

# Azilo Training Ltd

Independent learning provider

## Inspection dates

20–22 August 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<b>Requires improvement</b>		
Outcomes for apprentices	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Not previously inspected	

## Summary of key findings

### This is a provider that requires improvement

- Governors do not provide sufficient challenge to senior leaders.
- Senior leaders have not yet successfully addressed all of the weaknesses identified at the previous monitoring visit.
- Senior managers do not have a sufficient oversight of the progress that apprentices make on their programmes. As a result, one in four apprentices make slow progress on their programme.
- Senior leaders' strategies to improve the quality of provision lack rigour.
- Senior leaders do not monitor the progress of different groups of apprentices. As a result, they do not identify any groups who do not progress as well as others.
- Assessors do not consistently use apprentices' starting points to plan a curriculum that meets the specific requirements of apprentices. Too often, assessors ask apprentices to complete assessments without any preparatory learning.
- Assessors do not set challenging targets for apprentices to achieve. Consequently, apprentices do not achieve the level of which they are capable.

### The provider has the following strengths

- Most apprentices develop new work-related skills and behaviours and add value to employers' businesses. A few apprentices gain promotion or additional responsibilities.
- Managers' actions to improve the quality of teaching and learning of functional skills have been effective. Consequently, a high proportion of apprentices who need to pass functional skills do so.
- Assessors provide useful feedback to apprentices to help them improve their work.
- Staff provide good support to apprentices.
- Most apprentices develop a good understanding of safeguarding and how it applies in the early years sector.
- Leaders and managers have nurtured effective relationships with a range of employers.

## Full report

### Information about the provider

- Azilo Training Limited is based in Salford, Greater Manchester. The majority of apprentices are based in the north west. At the time of inspection, there were 74 apprentices studying on early years apprenticeship frameworks at levels 2 and 3. Approximately one quarter of the apprentices are 16 to 18 years old, with the remainder being adult apprentices.
- Around 35% of the working-age population in the Greater Manchester Combined Authority have qualifications at level 4 or above, which is similar to regional averages. The unemployment rate is higher than that regionally and currently stands at 4.4%. The proportion of students in Salford who left school in 2016/17 with pass grades of 9 to 4 was lower than that of students regionally.

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

- Leaders and managers should ensure that the governing body:
  - receives a comprehensive overview of all aspects of performance, including the progress that current apprentices make on their programmes
  - sets aspirational targets for leaders and senior managers to achieve. These targets should be closely monitored to ensure that rapid improvements benefit all apprentices
  - holds leaders and senior managers to account for the standard of training that apprentices receive. Where minimum standards are not met, then swift action should be taken to improve rapidly apprentices' learning experiences.
- Leaders and managers should ensure that they:
  - implement rigorous quality improvement strategies that clearly identify the improvements needed and measure the progress made in improving the standard of training that apprentices receive. This includes ensuring that all apprentices receive sufficient off-the-job training
  - use the information collected about apprentices' existing skills and knowledge to plan challenging individual programmes
  - set clear and challenging targets for apprentices so that they make the progress of which they are capable in relation to their starting points
  - monitor the progress of different groups of apprentices so that they can identify any groups who do not progress as well as others.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders have been slow to address all of the weaknesses identified at the previous monitoring visit. For example, they do not check that all apprentices have sufficient off-the-job training. In addition, they do not check the quality of the off-the-job training. As a result, one in four apprentices make slow progress on their programmes.
- Senior leaders' strategies to improve the quality of provision lack rigour and clarity. They do not focus sufficiently on the impact of the provision on apprentices. Consequently, senior leaders are not able to evaluate sufficiently the impact of actions on improving the quality of provision.
- Senior leaders do not set clear and measurable targets to improve the quality of provision. They do not monitor the progress of the improvement actions that they set themselves. Consequently, they do not measure accurately progress made. Senior leaders do not share the improvement plan with the governors. The chief executive officer does not set clear targets for senior leaders.
- Senior leaders do not ensure that assessors utilise fully assessments of apprentices' existing knowledge, skills and behaviours, at the start of their apprenticeship, to plan an effective learning programme for apprentices. As a result, apprentices do not develop the knowledge, skills and understanding to fulfil their potential.
- Managers' actions to improve the quality of the teaching and achievement of functional skills have been effective. All staff have received training in delivering functional skills. A specialist functional skills tutor provides appropriate additional support to apprentices. Consequently, most apprentices pass their functional skills exams at the first attempt.
- Leaders have established effective working relationships with employers in the early years sector. Managers have detailed knowledge about each apprentice and each employer. Managers and employers swiftly identify concerns and agree remedial actions. Employers support apprentices appropriately to develop their workplace knowledge, skills and behaviours. Senior leaders plan to introduce apprenticeship standards in order to provide a greater range of progression routes, such as management apprenticeship pathways.

### The governance of the provider

- The chair of governors has relevant experience of apprenticeships and provides effective support to develop governors' understanding of the requirements of apprenticeships.
- Governors do not set clear targets for senior leaders and staff to achieve. Consequently, senior leaders have made slow progress in improving a few of the weaknesses identified at the previous monitoring visit.
- Governors now meet regularly. They discuss the reports they receive on key aspects of performance, for example overall achievement rates and early leavers. However, they do not receive reports on the progress that current apprentices make. As a result, they do not provide rigorous challenge to senior leaders.

## Safeguarding

- The arrangements for safeguarding are effective.
- Managers place a high priority on keeping apprentices safe. They ensure that appropriate safeguarding policies and procedures are in place. Staff understand and follow these procedures. Apprentices have a good understanding of safeguarding. Apprentices know who to contact if they have any safeguarding-related concerns. Most apprentices understand the risks in the workplace associated with radicalisation and extremism.
- The designated safeguarding lead (DSL) receives the appropriate level of training. All staff undertake appropriate training in safeguarding and the 'Prevent' duty. Consequently, they support apprentices confidently and make any necessary referrals to the DSL. The DSL follows up apprentices' concerns swiftly. They record any safeguarding-related cases accurately. Leaders and managers follow safer recruitment practices rigorously.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment are not consistently good. Managers recently introduced assessments for apprentices to complete at the start of the programme. Most assessors use this information to plan apprentices' learning. However, a minority of apprentices do not know what they need to do to develop further their knowledge, skills and behaviours.
- Assessors do not set challenging targets for apprentices. They set targets to complete units of the qualification rather than develop specific knowledge, skills and understanding. Assessors frequently ask apprentices to complete assessments without any preparatory learning. As a result, too many apprentices are not making the progress of which they are capable.
- Assessors do not provide support to apprentices with prior attainment for English and mathematics. As a result, they do not develop their literacy and numeracy skills further.
- Most assessors provide suitable feedback to apprentices. Apprentices understand what they need to do to improve. They revisit their work to correct mistakes to meet assessment requirements. Apprentices reflect routinely on feedback on their work practices. As a result, apprentices develop further their knowledge, skills and understanding and make a positive contribution to their employers' businesses.
- Assessors have relevant experience and industrial knowledge. They use these thoughtfully to help apprentices understand the specific requirements of their job roles. For example, apprentices plan children's activities skilfully using their knowledge of relevant theorists. They contextualise this learning successfully into their work setting.
- Apprentices easily access suitable learning resources available to them. For example, a wide range of electronic resources are available on topics such as food safety, first aid and food hygiene short courses. They have useful links to relevant websites and explanations of what the unit involves.

## Personal development, behaviour and welfare

## Requires improvement

- Apprentices develop adequate work-related behaviours. They incrementally develop confidence in their work setting through the support of their assessors and workplace mentors. For example, apprentices track children's abilities appropriately in order to identify those capable of moving on to the next stage. As a result, they add value to their employer's business.
- Apprentices receive appropriate training on the 'Prevent' duty and British values. They have an adequate understanding of the potential risks associated with radicalisation and extremism. Apprentices develop an effective understanding of British values. They routinely demonstrate respect towards each other, colleagues, children, and parents and carers. Apprentices can discuss articulately the importance of democracy and the rule of law.
- Assessors provide good support to apprentices. They are aware of apprentices' specific needs. Assessors provide flexible delivery for apprentices with pressures in their personal life.
- Apprentices enjoy their programmes. They develop good levels of self-confidence that they use well in the workplace. For example, apprentices speak confidently to parents about their child's behaviour. They integrate knowledge that they have learned on their programme to convey clear messages to parents about their child's development.
- Apprentices receive additional training from their employers, for example training in phonics, behavioural support and autism spectrum disorder. This develops further their workplace knowledge, skills and behaviours.
- Apprentices feel safe and are safe in their work environments. They demonstrate a good awareness of health and safety. For example, they consider carefully children's safety when organising play activities.

## Outcomes for apprentices

## Requires improvement

- A small minority of apprentices do not achieve their qualifications because they leave their programmes early. This is particularly the case for the level 2 children and young peoples' workforce apprentices. One in four apprentices make slow progress on their programmes.
- Leaders and managers do not analyse the performance of groups of apprentices. As a result, they do not identify any groups who do not progress as well as others.
- Almost all apprentices who complete their qualifications remain in employment. A few apprentices gain promoted posts or take on additional roles. For example, apprentices become room leaders, key workers or special educational needs coordinators.
- The standard of written work that most apprentices produce is appropriate to their level of study. Their work meets the requirements of their vocational qualification. For example, apprentices demonstrate the appropriate understanding of knowledge about child development and behaviour.

## Provider details

Unique reference number	1278635
Type of provider	Independent learning provider
Age range of apprentices	16–18/19+
Approximate number of all apprentices over the previous full contract year	79
Principal/CEO	Graeme Scott
Telephone number	0161 826 0381
Website	www.azilotraining.com

## 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 apprentices (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	12	7	9	48	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of apprentices aged 14 to 16	0							
Number of apprentices for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	0							

## 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 self-assessment report and development plans, and the previous monitoring visit report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices 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

Kim Bleasdale, lead inspector	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Kathryn Townsley	Ofsted Inspector
Paul Cocker	Her Majesty's Inspector
Dilys Taylor	Ofsted Inspector

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