

Achieving Excellence UK Ltd

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number:	10247078
Name of lead inspector:	Steve Battersby, Her Majesty's Inspector
Inspection dates:	17 to 18 August 2022
Type of provider:	Independent learning provider
Address:	8 Belmont Hill London SE13 5BD

Monitoring visit: main findings

Context and focus of visit

Achieving Excellence UK Ltd was inspected in September 2021. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Themes

<p>What progress have leaders made in ensuring that tutors have the skills they need to use effective teaching techniques so that the curriculum content is challenging, and apprentices remember what they have learned?</p>	<p>Reasonable progress</p>
--	-----------------------------------

Leaders have introduced an effective meeting structure and training plan which ensure tutors have sufficient opportunities for professional development. For example, tutor meetings now take place on the last Friday of every month. At the time of the monitoring visit, the focus of these meetings was on assessment standardisation and ways to improve teaching practice, such as questioning techniques. As a result, tutors are more effective at helping their apprentices learn and remember more.

Leaders encourage tutors to undertake a formal teaching qualification to update their skills and knowledge. Qualified assessors undertake a training programme known as assessor to teacher. Other tutors are completing level 3 and level 5 teaching qualifications. As a result, tutors are better prepared with the skills and knowledge they need to make the delivery of the curriculum effective and to meet the needs of apprentices and their employers.

Leaders have revised their management structure and introduced new curriculum lead roles. The curriculum leads are responsible for curriculum design, delivery and improving teaching. Tutors rightly recognise that while these staff have started to have a positive effect on the quality of their teaching, it is too early to judge their full impact on the delivery of the curriculum.

What progress have leaders made in ensuring that employers understand the full requirements of an apprenticeship programme, which involves employers in the curriculum for their apprentices?

Reasonable progress

Leaders are now directly involved in the enrolment process. During the initial meeting with the employer, they strongly emphasise the requirements of an apprenticeship before an apprentice starts their training. This is further reiterated through monthly newsletters and emails. Consequently, employers now fully understand their responsibilities and commitments prior to an apprentice starting.

Leaders have revised their programmes to better meet the needs of most employers. For example, in an early years setting tutors teach in short blocks in the afternoon, when children tend to sleep. Topics such as safeguarding, and child feeding are prioritised as these are critical to the job and business. In a day-care setting, workshops are offered in the late afternoon to allow the manager to be involved.

Leaders have worked with employers to plan sufficient time in the workplace for apprentices to complete activities to support their learning. This is monitored by tutors and is flexible to meet the demands of employers, especially those faced with staffing shortages. For example, apprentices have more time to study during the school summer holidays when there are fewer children in nursery and day care.

Tutors ensure that employers attend apprentices' progress reviews and the vast majority take a keen interest in their progress. Tutors help employers plan specific activities that link to the new skills apprentices have learned in workshops. For example, apprentices worked in a supported learning setting to better understand their training on independent living for those with autism spectrum disorder.

Employers value the service they receive from Achieving Excellence. Apprentices learn new skills and can work effectively and efficiently as a result of their training. However, a minority of apprentices nearing the end of their training have not benefited from the changes that have been implemented since the last inspection

What progress have leaders made in ensuring that tutors accurately assess apprentices' starting points and design an individual plan of learning for each apprentice that meets their needs?

Reasonable progress

Leaders have implemented an effective new process for identifying learners' prior knowledge and experience which includes an initial English and mathematics diagnostic test and a skills scan. Tutors use this information well to produce an individual learning plan (ILP) which meets the training needs of the apprentice and their employer. However, leaders recognise they need to further develop the links

between the ILP and other elements of the apprenticeship to ensure that the curriculum is adapted and reflected upon at each tutorial.

Leaders and managers discuss with employers the specific training requirements they have for their apprentices and include these in ILPs. For example, one employer that runs a care home identified that their staff would benefit from additional time management training. Tutors used this information to inform their curriculum design and taught apprentices techniques for time management. As a result, apprentices became more efficient employees. However, this is not yet part of a formalised process, and in some instances employers' needs are not fully explored in the design of apprentices' training.

Leaders acknowledge that apprentices are not always comfortable in disclosing additional learning needs at the start of their training. They have considered carefully how they capture sensitive information about apprentices' prior learning, experience, and personal barriers to learning. Leaders have revised their sign-up processes to include a specific focus on encouraging the learner to recognise and share any potential barriers to learning, both personal and professional. As a result, apprentices' sign-up is a well-considered process that is effective in identifying apprentices' needs at the start of their programme.

<p>What progress have leaders made in ensuring that they have thorough oversight of the quality of teaching, to develop a consistently high-quality and effectively taught curriculum for all programmes?</p>	<p>Reasonable progress</p>
--	-----------------------------------

Leaders meet with the new curriculum leads to discuss the quality of teaching and learning in their areas. The newly introduced curriculum leads play a valuable part in ensuring leaders are well informed on the development needs of teachers and the quality of apprentices' training experiences. However, it is too early to confirm the full effectiveness and timeliness of the quality of information that this team provides.

Leaders use a range of performance indicators, including progress tracking data, feedback from tutors and curriculum leads, and confirmed outcome data to evaluate the quality of their provision. This information informs their monthly learner voice sampling process which allows leaders to understand better the quality of each apprentice's experience.

Leaders have introduced an observation of teaching process which ensures all tutors are observed and given feedback on the effectiveness of their teaching. The head of quality summarises the outcomes of those observations, producing useful information for senior leaders. As a result, leaders have a good understanding of the key development themes of tutors.

Leaders have combined useful management activities including standardisation and team meetings to gain an effective overview of teaching and learning. However, these activities have not yet been logically sequenced to ensure senior leaders can fully understand the impacts of the actions that have been taken in a timely fashion.

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 2022