

ABM Training (UK) Ltd

Progress monitoring report

Unique reference number:	1276416
Name of lead inspector:	Montserrat Pérez-Parent, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Grove End Farm Sittingbourne ME9 8DY

Monitoring visit: main findings

Context and focus of visit

ABM Training (UK) Ltd received a new provider monitoring visit in August 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 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? **Insufficient progress**

Leaders and managers have not overcome most of the weaknesses identified at the previous monitoring visit. While the new leadership team has taken action to tackle these weaknesses, their actions have not yet resulted in the necessary improvements to the quality of training for most apprentices.

Employers are not effectively involved in the development of the apprentices' training programmes to ensure that the skills, knowledge and behaviours that apprentices learn are relevant to their job roles. Apprentices' line managers do not participate sufficiently in the reviews that tutors hold with apprentices to discuss the progress they are making. As a result, the large majority of apprentices do not benefit from

opportunities to discuss with their line managers how they can apply what they learn to the workplace.

Leaders and managers have good working relationships with employers at strategic level. They introduced new systems to recruit apprentices remotely so they could continue to support employers in the care and education sectors with their staffing needs during the periods of national restrictions. Employers value that managers take swift action to resolve any concerns that they raise, for example with staffing.

Apprentices do not all receive their entitlement to time off for their off-the-job training. Because of this, they complete their work in their own time when they do not benefit from the support of their tutors or line managers. Leaders and managers have introduced processes to monitor the progress that apprentices make towards completing the different components of their apprenticeships. They use these well to identify apprentices who fall behind with their work and support them to ensure that they complete their studies on time. Leaders and managers are not aware that many apprentices complete their assignments in their own time and therefore do not take action with their employers to rectify this.

Following a recommendation from the previous monitoring visit, leaders and managers introduced an advisory board to make sure they had sufficient external scrutiny and challenge. Leaders and managers benefit from the expertise of board members, which helps them introduce improvements in finance, curriculum and digitalisation.

Leaders and managers train tutors effectively to teach and assess apprentices remotely. Staff benefit from feedback on their remote teaching which helps them improve. Staff use materials specifically designed for remote teaching. As a result, most apprentices continue to develop new knowledge in their lessons.

Tutors' feedback does not provide apprentices with details of how they can improve their work further. At review meetings, staff continue to measure the progress of the large majority of apprentices on the completion of assignments and units of their qualifications. As a result, these apprentices do not benefit from discussing with their tutors how they are developing new knowledge, skills and behaviours and how these can help them improve at work.

Leaders and managers have recently introduced new work plans which build apprentices' knowledge in a logical manner. Apprentices using this new model benefit from well-planned activities that help them remember key content securely over time. They enjoy learning resources specifically designed to be used online and they complete online assessment activities to test their recall of key concepts. After they complete assignments, these apprentices have discussions with their tutors to further build on the knowledge they have demonstrated through their work. As a result, these apprentices develop and remember new knowledge that helps them at work. For example, teaching and learning apprentices learn about child development, which helps them understand and support better the children they work with.

Apprentices who are not studying English or mathematics as part of their apprenticeship do not benefit from feedback on how to develop their existing skills further within the context of their industry. Apprentices who are working towards

functional skills qualifications in English, mathematics or information technology benefit from good support from specialist tutors. Tutors carefully teach lessons, taking into account apprentices' different abilities. For example, they use a variety of strategies to build the confidence of apprentices who experienced problems when learning these subjects in the past.

Staff use their knowledge of the personal circumstances of apprentices to support them well. They have increased the frequency of one-to-one sessions with apprentices who, as a result of the current national restrictions, are at risk of falling behind with their studies. Apprentices who struggled with the move to remote lessons benefit from additional training on the use of the technology.

Apprentices feel safe and know who to go to if they have any concerns. Leaders and managers have updated staff with the risks that apprentices face as a result of the pandemic. Skills tutors check at their one-to-one sessions for apprentices with signs of decline in mental health or neglect so they can support apprentices if necessary. Apprentices benefit from workshops and online modules that build on their knowledge of how to keep safe and help them develop increased awareness at work.

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

- involve apprentices' line managers in planning and teaching apprentices' training, so that all apprentices learn new skills, knowledge and behaviours which are relevant to their roles
- ensure that they involve apprentices' line managers in the reviews of the new skills, knowledge and behaviours that apprentices are learning, so they can provide them with opportunities to apply them quickly to the workplace
- ensure that staff provide all apprentices with feedback that enables them to improve the quality of their work, including how to develop English and mathematics skills that are relevant to their industry.

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