

Inspection of The Management Academy Ltd

Inspection dates:

24 to 26 November 2021

Overall effectiveness

Good

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

The Management Academy Ltd (TMA) is a small company based in Anyho, Oxfordshire. It has three staff and six apprentices who study the level 3 supply chain practioner programme. The first cohort of apprentices finished in July 2021. The current programme started in September 2021. Apprentices are employed by two local employers based in Peterborough.

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

Apprentices enjoy their training sessions and look forward to working with colleagues and in group activities where they develop their communication skills. They develop their confidence through applying skills and knowledge when coaching and leading their colleagues in the workplace. They all feel safe and appreciate the support and the quality of training they receive.

Apprentices develop in-depth knowledge of fast-moving consumer goods supply chains. This enhances understanding of their businesses and the logistics sector. They learn the importance of key performance indicators when making business decisions, the value of problem-solving techniques in the workplace and the importance of a continuous improvement process to their employer. Apprentices are able to apply this well to their work roles.

Apprentices see the relevance of the assignments they work on and most enjoy the experience of presenting their findings to managers and colleagues. On occasions, this leads to changes in workplace practice.

Apprentices are encouraged to work with the local community groups. For example, a few have been involved in a charity project that provides food parcels for distribution locally.

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

Leaders work closely with employers to identify their training and select appropriate content. Trainers work with apprentices and their managers to establish their starting points and the specific skills that apprentices need to develop. The curriculum provides apprentices with a broad and appropriate set of knowledge and skills.

The current course is aimed at existing supply chain staff who have operational expertise in their own roles but lack a broader understanding of the supply chain business. Employers see the course as equipping apprentices to take their next step into supervision or management. Apprentices seek to use the knowledge and skills they gain to progress either with their current employer or elsewhere.

Managers developed a clear plan that places topics in an appropriate sequence that matches employers' needs. Important themes are presented in an order that ensures apprentices develop component knowledge before putting it together in more complex topics.

Throughout the course, trainers include topics and activities designed to enhance apprentices' communication skills through, for example, written tasks and presentations. Mathematical concepts are also taught throughout the course. However, managers have not yet given enough thought to developing a structured and coherent programme that systematically addresses apprentices' weaknesses in

these subjects and prepares them thoroughly for functional skills examinations.

The challenges faced by the supply chain industry makes the training of apprentices increasingly important. By understanding topics related to the whole supply chain, the curriculum supports the regional economy and contributes to the development of a knowledgeable and skilled workforce.

Trainers have extensive experience in the logistics sector that they use well to bring the subject to life and to provide apprentices with clear explanations of topics. They answer apprentices' questions well and provide good support when apprentices struggle to grasp difficult concepts.

Trainers make effective use of questioning throughout lessons to ensure that all apprentices understand the information that they are given. They make effective use of progress reviews to check that apprentices can recall and apply their new knowledge.

Trainers do not provide apprentices with enough opportunities to recall and practise what they have been taught. Curriculum planning ensures that, to some extent, topics are revisited at various points throughout the course and homework tasks provide some opportunities for apprentices to practise what they have learned. However, opportunities to refresh and develop this knowledge are not systematically planned. As a result, apprentices are not always able to recall or articulate what they have previously been taught.

Leaders have improved quality assurance arrangements through the use of external assessment of lessons that are undertaken for all training staff. Improvement actions are identified for each trainer, but it is not yet clear that these actions are monitored to ensure progress.

Apprentices are well prepared for their end-point assessment. The previous cohort of apprentices achieved distinction grades. However, current apprentices are at the very beginning of their course and it is too early to judge whether they are likely to achieve their qualifications.

Trainers and assessors have appropriate expectations of the quality of apprentices' work. They set work frequently, mark it thoroughly and provide clear feedback. It is too early to judge the extent to which this will help apprentices to improve as they progress through the course. Currently the quality of apprentices' work is quite mixed.

Trainers know their apprentices well and manage group work in teaching sessions to encourage participation and ensure inclusion and equal opportunity. All apprentices are encouraged to work or make frequent visits to the warehouses during their apprenticeship to develop their understanding of supply chains.

Leaders discuss the importance of the careers programme with employers before

the start of the apprenticeship. Apprentices are at a very early stage of their course and it is too early to say whether they are well prepared for their next steps.

Governance arrangements are being revised. Leaders have secured suitable governors to provide independent oversight of the provision and additional relevant knowledge and expertise. They have not yet started so it is too early to judge their impact.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective policies and processes to keep apprentices safe. The leading safeguarding officer is trained to level 3 and a 'Prevent' duty risk assessment is in place. Apprentices have all had 'Prevent' duty and safeguarding training. Trainers intend to revisit these topics throughout the course.

Apprentices are aware of the need to stay safe online. They know whom to contact if they have concerns about their well-being. There is an appropriate process to record safeguarding issues. This has never been used and, therefore, there are no outstanding issues.

What does the provider need to do to improve?

- Managers should develop a structured and coherent programme that prepares apprentices for functional skills examinations.
- Trainers should plan opportunities to revisit and practice the knowledge that apprentices have been taught.
- Managers should ensure that improvements, identified during lesson observations, are monitored at each subsequent observation to ensure progress.

Provider details

Unique reference number	1278670
Address	The Mill House Aynho Banbury Oxfordshire OX17 3AY
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Website	www.tma.work
Principal/CEO	Andrew Langdale
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Not applicable

Information about this inspection

The inspection team was assisted by the Chief Executive Officer, 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

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Her Majesty's Inspector

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