

# Rapid Improvement Limited

Monitoring visit report

---

**Unique reference number:** 1280303

**Name of lead inspector:** Gayle Saundry, Her Majesty's Inspector

**Inspection dates:** 11 to 12 November 2020

**Type of provider:** Independent learning provider

**Address:** 34-38 Upper Green East  
Mitcham  
Surrey  
CR4 2PB

## 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 ESFA and/or the apprenticeship levy. This provider received a monitoring visit under these arrangements and was found to be making insufficient progress against one or more themes.

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out additional monitoring visits to new providers that were judged to be making insufficient progress against one or more themes at their previous monitoring visit and would have been due their full inspection up to or during the interim phase but have not received it because of the suspension of routine inspections. This monitoring visit was undertaken as part of those arrangements as outlined in the [interim phase operational note for further education and skills](#) and with reference to the further education and skills handbook and is focused on the themes set out below.

Rapid Improvement Limited was founded in 2007 as a health and social care agency service and accredited training provider. The company gained a direct contract in December 2017 to offer apprenticeships in adult care, early years and business administration. At the time of the monitoring visit, Rapid Improvement Limited trains 105 apprentices in a range of standards and frameworks from levels two to five. The largest cohorts are 54 on early years standards and 25 on standards in care. In 2019, Rapid Improvement Limited gained a contract from the Greater London Authority for learners funded by the Adult Education Budget. At the time of the monitoring visit, Rapid Improvement Limited has 333 adult learners studying a range of qualifications including employability skills, business administration, customer services and functional skills.

### Themes

**How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

**Insufficient progress**

Leaders have not ensured that every apprentice has a commitment statement which demonstrates a shared understanding between the apprentice, their employer and Rapid Improvement Limited. As such, leaders have not met the requirements set out by their funding agency.

Leaders cannot identify the strengths and weaknesses of the training provider. They do

not adequately or accurately evaluate the quality of their training or put in place appropriate actions for improvement. Leaders have not assessed the quality of their adult education provision.

Leaders do not sufficiently challenge their employees or one another on their evaluation of the quality of the provision. Whilst their governor has appropriate experience to support and challenge the provider, the governance process has only recently been formalised, and evidence of any positive impact of this is limited.

Apprentices develop new knowledge, skills and behaviours as a result of the apprenticeship programme. For instance, health and social care apprentices know when and how to conduct a risk assessment where a client does not have the capacity to make decisions about their health.

Apprentices receive their entitlement to off-the-job training. New systems are in place to monitor this, but not all apprentices have recorded their off-the-job training accurately.

Newly appointed programme leaders have improved the quality of the apprenticeships for which they are responsible. They provide effective support to assessors. They provide appropriate training and frequently evaluate assessors' work. Managers provide feedback to assessors which helps them to improve their training.

Trainers and assessors are suitably qualified to teach their subjects and have appropriate experience in their sector. However, many assessors do not have the appropriate mathematics and English qualifications to support apprentices to develop their knowledge of these subjects at level 2 and above.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Leaders and assessors carefully plan the curriculum so that apprentices learn important introductory topics first. More complex concepts then follow. For example, early years apprentices study safeguarding, and health and safety first. They then move on to learn about child development and learning theories.

Assessors provide useful feedback to apprentices on their work and in progress reviews. Consequently, apprentices know the actions they need to take to improve their knowledge, skills and behaviours. Most apprentices feel supported by their assessors. Apprentices value the frequent reviews that take place between them and their assessors, which provide an opportunity to discuss their progress and welfare.

Apprentices develop in confidence whilst on their apprenticeship. This helps apprentices in their interaction with clients. For example, early years apprentices have become more comfortable talking to parents and feel more able to plan nursery activities independently.

Leaders ensure that the majority of apprentices study apprenticeships that are appropriately challenging. Assessors provide the majority of apprentices with careers advice and guidance about their potential next steps during meetings and in workshops. For example, business administration apprentices know how the knowledge and behaviours they have developed through their apprenticeship could help them when applying for future employment opportunities.

The majority of apprentices are well prepared for end point assessments. Assessors have explained the assessment process to apprentices and provide them with practice work packs and mock multiple-choice examination papers. Too few employers, however, have a good understanding of how their apprentices will be assessed.

Leaders have put in place plans to support apprentices, who should have already completed their apprenticeship, to do so as soon as COVID-19 restrictions allow. Leaders have developed new systems to assess the knowledge and skills of future apprentices before they begin their programmes.

**What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals?      Insufficient progress**

Leaders recruit a significant minority of their learners via a third party. Leaders do not have adequate oversight of how this company recruits, nor of the training that those learners receive. Too often, these learners are enrolled on qualifications that are at too low a level and repeat knowledge and skills they already have. For example, learners with degree level qualifications in business are enrolled on qualifications in the same subject at level 1.

Leaders do not keep adequate records of which learners are still in learning. Leaders do not ensure that all learners receive the training to which they are entitled and for which the provider is funded.

Initially, leaders did not check with enough rigour that all adult learners were suited to the course on which they were enrolled. As a result, a small minority did not complete their course. Since August 2020, staff have more effectively assessed the suitability of learners for their course, and all learners recruited since that date are still on their course. Leaders use the information they gain from assessments to place learners on appropriate courses in English and mathematics.

Leaders understand the Greater London Authority priorities for supporting people into jobs and those in low-paid employment to gain qualifications to further their job prospects. They teach courses, including care and customer services, that are relevant for learners seeking employment.

Teachers have moved most of their classes online. Teachers create a purposeful and collaborative environment in which learners feel confident to participate and ask questions. Teachers provide clear answers so that students increase their understanding. Teachers use well-designed resources to explain concepts to learners.

Learners' written work shows that the majority of learners learn new concepts and knowledge. Teachers provide helpful feedback to learners on their work so that they can make improvements where necessary, including corrections to their grammar.

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

While leaders have put in place the required safeguarding policies, these do not adequately address the needs of their staff and learners. Leaders have not identified or made plans to mitigate the risks that apprentices may face in working with young people or vulnerable adults.

Leaders do not discuss safeguarding concerns routinely at meetings. Where safeguarding incidents have occurred, leaders have not kept adequate records of the actions they have taken to safeguard their learners.

In their safeguarding policy, leaders have set out a process for hiring staff. However, they do not follow their own processes adequately to be assured that staff are suitable to work with their learners.

Leaders with safeguarding responsibilities are suitably qualified. Leaders have provided appropriate safeguarding and 'Prevent' duty training to employees. Apprentices who spoke with inspectors say that they feel safe. Trainers teach learners about safeguarding, how to stay safe online, and the dangers of radicalisation.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020