

Inspection of Tempus Training Limited

Inspection dates:

6–8 July 2021

Overall effectiveness

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Adult learning programmes	Outstanding
Provision for learners with high needs	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Tempus Training Limited (Tempus) received its first directly funded contracts for apprenticeships and adult education in 2017/18. Before then, Tempus had over 14 years' experience delivering as a subcontractor for other providers.

At the time of the inspection, Tempus had nine learners on adult education programmes, designed to support disadvantaged learners into full time employment within the construction sector. These programmes combine qualifications in skills for employment, equality and diversity and health and safety at levels 1 and 2. At the conclusion of their studies, learners undertake assessment for the construction skills certification scheme card, which they need to enter employment in construction.

Tempus Training Limited received a new provider monitoring visit in July 2019, at which time inspectors found it to be making reasonable progress in all themes.

What is it like to be a learner with this provider?

Learners participate enthusiastically in their training and are keen to do well. They are rightly proud of their training which is helping them to secure long-term employment. Many learners have had previously poor experiences of education and come from disadvantaged backgrounds. Learners greatly appreciate the close support and high-quality training from staff. They rapidly develop the knowledge and skills they need to enter long-term employment.

Learners rightly feel well supported by training staff. Learners speak highly of the support and care they receive that helps them in their learning. They appreciate staff continuing to support them beyond their programme, such as helping them apply for jobs and preparing for interviews.

Learners benefit from the culture of mutual respect and tolerance that staff have created. Learners develop a strong appreciation of the importance of diversity and tolerance within the classroom, workplace and community. As a result, they learn how to become active and responsible citizens.

Learners greatly enjoy their training. Learners build close professional relationships with staff, which help them remain motivated in their learning. Learners develop the professional behaviours they will need for employment quickly. For example, staff set clear expectations for attendance and punctuality. Consequently, learners rapidly develop these essential employment behaviours.

Learners feel safe in training. They quickly develop their confidence and resilience as a result of growth mindset training. They understand clearly how to look after their physical and mental health. For example, learners understand how to recognise and remedy poor mental health. Learners have a very good understanding of the employment opportunities available to them within the construction industry.

What does the provider do well and what does it need to do better?

Leaders and staff have high expectations of learners to quickly develop the confidence, knowledge and skills they need for employment in the construction industry. They have created an outstanding culture of support and inclusivity to help disadvantaged learners, many of whom have had poor experiences of education. As a result, the vast majority of learners achieve well and secure employment quickly.

Leaders and managers work extensively with a range of external stakeholders, including Job Centre Plus, the probation service and local authorities. They work closely with stakeholders to design programmes to meet local and regional business needs well. External stakeholders speak with considerable enthusiasm about the quality of training which supports learners to improve their employment and life chances.

Leaders and managers work well with construction employers to make learners

more employable. For example, learners complete an additional qualification in equality and diversity. This supports well the sector's aims for a tolerant workforce. Leaders and managers collaborate effectively with regional and national recruitment agencies to offer learners guaranteed job interviews. As a result, many learners secure employment quickly.

Highly experienced trainers structure the course logically so that learners build knowledge and skills well. For example, learners study growth mindset to identify their strengths in readiness for writing CVs.

Trainers use their expertise to teach interesting learning activities. They clearly explain information to support learners' understanding of key topics. For example, tutors are adept at helping learners understand health and safety regulations. Learners benefit from high-quality resources which support them to make excellent progress.

Staff carefully support learners to develop the essential employment skills in literacy and numeracy. Trainers support learners to correctly use punctuation and improve their spellings. They help them to write in a professional manner, which helps learners secure job offers. Trainers make skilful use of industry relevant mathematics scenarios. For example, learners are able to correctly calculate the correct angles for working on ladders at various heights.

Trainers use assessment effectively to understand learners' progress. They intervene swiftly to support learners when they fall behind. Staff give encouraging and constructive feedback, which helps learners know what they need to do to improve. Consequently, learners produce work which is of the required standard.

All staff are highly ambitious for learners with additional needs. Staff put in place measures to identify and support learners swiftly. They work with considerable decisiveness and care to remove barriers to learning. As a result, the vast majority of learners with additional needs rapidly gain confidence and participate in their training. They continue in their learning and achieve as well as their peers.

The proportion of learners who pass their qualifications is high, and most go onto full-time employment. Leaders acknowledge that they need to improve their understanding of learners' destinations. Learners attend training very well. Where attendance is an issue, staff work effectively with external agencies to intervene decisively so that learners catch up quickly.

Learners benefit from clear, impartial and useful careers advice and guidance. Staff provide helpful information on what it is like working in construction to help learners feel prepared for working in this sector. Staff understand learners' individual career goals well. They use this information skilfully to provide tailored guidance. Consequently, learners are well informed about their next steps.

Trainers encourage learners to develop personal qualities that will help them in life. They teach learners about how to keep physically and mentally healthy. For

example, learners understand the importance of diet, exercise and sleep.

Leaders and managers have appropriate systems in place to monitor the quality of education. They routinely consider the views of staff and learners. They identify areas for improvement and take effective steps quickly. Leaders do not include all external stakeholders in the review and evaluation of the curriculum. As such, leaders are not able to fully evaluate the quality and impact of all aspects of provision.

Leaders and managers make sure that staff feel well supported, valued and included. Staff benefit from individualised professional development which helps them improve their teaching. Staff enjoy, and are rightly proud of, their work.

Safeguarding

The arrangements for safeguarding are effective.

Learners and staff are safe and know who to contact if they have a concern. Leaders use comprehensive policies and processes to safeguard learners and staff. The designated safeguarding officer (DSO) ensures staff are safe to work with learners.

Well-trained staff understand their safeguarding roles and responsibilities. They ensure that learners understand how to keep safe. They teach safeguarding topics relevant to construction. For example, staff teach learners about how to prevent sexual discrimination in the workplace.

The DSO does not check that all trainers know about current local risks to help keep learners safe.

Provider details

Unique reference number	54780
Address	6th Floor, Victoria House 125 Queens Road Brighton East Sussex BN1 3WB
Contact number	01273 980243
Website	www.tempustraining.co.uk
Principal/CEO	Alistair Brindle
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of quality and compliance, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff, and other stakeholders, and examining the provider's documentation and records.

Inspection team

Peter Cox, lead inspector

Her Majesty's Inspector

Emma Leavey

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
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