

Templegate Training Academy CIC

Monitoring visit report

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Name of lead inspector: Harmesh Manghra, Her Majesty's Inspector

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Type of provider: Independent learning provider

Address: 32–34 Mount Pleasant
Bilston
West Midlands
WV14 7LS

Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency (ESFA) and/or the apprenticeship levy. This follow-up safeguarding monitoring visit has been carried out consequent to the provider being found to be making insufficient progress with respect to safeguarding at its previous monitoring visit. It follows the arrangements outlined in the 'Further education and skills inspection handbook'.

The focus of this visit is only on the safeguarding theme below.

Templegate Training Academy CIC (TTA) is a not-for-profit training organisation that delivers training to adult learners. Based in a community venue attached to a temple in Bilston, TTA delivers learning, mainly in functional skills, to minority ethnic learners. Most of the learners have either recently arrived in the UK or are of Eastern European heritage. TTA delivers learning also in Bristol, which is funded by the West of England mayoral authority. Of the 403 learners who completed their learning in the previous year, 355 learners were on functional skills programmes at entry levels to level 1. Of the 355 learners, 41 were based in Bristol. In addition, 25 and 23 learners respectively attended business administrator level 3 and business and enterprise level 5 at Bilston. At the time of the monitoring visit TTA had five learners on functional skills courses in English and six on a level 5 programme in business and enterprise.

Theme

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

At the previous monitoring visit, TTA as an organisation was in transition. Managers' arrangements to safeguard learners were informal and fluid due to staff changes. Leaders and managers have adopted a professional approach and have made substantial changes to establish a culture of safeguarding in the organisation.

Leaders and trustees have assigned a highly experienced and qualified tutor to the designated safeguarding lead role and made them in charge of learners' well-being. Staff, trustees and managers have benefited from an extensive range of training. Using this knowledge, tutors routinely include relevant topics and themes to raise and consolidate learners' awareness of how to stay safe. Learners are aware of the dangers in society and on the internet, the precautions they need to take to protect themselves, their family and peers, as well as their rights as citizens of this country.

Staff have nurtured strong links with local support agencies and benefited from extensive and timely support from the local police and safeguarding team within the council. Learners feel very welcome, respected and safe. Background checks on staff are thorough. Staff are very aware of the vulnerable adults they teach due to the language barrier. They provide extensive support and refer to relevant agencies.

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