

# Templegate Training Academy CIC

Monitoring visit report

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| <b>Name of lead inspector:</b>  | Bev Ramsell, Her Majesty's Inspector                         |
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| <b>Type of provider:</b>        | Independent learning provider                                |
| <b>Address:</b>                 | 32–34 Mount Pleasant<br>Bilston<br>West Midlands<br>WV14 7LS |

## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. 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.

Templegate Training Academy CIC (TTA) is a community-based, not-for-profit training organisation that delivers learning to adult learners from ethnic minorities. TTA's head office is in Wolverhampton with an additional teaching site in Bristol. At the time of the visit, TTA had 16 learners studying the level 3 diploma in human resources and 11 learners studying the level 4 diploma in computing, all of whom are funded through advanced adult learner loans. There are 10 learners studying the functional skills qualification funded through the West of England combined authority.

### Themes

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| <p><b>How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?</b></p> | <p><b>Insufficient progress</b></p> |
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Leaders and managers work with community groups and a combined authority, to identify a local skills requirement, such as English for speakers of other languages. As a result, they demonstrate a sound understanding of the needs of their community. However, they do not translate this understanding into a planned and coherent curriculum that reflects the needs of their learners. For example, most learners on advanced adult learner loans identified as having low starting points in English and mathematics. However, there is no provision currently in place to enable learners to develop these skills and knowledge. As a result, not all learners will meet their desired outcomes of work or university.

Leaders and managers do not have appropriate arrangements in place for quality assurance. They do not have an accurate and realistic understanding of the strengths and weaknesses of the provision. For example, leaders do not have regular reporting processes in place to measure all aspects of the curriculum, such as a review of the initial advice and guidance learners receive, or an accurate overview of the quality of teaching. As a result, leaders are not aware that learners do not receive a high-quality learning experience that will enable them to meet their chosen destination or next steps.

Governance arrangements are ineffective. The board of governors consists of individuals, mostly senior managers, who are currently employed by the provider. As a result, there is no independent review of the provision, managers are not held to account for their actions, and the provider is not meeting its stated aims and ambitions for the community.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?** **Insufficient progress**

Learners enjoy their learning. They speak highly of their tutor and the level of support they receive.

Learners do not receive appropriate advice and guidance at the start of their course, to enable them to make informed decisions. For example, some learners are on a course of study to enable them to move on to university. However, upon completion, the majority of learners will not have the supporting qualifications or experience to enable them to do so. As a result, learners are participating in programmes that do not meet their needs.

Tutors do not identify the starting points of learners well enough. All learners complete an initial assessment in English and mathematics. However, they do not take into account learners' existing academic skills, experience or softer skills, such as confidence. As a result, tutors are unable to plan the curriculum effectively to meet the needs of learners.

Leaders and tutors do not plan the curriculum well enough to make sure learners develop a broad understanding of their chosen subject. Tutors place too much focus on teaching units within the qualification, rather than taking a more general approach to the subject. For example, learners' preparation for assignments focuses only on the unit criteria. They are not encouraged to learn the wider aspects of business skills or how to apply the skills in the workplace. As a result, learners' development of knowledge is too narrow.

Tutors' monitoring of learners' progress is insufficient. Tutors do not use the results of course assessments well enough to identify what progress learners are making, or to inform their teaching of the curriculum. As a result, learners do not receive timely feedback on their performance to give them the opportunity to improve their work, and tutors do not adapt their teaching of the curriculum to support learners to catch up where needed.

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

Leaders have developed a culture of safeguarding through a range of actions, such as regular training and monthly meetings to review any updates or changes to policy. The designated safeguarding lead (DSL) holds appropriate qualifications, has undergone suitable training and understands the local threats and issues well.

The safeguarding policy and risk assessments for the 'Prevent' duty and for COVID-19 are up to date and appropriate. Through the risk assessments, leaders identified heightened risks to learners' safety with the move to online teaching. As a result, they have updated their internet security processes and gained cyber-security accreditation.

Tutors identify more vulnerable learners through observation in class sessions or discussion. However, the DSL needs to adopt a more formal approach to identify learners who may be vulnerable at the start of the programme, to enable the learners to access the required support straight away.

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