need to do to improve further?

- Leaders and managers should put in place a clear strategy to ensure that all students rapidly improve their English and mathematical skills from their starting points.
- Leaders and managers should:
 - ensure that they clearly identify the priorities for improvement and put in place specific enough actions to tackle them
 - systematically monitor the impact of actions and ensure that they bring about swift improvements to the quality of provision.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and trustees aim to support disadvantaged, disengaged and demotivated students in Liverpool. Their vision focuses on providing accessible and inclusive vocational learning programmes. The mission and vision successfully support students to develop their skills and confidence to find employment and be active and successful members of society and the local community.
- Trustees and leaders set ambitious targets to achieve the charity's core objectives. They successfully encourage students, including those from minority groups, from some of the most deprived local areas to participate in education and develop their self-esteem. Students engage in learning and, as a result, can pursue their ambitions and goals.
- Equality of opportunity is an underpinning principle that guides the actions of all staff at RLEC. Leaders effectively promote a tolerant and positive learning environment which is sensitive to the needs of each student.
- The curriculum that leaders and managers have implemented reflects accurately the aims of the organisation. The courses meet local skills needs and priorities very well. They successfully help people into meaningful jobs. As a result of their course, students overcome barriers to employment and are more independent in their communities. Students have access to impartial careers guidance, which enables them to develop clear and realistic plans for their future.
- Leaders and managers develop very effective relationships with local childcare providers and schools which provide work placements. Employers value the courses highly because they develop skilled early years practitioners and teaching assistants who support children and their learning very well. The large majority of students are successful in meeting their aims of gaining worthwhile employment in childcare and in supporting teaching and learning.
- Staff are appropriately qualified and experienced and most have worked with the provider for many years. Students and employers enjoy high standards of support and guidance from a committed and experienced team who put the student at the heart of what they do.
- All staff engage in regular and useful professional development activities. This training helps them to meet the expectations of their roles, remain up-to-date vocationally and support students well. As a result, students benefit from a good standard of education and training. They develop their vocational skills successfully and meet the needs of employers.
- Managers self-assess the quality of the provision, including the use of student and employer feedback, and evaluations of the quality of teaching, learning and assessment. Leaders and managers make changes and improvements as a result. For example, they have improved student recruitment processes and how they manage placement providers. However, leaders and managers do not clearly identify the priorities for improvement, put in place specific enough actions or systematically monitor their impact. Consequently, they do not always make improvements to the quality of provision as rapidly as they could.

- Leaders and managers do not have a clear strategy to ensure that all students develop their English and mathematical skills from their starting points, which are often low. As a result, not all students develop these important skills swiftly enough.

The governance of the provider

- Governance arrangements are effective. Experienced trustees are fully committed to the main aims and objectives of the provider. They are ambitious and work with leaders to ensure good outcomes for students. Leaders ensure that trustees receive appropriate information about the quality of provision and how well students are progressing on their courses. As a result, trustees hold leaders and managers to account effectively for the quality and outcomes of the provision, and they monitor ongoing improvements in the key aspects of the provider's work.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers take appropriate steps to keep students safe. They ensure that placement providers are safe places for students to carry out their work-related experience. Students who work with children on their course undertake the required background checks. Leaders and managers ensure that the curriculum develops students' understanding of safeguarding issues and how to keep themselves and the children they work with safe.
- Appropriate safer recruitment and relevant background checks are in place for RLEC staff to ensure their suitability to work with vulnerable adults. Staff engage in appropriate safeguarding training, which includes the risks associated with radicalisation and extremism. Staff use reporting procedures effectively to inform managers of safeguarding concerns. Managers have good links with other local agencies and make appropriate safeguarding referrals when needed.

Quality of teaching, learning and assessment

Good

- Students benefit from well-planned teaching and learning sessions. Tutors tailor and order the sequence of learning to meet the needs of individual students, based on their prior experience and current work placement. For example, students who have limited experience of their setting start with the importance of communication with children, followed by how the school is organised. Students make good progress as a result.
- Tutors are very experienced practitioners who motivate students to want to learn. They carefully select learning activities and resources that students can use in their workplace. For example, students use a child development overview table to plan the most appropriate activities when working with different age groups. Employers and children benefit from the progress that students make and the contribution they make to the workplace.
- Students demonstrate very good practical skills at work. They work skilfully with the children in their charge and are confident in using their initiative. For example, students develop games that support children to learn the days of the week and make short

sentences using sign language.

- The feedback that tutors provide for students helps them to improve their practical skills and theoretical knowledge. Over time, students demonstrate improvements in their workplace practice, and most demonstrate improvements in their written work. For example, students become better able to reflect on alternative approaches to take when working with primary-aged school children.
- Tutors use very effective target setting to guide students to set themselves realistic weekly objectives for their learning. This method ensures that students succeed and few get behind in their work. Where students do fall behind, interventions are swift and successfully get students back on track.
- Students benefit from developing aspects of their English and mathematical skills in the workplace. However, tutors do not use the initial assessments of students' English and mathematical skills to plan systematically how to help them tackle any gaps in their knowledge and understanding. Consequently, too many students do not feel confident in their abilities to help children in all aspects of their literacy and numeracy, because they have weaknesses in some key aspects of their own skills in these subjects.
- Students produce work at an appropriate level expected of them for their courses. However, too few students demonstrate sufficiently the development of higher-level research skills to prepare them for the next stages of education.

Personal development, behaviour and welfare

Outstanding

- Managers and tutors at RLEC have developed a highly effective culture that promotes all aspects of students' welfare. As a result of being on their courses, students develop significantly their confidence and self-esteem. For example, teaching assistants take on greater responsibilities; they lead support work for small groups of pupils in the classroom. Students help their own children with homework.
- The advice and guidance that students receive at the start of their course are excellent because they are tailored to their individual needs. Managers and tutors ensure that students understand fully the commitment and demands of the course. They use their experience and skills to ensure that students enrol on the most appropriate course. For example, many students start their studies with level 2 childcare and English and mathematics in order to prepare them successfully for the demands of the level 3 course. Managers and tutors will refer students to alternative providers if needed, rather than place them on unsuitable courses. Staff work highly effectively with students to plan the length of their programme to meet their personal circumstances, which are often complex. Consequently, all students complete their courses on time.
- Students take part in high-quality, purposeful placements and quickly become an asset to their employers. They make an extremely valuable contribution to their childcare or school workplace because they develop swiftly as very competent practitioners. For example, students successfully apply their understanding about children's fine and gross motor skills when planning and leading painting activities.
- Students value greatly the flexible support they receive from staff to meet their individual needs throughout their programme. The highly effective help and guidance that tutors provide ensure that students stay on track and know what they need to do to be

successful. Staff support very well any students who fall behind, enabling them to catch up swiftly. Students are very proud of their achievements. They undertake a range of useful additional courses, such as food hygiene and first aid.

- Students are articulate and communicate very clearly and coherently in and out of work. They support children very effectively to develop their verbal communication skills in school and childcare settings. For example, students lead on reading interventions and phonics practice with children.
- Students are extremely professional in their workplace and are positive role models for the children they work with. Their attendance is very high at work and at their monthly tutorial sessions. Systems that managers and tutors use to follow up absence with students are rigorous and very effective.
- Most students develop a very good understanding of British values. They use their knowledge to promote harmonious relationships between children. For example, students build children's self-esteem through role play activities that promote valuing each other's choices. They understand the importance of children's dietary requirements from a social and cultural perspective.
- Students use their detailed knowledge and understanding of safeguarding in their work settings to keep children safe. They follow appropriate health and safety practices and report any concerns they have about the children in their care promptly.

Outcomes for learners

Good

- Students enjoy their learning and make good progress from their starting points. They know how well they are progressing and what they need to do next to maintain good progress and succeed on their courses.
- Students put into practice in the workplace the knowledge and skills they develop on their courses. For example, in childcare and school settings students manage children's behaviour skilfully when they take part in competitive games. The work that students produce is neat and well-presented and is of a suitable standard for their level of study.
- In 2017/18, the proportion of students who completed their programmes was high. All students who remained on their course to the end achieved their qualifications. All current students who have completed their courses have passed their qualifications.
- Managers and tutors support students very well in their next steps. The proportion of students who move on to positive destinations is high. The large majority of current students, many of whom have been out of work for some considerable time, go into work in childcare or school settings.

Provider details

Unique reference number	54525
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	42
Principal/CEO	Paul Feaver
Telephone number	0151 709 3637
Website	www.riversidelec.org

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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	-	-	-	26	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
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 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, employers and staff; 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

Alison Cameron Brandwood, lead inspector	Her Majesty's Inspector
Steve Ingle	Ofsted Inspector
Maria Rayworth	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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