

# Inspection of Anglia Professional Training Limited

Inspection dates:

22 to 24 February 2022

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Anglia Professional Training Limited (APT) is an independent learning provider based in Peterborough. It is a wholly owned subsidiary of the Inspire Education Group. APT started to provide directly funded apprenticeships in May 2017.

At the time of this inspection, there were 135 apprentices. All apprentices are on standards-based apprenticeships from levels 2 to 7. Around two-thirds of apprentices study an accountancy qualification. APT works with one subcontractor, Turning Factor Limited, to provide team leader/supervisor level 3 advanced apprenticeship.

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

Apprentices often find the training they receive does not build on their existing knowledge. In these cases, the training is too easy for them, and they become bored.

Apprentices are valued team members who develop good skills and professional behaviours. They are taught to sharpen specific accountancy skills such as budgeting and bookkeeping. When apprentices make mistakes, they are helped to correct them, and this develops their confidence in their work.

Apprentices value the professional expertise that is shared with them during their training. For example, legal executive apprentices are taught current industry practices on probate and conveyancing topics. This helps apprentices to quickly develop the expertise they need to respond effectively to client queries.

Apprentices are well supported by tutors and learning coaches. During COVID-19 restrictions, apprentices received frequent, targeted well-being support. As a result, apprentices are resilient and make good progress through their qualifications. Employers value the increased knowledge and expertise of the apprentices.

Apprentices are safe. They know who to contact if they have any concerns. Mutually respectful relationships with staff and peers contribute toward apprentices feeling cared for and looked after.

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

Directors and the manager do not take effective steps to improve the quality of education. The manager has been slow to identify training for tutors. Tutors do not always have the teaching skills they need to be effective. They do not reflect and improve on their teaching practice. Tutors do not check the depth of apprentices' learning and understanding. As a result, apprentices are frustrated and rely on their employers and peers to learn from.

Directors and the manager do not have good oversight of the quality of subcontracted provision. They do not ensure that these tutors assess and use the starting points of apprentices effectively. As a result, team leader/supervisor apprentices do not gain the necessary knowledge, skills and behaviours they need to move on to future employment.

Directors and the manager work effectively with employers and stakeholders to understand the local and regional skills agenda. This ensures that they can offer specialist accountancy and legal qualifications that help local residents access qualifications that will improve their employment opportunities.

The manager has high expectations for most apprentices, including those with learning difficulties. Apprentices are helped to achieve their qualifications and move

into sustained employment, higher studies or secure promotion. However, the manager does not check that tutors challenge apprentices to achieve high grades.

Tutors do not always provide a systematic program of learning. Tutors who teach level 4 professional accountant/tax technicians do not liaise with employers. They do not establish the order of units that would benefit the work that apprentices do. These apprentices do not always have good opportunities to apply their knowledge at work. In other accountancy programs, tutors enable apprentices to build their understanding appropriately. They understand more complex theories over time, using them successfully in their work.

Assessment and the ongoing checks that tutors make on what apprentices already know are not effective in helping tutors to personalise learning. This is particularly the case for tutors teaching legal executive and team leader apprentices. As a result, these apprentices find their work undemanding and, consequently, do not make good progress.

Apprentices successfully acquire and develop English and mathematics skills. Tutors ensure that apprentices can apply these effectively in the workplace. As a result, apprentices confidently deal with clients and accurately complete financial and legal reports.

Apprentices do not receive effective ongoing careers advice and education. While apprentices are clear about their next steps in their chosen sectors, they do not get regular guidance from their tutors about how to develop their wider skills and knowledge to access opportunities beyond the financial sector.

Apprentices do not have an in-depth knowledge of fundamental British values. While apprentices discuss these topics with their learning coaches at the start of their qualifications, tutors and learning coaches do not discuss the relevance of these to apprentices' roles and their workplace. As a result, apprentices do not benefit from a curriculum that expands their understanding of respecting differences.

Directors do not provide appropriate support and challenge. While they receive frequent management information, it does not give them sufficient oversight of the quality of education that apprentices receive. As a result, they are not able to hold staff sufficiently to account for improving the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Directors and the managing director understand their safeguarding responsibilities. They regularly discuss and evaluate the information about the actions taken by staff and their effectiveness at board meetings.

Staff regularly liaise with external partners to deal with any safeguarding issues and provide appropriate help for apprentices. The safeguarding team works skilfully with

medical professionals to help apprentices deal with safeguarding concerns such as suicides. This ensures that apprentices are well supported to progress through their qualifications.

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

- Directors and the manager need to ensure that tutors receive appropriate training to provide high-quality teaching that will significantly improve the quality of the education apprentices receive.
- The manager needs to ensure that the assessment and the ongoing checks that tutors make on what apprentices already know are effective in helping tutors to plan and provide personalised learning.
- The manager needs to ensure that apprentices receive ongoing, impartial careers advice and guidance so that apprentices are fully aware of their options beyond the sectors that they currently work in.
- Directors and the manager need to ensure that they have good oversight of the learning experience of apprentices studying with the subcontractor. They need to take rapid action to provide high-quality education and training for these apprentices.

## Provider details

<b>Unique reference number</b>	1278619
<b>Address</b>	Endeavour House Saville Road Peterborough PE3 7PS
<b>Contact number</b>	01733 687588/269148
<b>Website</b>	<a href="https://apt4u.training">https://apt4u.training</a>
<b>Managing Director</b>	Gary Munson-Pike
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Turning Factor

## Information about this inspection

The inspection team was assisted by the vice principal curriculum and quality, 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

Sambit Sen, lead inspector	Her Majesty's Inspector
Liz Gormley-Fleming	Ofsted Inspector
Alan Winchcombe	Ofsted Inspector
Paul Breheny	Ofsted Inspector
Shane Langthorne	Her Majesty's Inspector

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