

Workforce Training & Development Ltd

Progress monitoring report

Unique reference number:	2495041
Name of lead inspector:	Martin Ward, Her Majesty's Inspector
Inspection dates:	10–11 March 2021
Type of provider:	Independent learning provider
Address:	Welford Grange Farm Naseby Road Welford Northants NN6 6HZ

Monitoring visit: main findings

Context and focus of visit

Workforce Training & Development Ltd (WTD Ltd) received a new provider monitoring visit in November 2018. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training 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 new provider monitoring visit, and during the lockdown restrictions, leaders have made improvements.

They now provide apprentices with clear and detailed information about the dangers of extremism and radicalisation. Leaders have appropriately extended the section in the induction handbook. They send frequent and regular emails to apprentices about local safeguarding issues. Most apprentices can talk fluently about the dangers of radicalisation and extremism, both within and beyond the meat industry.

Leaders have improved the quality of information, advice and guidance. Leaders have integrated information about career opportunities throughout the course. Apprentices understand their future options, both within and beyond their current employment.

The external governor provides effective challenge and support. Due to the impact of the restrictions and number of apprentices enrolled, leaders have made the right decision not to increase the number of governors. Leaders meet regularly with the governor to review progress against the development plan and to discuss new business clients and the best ways to teach the apprenticeship.

Since March 2020, leaders have provided both on-site and remote teaching of the level 2 standards for butchers and abattoir workers. Where possible, tutors have taught on site and apprentices make better progress.

Both on and off site, tutors use their experience in the industry, and familiarity with the standards, to plan the curriculum well. For example, apprentices understand about food safety before they develop and use their knife skills. This reduces the chances of contamination. Apprentices plan a cleaning schedule and identify accurately the specific equipment, procedures, chemicals and storage solutions that they will then apply in the workplace.

Tutors adapt the curriculum well to meet the needs of apprentices. Where apprentices are working in the beef industry, tutors spend more time on the characteristics of the pork industry, to ensure that apprentices achieve an appropriate breadth of knowledge.

Tutors use assessment well to identify apprentices who need additional support. For example, tutors will adapt learning resources for apprentices with dyslexia and provide additional individual sessions for apprentices who are falling behind. Tutors do not make it clear in written feedback what apprentices need to do to achieve a pass grade with excellence.

The functional skills tutor builds apprentices' confidence and knowledge in English and mathematics. They use examples from the apprentices' workplace to apply the knowledge. For example, apprentices use their knowledge of ratios and percentages when considering minimising waste in an abattoir or making sausages in a butcher's shop.

When on site, tutors demonstrate practical skills well and make effective links between practice and theory. Tutors review apprentices' paper-based work directly and regularly. In English and mathematics, the tutor responds quickly to support apprentices when they find something difficult.

Apprentices talk confidently about the progress they have made. For example, apprentices on the level 2 butcher standard can explain clearly how to trim and bone meat, describe the expected pace of the production line, and the health and safety requirements in this setting.

Leaders have tried hard to develop effective approaches to remote learning. Tutors have contacted apprentices by phone, email, online meetings and presentations. While tutors provide accurate and comprehensive content in the presentations, apprentices find it difficult to remember the theory they have been taught. Tutors and apprentices do not have a simple way of sharing paper-based work online.

Tutors have maintained regular contact with apprentices, and apprentices remain on the course. Apprentices report that they feel very well supported by the tutors.

Leaders have worked closely and relentlessly with employers to find ways of engaging with apprentices and supporting their learning. Employers are appreciative of the flexibility and energy of the managing director. Leaders have communicated well with employer-based mentors. Mentors have ensured that apprentices continue to develop their practical skills. Despite these efforts, a minority of apprentices who have learned remotely have not made expected progress, nor completed the apprenticeship at the planned date.

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

- identify the gaps in knowledge of those apprentices who have been learning remotely and to provide appropriate individual support to help them catch up
- provide training for tutors so that they can provide written feedback to apprentices which identifies what apprentices need to do to achieve better than a pass grade
- develop a coherent and comprehensive strategy for remote learning in the event of a return to restrictions in the future.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021