

Inspection of Just IT Training Limited

Inspection dates: 16–19 November 2021

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Just IT Training Ltd (Just IT) prepare apprentices for roles mainly in the digital and information technology sector. Around 10% of apprentices are on management apprenticeships. The company has previous experience providing apprenticeships as a subcontractor. Just IT have been teaching apprenticeships since January 2018.

At the time of the inspection, there were 313 apprentices studying at level 3, 127 at level 4 and a small number at level 5. The largest number of apprentices study on the infrastructure technician and information communication technician apprenticeship at level 3. Other larger areas include level 3 digital marketing, software developer and data and business analyst at level 4. In response to the pandemic, leaders moved all training sessions online.

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

Most apprentices are positive about their learning experience at Just IT. They value the training and coaching sessions that help them to develop the knowledge, skills and behaviours they need for work and the next steps in their career. In many instances, apprentices can achieve prestigious, well-recognised additional qualifications that are valuable in their sector.

Apprentices receive good support from industry specialist coaches that helps them stay on track with their studies. The coaching team is helpful, reassuring and quick to respond to apprentices' queries.

Apprentices develop a good set of additional skill, such as their ability to write and speak with confidence. As a result, they are able to work effectively with a wide range of people in different departments and teams.

Apprentices feel safe in their online training sessions and in the workplace and know how to report concerns.

Most apprentices are clear about their next steps and remain in employment with their employer once they complete their studies. However, apprentices who consider moving to new roles do not receive timely enough careers advice and guidance.

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

Leaders ensure that the range of apprenticeships they teach meet the needs of employers and the digital and technology sector. Leaders and managers plan very well-structured programmes that build apprentices' knowledge and skills over time. For example, data analytics apprentices are first taught the basics of using spreadsheets before moving on to learn about more-complex analytical tools.

Leaders and managers adapt the curriculum effectively to meet the needs of employers. This ensures that apprentices gain the knowledge, skills and behaviours they need for work and their next steps. For example, leaders have adapted the software development apprenticeship so that it includes wider knowledge about industry-appropriate software.

Trainers and coaches ensure that those apprentices who have additional learning needs receive the support they need to progress. For example, apprentices with hearing impairments have access to subtitled recorded lessons. In online one-to-one sessions, coaches ensure that cameras are kept on so that apprentices can lip read.

Trainers and coaches are experienced and well qualified for their roles. Through frequent training and development, they ensure that their technical expertise is up to date. Trainers use effective strategies so that apprentices remember what they are taught. They explain concepts clearly and recap on content. They check apprentices'

understanding through questioning, polls and via the online chat function. As a result, most apprentices make good progress. In a few cases, tutors do not check apprentices' understanding well enough. In these instances, tutors move on to the next topic too quickly and do not know whether apprentices remember what they have been taught.

Trainers and coaches create a calm and purposeful environment in which apprentices learn. They make clear their expectations of behaviour at the very start of the programme. For example, apprentices understand and follow online etiquette in lessons. They keep their cameras on and are muted to allow them to listen to each other's views and not speak over each other. As a result, most apprentices behave respectfully and demonstrate a positive attitude to classroom learning.

Apprentices understand the importance of attending lessons regularly and being on time. As a result, sessions are well attended and start promptly.

Leaders and managers provide good information to apprentices to help them with their personal development. Apprentices have access to good quality resources on a wide range of topics, including democracy, anti-racism, mental health and well-being. Through discussing these topics, apprentices develop their wider knowledge outside of the core curriculum.

Leaders and managers understand the key strengths and weaknesses of the provision. They frequently review the quality of education that apprentices receive. They make improvements to the curriculum when they identify weaknesses. For example, they have invested in new coding software and extended the time that apprentices learn coding. This ensures that data analyst apprentices have sufficient time to learn and practise their skills.

Governance arrangements provide a sound foundation for further developing the provision. The newly established board includes an independent chairperson and external board members. They have quickly developed an oversight of the strengths and weaknesses of the provision. They are beginning to offer effective challenge and scrutiny to senior leaders and managers. However, arrangements are in their infancy and it is too early to judge their full impact.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that there is a positive and proactive culture of safeguarding to promote apprentices' safety and well-being. Leaders and managers identify promptly when apprentices need additional help to support their welfare. As a result, apprentices needs are met well.

Leaders and managers have taken a range of positive steps to ensure apprentices receive support for their mental health. For example, staff are trained as mental

health first aiders and resources are made available to apprentices to support their mental health.

When leaders, managers and staff need to respond to a safeguarding concern, they do so promptly and effectively.

What does the provider need to do to improve?

- Leaders and managers should ensure that all apprentices receive timely and effective advice and guidance on the next steps in their career once they complete their training.
- Leaders and managers should ensure that trainers further develop their skills for teaching online so that they consistently ensure that they check learners' knowledge of topics taught before going on to new content.

Provider details

Unique reference number	1270881
Address	2nd Floor, St Clare House 30-33 Minorities London EC3N 1DD
Contact number	020 35409434
Website	www.justit.co.uk
CEO	Denise Ellison
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the quality director, 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Sue Hasty	Her Majesty's Inspector
Maureen Gilmartin	Ofsted Inspector
Viki Faulkner	Her Majesty's Inspector

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