

# Inspection of Paddington Development Trust

Inspection dates:

7–9 December 2021

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Adult learning programmes

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## Information about this provider

Paddington Development Trust (PDT) is a registered charity and a company limited by guarantee. Based in Hammersmith and Fulham, it offers training to disadvantaged adults, including many who are unemployed. Most learners are females from minority ethnic communities. For most learners, English is spoken as an additional language. Learners take courses at levels 2 and 3, in early years, supporting teaching and learning, and information technology (IT). Leaders have recently engaged with a subcontractor to offer functional skills courses in English and mathematics.

At the time of the inspection there were 75 learners on early years courses, 35 on supporting teaching and learning, 15 on IT and 35 with the subcontractor completing English and mathematics qualifications.

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

Many learners on early years courses say that attending learning at PDT has been life-changing for them. They state that the support they receive from their tutors improves their life opportunities and their mental health. These learners gain valuable skills during their work placements with local employers. For example, learners organise and carry out successful play activities with children in their care.

Too many learners who speak English as an additional language on the supporting teaching and learning course struggle to keep up with their peers when learning online. They are not taught well enough to remember key information. They find it difficult to read the large amount of information presented to them on screen.

As a result of their training, most learners gain confidence. For example, those learners who speak English as an additional language feel more at ease speaking in English to new people they meet.

Most learners enjoy learning online. This helps them to develop their computer skills effectively. Learners work respectfully with each other and their tutors. The majority of learners have high attendance. However, learners on English and mathematics courses do not attend as well.

Learners feel very comfortable to raise concerns with their tutors. They like learning in an environment which is supportive and inclusive. Learners appreciate that tutors take the time to check how they are feeling about distressing child protection cases in the media.

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

Since the previous inspection, leaders have made a few improvements to the quality of provision. For example, they have increased the number of learners who gain high grades in their qualifications. They have also recruited an appropriate governing committee to provide leaders with external scrutiny. However, they have not rectified other identified weaknesses. For example, staff do not ensure that they give learners with ESOL appropriate support in sessions to help them understand what they have been taught.

Leaders and those responsible for governance do not have enough oversight of the quality of subcontracted provision. They do not check closely enough how staff assess learners' prior levels of English and mathematics or the quality of teaching. As a result, they do not know if learners enjoy a sufficiently challenging curriculum.

Tutors do not use the assessment of learners' prior knowledge and skills consistently well. For example, tutors on early years programmes have good knowledge of their learners' abilities. They successfully adapt the content they teach to meet learners' needs. However, in other subjects, such as supporting teaching and learning and IT, the assessment of learners' prior knowledge is not thorough or detailed enough.

Tutors do not consider learners' individual needs. As a result, learners who have less knowledge find it too hard to remember new information and concepts.

Leaders have good partnerships with local early years employers. Employers recognise the benefit of offering learners work experience. This gives many learners the opportunity to quickly apply their newly acquired knowledge and skills. Employers notice that learners become more inquisitive about child development during their placement. Many employers have offered learners employment during and on completion of learners' work experience.

Tutors and support staff have good subject knowledge and relevant teaching experience. Most use this effectively to teach and assess learners' understanding. Tutors have high expectations for their learners. They give learners clear guidance on how to improve the standard of their written assignments. Learners get good support from support staff outside of their learning sessions. However, in a few instances, during online sessions, tutors do not always use effective questioning techniques to include all the group. As a result, a few learners do not take part in discussions and tutors do not know if learners fully understand what they have been taught.

Most learners know about the learning opportunities available to them on completion of their course. Many learners progress from lower-level courses to the next level. A few learners complete extra qualifications in IT and English. They recognise that these skills will help them gain employment. At the subcontractor, learners get useful support to help them write their curriculum vitae and look for work.

Leaders recognise that they do not do enough to ensure all learners enjoy a structured programme of careers advice and guidance. They have also not ensured that learners have access to information outside of their learning, for example in areas such as healthy living and lifestyles.

Leaders and tutors have a strong ethos of inclusivity. Staff have a very clear understanding of the backgrounds of their learners. They treat learners fairly. Most tutors promote aspects of fundamental British values sensitively through their teaching. As a result, learners know why these are important in their lives and in their job roles with young children.

## **Safeguarding**

The arrangements for safeguarding are effective. Leaders, managers and staff promote a positive safeguarding culture. The designated safeguarding lead has appropriate knowledge and understanding of the role. Staff complete up-to-date safeguarding training. They understand how to recognise potential vulnerable adults on their courses.

Learners feel safe. They have a reasonable understanding of how to keep themselves safe online. They receive detailed information at the start of their course

about keeping safe. Learners on early years and teaching assistant programmes have good knowledge of safeguarding. They understand how this has an impact on themselves and on the children at their workplaces.

Leaders have recently put in place the appropriate requirements to meet the 'Prevent' duty. However, they have not checked sufficiently how staff at the subcontractor ensure their learners have a good understanding of how to identify the risks around extremism and radicalisation.

### **What does the provider need to do to improve?**

- Tutors, including those at the subcontractor, should effectively check on learners' prior knowledge and skills. They should use this information to adjust their teaching to ensure learners remember more.
- Leaders should ensure that learners who speak English as an additional language receive the right support to help them improve their English skills and to help them keep up with their peers.
- Leaders should check on the quality of education at their subcontractor. They should also give the subcontractor effective support to help them promote the dangers of extremism and radicalisation to their learners.
- Staff should provide learners with detailed careers advice and guidance, and ensure that learners know how to access information, such as about healthy living, outside of their learning.

## **Provider details**

<b>Unique reference number</b>	58194
<b>Address</b>	Office B Norland House, Queensdale Crescent London W11 4TL
<b>Contact number</b>	020 7460 6488
<b>Website</b>	<a href="http://www.pdt.org.uk">www.pdt.org.uk</a>
<b>Principal/CEO</b>	Hoss Malek
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	6–8 February 2019
<b>Main subcontractors</b>	Urban Partnership Group

## Information about this inspection

The inspection team was assisted by the head of skills training, 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

Jane Hughes, lead inspector  
Shahram Safavi

Her Majesty's Inspector  
Ofsted Inspector

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