

Lean Education and Development Limited

Progress monitoring report

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Name of lead inspector: Richard Deane, Her Majesty's Inspector

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Address: Unit 4/5 Hagley Mews
Hall Drive
Hagley
Stourbridge
DY9 9LQ

Monitoring visit: main findings

Context and focus of visit

Lean Education and Development Limited was last inspected in December 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Since the previous inspection, leaders have stabilised and strengthened their management structure to ensure that they have the capacity to improve the quality of apprenticeship provision. Although COVID-19 restrictions have slowed their actions, leaders have recruited to new roles specifically to drive improvement, including in English and mathematics functional skills. In addition, they have identified new governors who have the experience and a good understanding of apprenticeship provision. Now established in their roles, governors focus more sharply on the impact of leaders' improvement actions, including how well the

curriculum helps apprentices to develop their English, mathematical and digital skills, so that they can move toward their respective career goals. However, governors accept that both leaders and governors need more useful information about apprentices' progress in these subjects, so that they can identify swiftly any areas for improvement.

Although leaders now monitor routinely where apprentices move on to after completing their training, they do not capture sufficiently how well their curriculum prepares apprentices for their future careers, for example in developing apprentices' ability to undertake complex new roles and responsibilities. Consequently, leaders' and coaches' ability to improve the curriculum is hindered.

Coaches evaluate information about apprentices' starting points effectively. They use the information appropriately to enrol them on the correct level of course, including for English and mathematics functional skills qualifications. However, they do not set apprentices sufficiently specific targets to develop their digital skills or to extend their English and mathematical skills beyond the level required for the apprenticeship.

Leaders and managers, including the recently appointed curriculum lead for functional skills, have reordered the curriculum, so that apprentices now study their English and mathematical skills from the start of their programme to increase their progress in these subjects. Although significant training is in place, managers have yet to ensure that all coaches teach functional skills consistently well and so rely heavily on an online skills tool, limiting the effectiveness of apprentices' individual feedback to improve their skills. Learners for whom English is an additional language do not always receive sufficiently helpful feedback to remedy specific gaps in their knowledge and understanding quickly enough, such as in speaking and grammar.

Teachers teach appropriate remote learning and review sessions to ensure that apprentices continue to develop their knowledge and understanding. They use a range of paper-based and electronic activities to develop and check apprentices' understanding. For example, coaches adapt workplace problems, such as the efficient use of workspaces, to the home environment. Apprentices were able to apply their understanding of 'Lean' principles to the home by creating an efficient kitchen worktop space by removing clutter. Although apprentices prefer to attend group online sessions, coaches have had to teach mostly one-to-one sessions because too few apprentices can access suitable devices at work, slowing these apprentices' progress.

Coaches and employers continue to review appropriately apprentices' work and their progress towards completion of their training. Apprentices with specific learning needs receive effective support to enable them to complete learning and assessment activities. For example, apprentices with dyslexia receive additional time to complete assessments and examinations.

Coaches quickly identify any gaps in apprentices' knowledge prior to returning to group sessions after a break in learning. They use a newly created care pack effectively to assess apprentices' current knowledge, and plan appropriate revision and additional learning to bring learners swiftly back on track.

Apprentices now receive helpful information about how their course will enable them to achieve their career ambitions. Coaches explore further opportunities outside apprentices' current roles. This helps apprentices understand their potential and encourages them to apply for other opportunities. For example, one apprentice secured a promotion during their apprenticeship because their tutor had raised their aspirations and helped them to develop their confidence to apply for the role.

Leaders share routinely safeguarding updates with coaches, including on online safety, fraud prevention, fake news and the appropriate use of social media. They also discuss areas such as maintaining a healthy lifestyle and positive mental health. Coaches discuss these topics routinely at the start of their sessions with apprentices. As a result, apprentices speak confidently about the risks posed by spending more time online and how to keep themselves safe from potential cyber threats. They also know whom to contact and talk to if they have any concerns about their well-being, including with their mental health.

Leaders and those responsible for governance should take further action to ensure that:

- coaches develop the knowledge and skills to plan learning and provide apprentices, including those who speak English as an additional language, with the appropriate teaching, feedback and support to help them improve their English skills swiftly
- coaches set apprentices sufficiently specific and challenging targets to develop their digital skills and to extend their English and mathematical skills beyond the level required for the apprenticeship
- leaders and governors identify more useful information about apprentices' progress towards developing English, mathematical and digital skills, and about apprentices' destinations, so that they can identify quickly any areas for improvement in the curriculum.

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Manchester
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