

# Inspection of Bright Direction Training Limited

Inspection dates: 10–12 December 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--|--------------------------|
| The quality of education                     | <b>Good</b>              |
| Behaviour and attitudes                      | <b>Good</b>              |
| Personal development                         | <b>Good</b>              |
| Leadership and management                    | <b>Good</b>              |
| Apprenticeships                              | <b>Good</b>              |
| Overall effectiveness at previous inspection | Not previously inspected |

## Information about this provider

Bright Direction Training Limited was established in 2010 to deliver courses through subcontracted-partner arrangements. The company became a levy-funded apprenticeship provider in May 2017 and began delivering apprenticeships in September 2017. Bright Direction Training Limited currently has 29 apprentices following standards-based apprenticeships. They work with three employers, including a secure unit for young people and a high-profile employer. Twenty-four apprentices are following a level 3 apprenticeship programme in team-leader/supervisor. Five apprentices follow a level 5 apprenticeship in operational/departmental management.

## **What is it like to be a learner with this provider?**

Apprentices thoroughly enjoy their learning at Bright Direction Training Limited. They are highly motivated to do well. Apprentices develop their self-confidence and self-assurance skills. They say that their employers encourage them to take on additional responsibilities outside their job roles because of the new knowledge and skills they have gained. This supports and broadens their experiences.

Apprentices develop and deepen their understanding of how to manage teams effectively and efficiently. Apprentices develop resilience and those working in secure units learn to manage conflict confidently and calmly.

Apprentices are highly valued by their employers. They contribute to a positive working culture. As a result, they gain promotion and go on to higher-level studies.

Apprentices participate in community activities and contribute positively to the local community. For example, they support foodbanks and provide practice interviews for those trying to get into the workplace.

Apprentices enjoy a safe working and training environment. Apprentices have a secure knowledge of how to work safely. They know how and to whom they should report safeguarding and welfare concerns.

## **What does the provider do well and what does it need to do better?**

Apprentices are carefully recruited through a thorough interview and induction process. This ensures the apprentices are studying at the right level. The well-designed apprenticeship programme builds on prior knowledge and skills. Apprentices make substantial contributions to the workplace because of the programme.

Leaders, working with employers, use a range of labour market intelligence to identify skills gaps and shortages. For example, apprentices in the secure units need team leadership skills. As a result, leaders and employers have developed units to meet these identified gaps.

Tutors ensure that apprentices build their skills in a logical way. Firstly, they help apprentices to understand their own behaviours. Then, apprentices learn about team behaviours and how to manage these successfully. Employers tell us how much they value this. They can see their new leaders and managers demonstrating these skills in the workplace.

Apprentices develop substantial new knowledge, skills and behaviours because of the design of the programme. They apply the theory learned in off-the-job sessions to the workplace. For example, they learn about motivation and leadership styles theory which informs their relationships with their teams. As a result, they develop highly effective transferable skills.

Tutors plan highly effective monthly workshops using a range of useful resources

and teaching strategies. For example, apprentices participate in activities such as group presentation, role play, recap of knowledge and quizzes. These different methods enable students to challenge themselves and develop skills for the workplace. They know more, remember more and, consequently, can do more. For example, apprentices are more capable of dealing with challenging behaviour and conflict.

Apprentices enjoy an extensive range of additional training. For example, they gain skills in mental health first aid and a good understanding of the General Data Protection Regulation. Apprentices develop their confidence throughout the programme. They describe how communication with their teams has improved by using open body language learned on the programme. Apprentices speak with authority when giving instructions or delegating work. They are more able to manage their own emotions, which helps them to become more productive at work. Employers are highly supportive of apprentices. Apprentices work in inclusive working environments where they can thrive.

Apprentices benefit from information, advice and guidance that helps them develop their careers. They have one-to-one coaching on next steps and preparing for promotion. Apprentices who have completed the apprenticeship programme have moved into promoted positions or have taken on larger teams and more responsibility.

The small minority of apprentices who need to achieve functional skill qualifications do so. Tutors do not routinely plan for the further development of English or mathematical skills. Tutors provide apprentices with online resources that do not effectively develop English or mathematical skills, particularly for apprentices who speak English as an additional language.

Leaders have been slow to act on establishing fully independent scrutiny. They have ensured financial viability and compliance through the appointment of two governors with expertise in business and compliance. However, there is a lack of educational management expertise to support or hold the senior leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Governors, leaders and staff ensure that safeguarding is a priority and apprentices are kept safe. Through close links with employers, they have an effective process for monitoring workplaces. Tutors know their apprentices well and closely monitor their behaviours. They act on any vulnerabilities, for example mental well-being, by referring to specialist agencies appropriately. Staff receive frequent safeguarding training and updates. Although apprentices learn about the 'Prevent' duty they do not know enough about the local risks of extremism and radicalisation.

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

- Leaders need to put in place highly effective strategies to support apprentices who need to improve their English and mathematical skills to prepare them fully for their leadership roles and next career steps.
- Leaders need to work with local agencies to ensure that apprentices are provided with, and understand, information about local risks regarding extremism and radicalisation.
- Leaders need to put in place procedures and formal arrangements to ensure that governors provide support for leaders and hold them to account for the quality of education and training that the apprentices receive.

## Provider details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 1278604   |
| <b>Address</b>                     | 19 St Andrew Court<br>Bolton<br>BL1 1LD   |
| <b>Contact number</b>              | 01204 859859  |
| <b>Website</b>                     | <a href="http://brightdirectiontraining.co.uk">http://brightdirectiontraining.co.uk</a> |
| <b>Principal/CEO</b>               | Jamie MacGregor   |
| <b>Provider type</b>               | Independent learning provider   |
| <b>Date of previous inspection</b> | Not previously inspected  |
| <b>Main subcontractors</b>         | None  |

## Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

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