

Inspection of Limm Skills Academy Limited

Inspection dates: 15 to 17 February 2022

Overall effectiveness

Inadequate

The quality of education	Inadequate
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Inadequate
Apprenticeships	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Limm Skills Academy Limited is an independent learning provider based in East London. It was founded in 2012 as a provider of work-based learning, covering a range of sectors, including health and social care, childcare and business administration.

In 2019, Limm Skills Academy Limited gained a contract to train apprentices. In March 2020, leaders moved all teaching to take place online.

At the time of this inspection, there were fewer than five apprentices working towards the lead adult care worker level 3 apprenticeship standard. All apprentices were working for the same employer. Three quarters of the apprentices who had enrolled with the provider had withdrawn from their programme due to the impact of COVID-19 on their employers. The impact of COVID-19 has been taken into account in the findings below.

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

Apprentices do not benefit from a well-planned programme that meets the requirements of an apprenticeship. Staff do not ensure that apprentices get the time required to complete their training during their working hours. Leaders set unrealistic timescales for apprentices to complete assignments. As a result, apprentices struggle to meet the demands of their roles and the apprenticeship work that they have to complete.

Assessors do not direct apprentices clearly enough on how to develop their skills. Staff do not involve employers sufficiently in reviews of apprentices' progress. For example, targets set are not specific or are limited to completing assignments. As a result, assessors do not set personalised targets that help apprentices improve their skills at work.

Apprentices find the staff at Limm Skills Academy friendly and supportive. Staff give positive encouragement to apprentices. As a result, apprentices see the value in gaining their qualifications. They have positive attitudes towards learning. Apprentices enjoy sharing their experiences through discussions in lessons.

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

Leaders do not ensure that the curriculum focuses sufficiently on all of the requirements of an apprenticeship. Aspects of the apprenticeship standard are not covered in training. For example, there is insufficient focus on preparing apprentices for their final assessments. As a result, apprentices nearing the end of the programme are not well prepared for their final assessments.

Since the previous monitoring visit, leaders have been slow to implement actions to improve the quality of the programme. For example, leaders have not provided suitable training for assessors to improve their teaching practice. Assessors do not use the results of assessment to tailor the content or duration of apprentices' training. As a result, all apprentices are expected to complete their work at the same rate, regardless of their individual circumstances.

Employers are not clear about what apprentices are studying at different stages of their course. As a result, they do not plan appropriate opportunities for apprentices to apply their new knowledge at work. However, employers do value the skills that apprentices learn in their training sessions.

Leaders have developed a curriculum that includes relevant qualifications to help apprentices progress in the health and social care sector. Assessors teach apprentices the necessary knowledge and behaviours needed to complete their main qualifications. For example, apprentices' written work includes reflections on their interactions with service users and their relatives. As a result, apprentices perform well in their job roles.

Staff teach apprentices sufficient knowledge of English and mathematics to achieve their functional skills qualifications. Apprentices apply their new knowledge in the workplace, for example by communicating with clients' relatives using appropriate language. However, staff do not reinforce the need for apprentices to use professional writing outside their qualifications. Staff make many spelling and grammatical errors in the documents they send to apprentices, and do not correct mistakes that apprentices make in their own written work.

Staff do not monitor effectively the progress that apprentices make. They do not ensure that monitoring records are kept accurately. Many documents are not fully complete, named appropriately or signed by apprentices. As a result, staff and apprentices are not clear about the progress that apprentices make.

Staff have been slow to set expectations of professional behaviour for apprentices. For example, apprentices do not follow the providers' rules for having cameras on during lessons or are not in spaces that are suitable for learning. As a result, staff do not ensure that apprentices develop the necessary online behaviours required by a modern healthcare professional.

Assessors promote equality, diversity and fundamental British values well through the diploma curriculum. As a result, apprentices are prepared well to work with clients from different backgrounds and to respect their different needs and beliefs.

Leaders and managers inform apprentices appropriately of the career options available to them at the start of the course. For example, they explain the different progression routes available, including further vocational or academic study. They help apprentices to research university courses and assist them with university applications. As a result, most apprentices are suitably prepared to move on to the next stage of their career.

Leaders help prepare apprentices for interviews for their next steps. For example, they set tasks to improve apprentices' presentation and research skills. As a result, apprentices improve their confidence in public speaking. However, leaders and managers do not provide sufficient opportunities for apprentices to explore their wider interests beyond the requirements of the qualifications.

Safeguarding

The arrangements for safeguarding are effective.

The provider's designated safeguarding leads and deputies are suitably trained. Leaders are aware of some of the key risks that apprentices may encounter in their communities, for example female genital mutilation. Where apprentices raise any concerns, staff advise them where to get the right support.

Staff train apprentices effectively to stay safe at work and about the risks of working online. Assessors make sure that apprentices know appropriate handling techniques to keep themselves and clients safe when moving clients in their homes. Staff

recognise that some apprentices struggle with their mental health. In response, they organised a workshop to help support apprentices with any concerns. Leaders issue apprentices with contact information for suitable sources of support. As a result, apprentices feel safe.

What does the provider need to do to improve?

- Leaders should review the apprenticeships they teach to ensure that apprentices receive the time they need during working hours to complete their apprenticeship work.
- Leaders should ensure that the curriculum includes comprehensive preparation for apprentices to be ready for their final assessments.
- Leaders should implement a curriculum that is tailored to the needs of each apprentice.
- Leaders should ensure that assessors are suitably trained to teach apprentices effectively.
- Leaders should involve employers more in the planning of apprentices' programmes and in reviews of apprentices' progress.
- Leaders should maintain accurate records of apprentices' progress. They should ensure that apprentices, employers and staff are clear about the progress apprentices make.

Provider details

Unique reference number	2539253
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Contact number	020 8556 2738
Website	www.limmskills-academy.com
CEO	Walter Mugisha (Managing Director)
Provider type	Independent training provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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

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Her Majesty's Inspector

David Baber

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