

Inspection of The Constellation Trust

Inspection dates:

20 to 22 September 2022

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 Constellation Trust is a multi-academy trust based in Hull. The trust includes Yorkshire and Humber Teacher Training which is a school-centred initial teacher training provider (SCITT). The Constellation Trust is a registered apprenticeship training provider.

The Constellation Trust provides the level 3 teaching assistant apprenticeship standard to schools within the trust. This is delivered through the SCITT. At the time of the inspection, there were 12 apprentices studying the level 3 teaching assistant apprenticeship standard.

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

Apprentices are motivated and keen to learn. They enjoy acquiring new knowledge and developing new skills that are relevant to their future careers in schools. They work hard to reach their full potential, and they make good progress over time.

Apprentices become more confident in the workplace as a result of their apprenticeship. Trust leaders speak highly of the impact of this increased confidence on the support that apprentices provide to pupils. For example, apprentices improve their skills in working with individual pupils who have special educational needs and/or disabilities (SEND) and help these pupils to improve their communication skills.

Apprentices understand very well the importance of safeguarding in their role as teaching assistants. They are clear about the duties and responsibilities of staff working in schools. For example, apprentices know how to identify when a pupil might be at risk or in need of help.

Apprentices are respectful of their peers, their tutors and those with whom they work. Leaders and staff have high expectations for the professional behaviour and conduct of apprentices. They use case studies skilfully in their teaching to encourage apprentices to reflect on their respect and tolerance for others. Apprentices know that they need to be polite when speaking to people who do not share their views.

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

Leaders have a very clear rationale for the teaching assistant apprenticeship programme. They deliver the programme in order to support the recruitment, retention and development of teaching assistants who leaders consider to be crucial to the success of the trust and who are often in short supply. Leaders successfully apply their experience and expertise in delivering teaching qualifications to the running of the teaching assistant apprenticeship.

Managers work well with leaders from across the trust to design and deliver an ambitious training programme that extends beyond the requirements of the apprenticeship standard. They make good use of information from trust leaders to design the core training programme so that it is relevant to their schools. Managers include additional training on early reading and phonics, supporting children with SEND and emotional literacy.

Leaders and managers use expert staff from across the trust very well to teach apprentices. For example, apprentices benefit from hearing about SEND from those who lead on this across the trust. Consequently, apprentices develop significant new knowledge, skills and behaviours that help them to be successful in their job role.

Tutors consider the content and sequencing of their teaching carefully. They identify what apprentices need to know and how apprentices can gain experience of how

this knowledge applies to the trust schools. For example, apprentices are taught about the statutory aspects of SEND and basic diagnosis which they consider in the workplace before moving on to the identification of individual pupil needs.

Managers and tutors collect useful information about what apprentices know and can do. They support apprentices well to identify and evaluate their existing knowledge, skills and behaviours in collaboration with their workplace supervisor at the start and throughout the programme. Therefore, tutors can quickly identify the areas in which apprentices need to focus their efforts. However, plans to take account of the existing skills of a very small number of new apprentices are not fully developed. Tutors plan to customise the training for these apprentices, but it is too early to see the impact of this.

Tutors use assessment well in their teaching. They use the information that they collect about what apprentices know and can do to plan future training and development both in the workplace and the classroom. This helps apprentices to develop the specific knowledge, skills and behaviours that they need in their jobs. For example, apprentices visit additional classes in their school to learn more about how phonics is taught.

Managers and tutors know their apprentices well and have clear oversight of the progress that they make. Tutors provide targeted support for apprentices who struggle with particular elements of the programme. For example, they adapt assessment activities to make them more accessible for apprentices who struggle with the academic requirements of the programme.

Tutors plan tailored programmes for apprentices who need to achieve functional skills qualifications in English and mathematics. They develop helpful resources that are specific to the learning needs of the individual apprentices. However, it is only recent apprentices who have needed to gain functional skills qualifications in English and mathematics, so it is not yet possible to identify the impact of the support that apprentices receive.

Staff provide apprentices with a wide range of useful resources that help them to prepare well for life in modern Britain. Apprentices learn how to protect themselves from local risks such as an increase in drink spiking, harassment and racism. However, leaders and managers do not plan the personal development curriculum for apprentices well enough. As a result, they cannot be assured that apprentices receive a well-rounded programme that provides them with the information that they need for their personal development and well-being.

Leaders are considerate of the workloads of their staff. Leaders and managers regularly review the assessor caseload at crucial points in the recruitment cycle to ensure that it is manageable for the assessor. Staff feel well supported. They are clear about their role and provide support to each other when the need arises.

Managers and tutors carry out suitable checks when apprentices are recruited by the individual schools in the trust to ensure that apprentices are suitable for the

programme. Trust leaders recruit apprentices to meet specific business needs and skills gaps. For example, they recently employed new apprentices to work specifically with pupils with SEND.

Trust leaders have a high level of commitment to the success of the apprenticeship programme. They engage well with school leaders to ensure that apprentices are supported very well. They allocate resources to apprentices to enable them to complete their assignments and ensure that protected time away from the workplace happens as a matter of course. Senior leaders and trustees hold leaders from across the trust accountable for the quality and success of the apprenticeship programme.

Managers implement quality systems to assure themselves that apprentices receive high-quality teaching and reviews. However, they have not identified a few areas where the curriculum could be improved. For example, they have not identified gaps in planning for the wider curriculum for apprentices and do not have enough oversight of the training that apprentices receive to support their own personal development.

Staff provide apprentices with useful advice and guidance about possible next steps. Apprentices are clear about what they need to do in order to pursue the range of opportunities available to them.

Leaders from across the trust are pleased with the progress that apprentices make and their impact in the workplace. Apprentices become more confident in working with children as a result of their training. For example, they improve the way in which they provide one-to-one support to pupils with specific needs.

Almost all apprentices who complete their programme remain in employment with the trust and some also progress to further study. In a few cases, apprentices subsequently embark on further training toward becoming a teacher.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers develop a trust-wide culture of safeguarding. They deliver a comprehensive programme of safeguarding training for all staff, including apprentices. This training covers a range of relevant topics, including indicators of possible abuse, modern slavery and online safety.

Leaders take basic steps to comply with the requirements of the 'Prevent' duty. They analyse a range of risks that apprentices might be exposed to and put in place plans to mitigate these. However, leaders do not contextualise information about risks to the local context or plan thoroughly enough for cascading this information to apprentices.

What does the provider need to do to improve?

- Ensure that the wider curriculum is well planned so that apprentices receive effective training to support their own personal development and well-being.
- Enhance the application of quality systems to ensure that weaknesses in the curriculum are identified and addressed rapidly.
- Identify local safeguarding risks fully and share this information with apprentices so that they are fully aware of risks they might encounter and how to protect themselves.
- Continue to implement plans to adapt the curriculum for apprentices who start the programme with more experience of working in a school setting.

Provider details

Unique reference number	2540476
Address	The Training Centre c/o Bricknell Primary School Bricknell Avenue Hull HU5 4ET
Contact number	01482 975520
Website	www.yhtt.co.uk
Principal, CEO or equivalent	Dr Cathy Taylor
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the apprenticeship manager, 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

Andrea Shepherd, lead inspector	His Majesty's Inspector
Sarah Seaman	His Majesty's Inspector

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