

# Inspection of All Trades Training Limited

Inspection dates:

22 to 24 November 2022

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Good

## Information about this provider

All Trades Training Limited (ATT) is a private training provider. The head office is in Watford, Hertfordshire. ATT works with around 12 employers, including one very large care sector employer. Apprenticeships are provided throughout the east of England, including in Norfolk, Suffolk, Essex, Cambridgeshire, Hertfordshire and London.

Just over half of the 37 standards-based apprentices in training at the time of the inspection were on level 2 to level 5 apprenticeships in care. A few follow a range of level 2 and level 3 business, warehousing, accountancy, digital marketing and healthcare and cleaning standards. Most apprentices are adults aged over 25, and there are six apprentices under 19 years of age.

There are 18 apprentices studying towards functional skills mathematics and English qualifications. Six apprentices have additional learning needs. ATT does not work with any subcontractors.

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

Apprentices benefit from the support they receive in the workplace to apply and develop further their knowledge and skills. Apprentices get on well at work; they build positive relationships with their colleagues and contribute usefully to their employers' business. Those in adult care worker and accountancy benefit from productive one-to-one sessions with learning coaches to help them make effective links between their on- and off-the-job training.

Apprentices are often frustrated by the length of time it takes for them to complete their apprenticeship. They fall behind in their progress because of frequent changes to learning coaches during their programme. Too many struggle to get the time away from work they need to complete their studies.

Apprentices develop their confidence at work. This helps them move to promoted roles, such as care home managers, team leaders and paramedics. Apprentices studying adult care leadership use their knowledge of behaviour management to improve team morale and remedy challenging situations at work.

Apprentices are safe, but they do not develop a secure understanding of how to stay healthy and develop healthy relationships.

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

Leaders have developed a curriculum that is responsive to the needs of employers in the care sector. Care apprentices can progress from level 2 to level 5 programmes. However, more recent additions to the apprenticeship offer, such as digital marketer, have not been planned or implemented effectively. As a result, the curriculum offer now lacks coherence and does not ensure that apprentices make good progress.

Leaders and coaches do not involve employers in the planning of most apprenticeship programmes. While this has improved recently with the recruitment of new coaches, particularly in care and business administration, too many line managers do not influence what their apprentices learn and are not involved in reviews of apprentices' progress. As a result, they do not know how best to support apprentices in applying their learning promptly when at work.

Managers in the workplace provide effective support to apprentices that helps them learn new skills and become valued team members. Care apprentices provide effective care for patients with dementia. Apprentices on level 2 adult care worker programmes gain a good understanding of how to manage and control service users' symptoms relating to diabetes. Managers support apprentices with completion of additional qualifications in business administration, including Excel, website design and writing skills.

Leaders do not ensure that the quality of teaching is consistently good across all areas of their provision. For example, coaches in adult care and business use one-to-one coaching sessions with apprentices effectively to help them secure their knowledge through useful discussions. However, apprentices on the digital marketing level 3 apprenticeship and on levels 4 and 5 care leader apprenticeships receive very little teaching. Coaches on these programmes rely on apprentices' self-study and self-directed learning. As a result, their apprentices make slow progress.

Too often, coaches do not use ongoing assessments of apprentices' knowledge and skills to help them make swift progress throughout their apprenticeship. Coaches do not set individual, developmental or challenging targets for apprentices. Consequently, apprentices are often insufficiently challenged by their training and lose motivation to complete their studies.

Coaches on digital marketing, accountancy and care leaders do not use assessment methods effectively to help apprentices improve their work. For example, coaches do not help apprentices to understand where they make errors in their written work. However, where apprentices receive feedback during practical observations in the workplace, particularly those on care standards, the feedback helps them to improve their practical skills and clinical practice.

Most apprentices develop a range of knowledge, skills and behaviours that help them succeed in their work roles. Adult care worker apprentices administer medication effectively. Business apprentices introduce improved ways of working, such as a recycling system for bins in the office environment and kitchen. Accounting apprentices develop their use of professional terminology. As a result, these apprentices make a significant contribution to their workplaces.

Leaders have not planned the English and mathematics curriculum effectively. Leaders did not ensure that apprentices started this element of their learning early enough in their training. As a result, a significant proportion of apprentices are beyond the time planned to complete their apprenticeship, and too few apprentices pass their functional skills qualifications.

Too many apprentices are not motivated to have good attendance at teaching sessions and progress reviews. Too few apprentices benefit from sufficient study time to complete their studies. Coaches have not ensured that those apprentices who do take time away from work have focused objectives to help organise their time. As a result, over half of all apprentices are past their planned end date.

Most apprentices do not consider how British values apply to their life and work. For example, apprentices show respect for customers or clients that they mirror from their work colleagues, but this is not further explored by coaches to deepen apprentices' understanding of British values. However, adult care apprentices have a good understanding of respect and celebrating difference. Apprentices use their understanding of dignity to ensure that care home residents are respected and have choice and control in how they are supported, based on their needs and abilities.

Most apprentices have a suitable understanding of the risks presented by radicalisation. Apprentices in adult care consider how radicalisation can affect their working lives. They are alert to the potential risks of unidentified postal deliveries to care homes. Apprentices know how to protect residents who make extensive use of the internet from being defrauded. However, too many apprentices are not clear about how what they have learned applies to their own personal and work lives.

Leaders do not ensure that apprentices receive high-quality and well-informed impartial careers advice and guidance. Apprentices and coaches discuss further qualifications or progression with their current employer, but apprentices do not understand the full range of opportunities available to them. As a result, apprentices are not prepared effectively to plan their next steps in training or employment.

Leaders ensure that staff participate in a good range of frequent development opportunities. They attend regular standardisation meetings, education development updates and a wide range of safeguarding sessions. However, leaders do not have an effective focus on the development of coaches' teaching skills. As a result, teaching often lacks challenge, and learning activities are too dependent on apprentices' independent study.

Too many employers and apprentices have experienced insufficient or poor communication from staff at ATT about the education and training apprentices should receive. For example, employers of care and digital marketing apprentices were not aware of the units, progress or other activities undertaken by apprentices. Very recent staffing changes have improved communications, though it is too early to measure any impact.

Governance arrangements lack impact. Governors have the necessary knowledge and experience to carry out their duties. They use a range of information to help them understand the position of the provider. Governors provide effective challenge to senior leaders for growing the business and improving financial soundness but are less effective in improving the quality of education for apprentices. Their actions over time have not improved the proportion of apprentices who complete their qualification in the time planned.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding, including governors, are passionate about its central importance to the organisation and to apprentices' lives. Staff are well trained in a wide range of safeguarding aspects. A regular monthly bulletin provides staff and apprentices with the latest information on safeguarding matters.

Apprentices feel safe and are safe within their learning environment and at work. Apprentices know who to report concerns to at work but are not always clear who to

talk to at ATT. Not all apprentices have a secure understanding of the breadth of safeguarding topics, which would enable them to better evaluate risks to themselves and others.

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

- Leaders must ensure that coaches improve their teaching, assessing and monitoring so that apprentices make swift progress from their starting points. Leaders must ensure that apprentices achieve their apprenticeship within planned timescales.
- Leaders must ensure that apprentices take the time they need during working hours to complete their apprenticeship studies. Coaches must monitor this closely and intervene where necessary.
- Leaders must ensure that apprentices have a consistently good understanding of the wider aspects of safeguarding.
- Leaders must ensure that apprentices receive high-quality, well-informed, ongoing impartial careers advice and guidance.
- Leaders and managers should develop a comprehensive process of monitoring apprentices' attendance and intervene where appropriate so that apprentices have high attendance.
- Leaders and managers should ensure that apprentices develop their English and mathematics skills promptly so that they pass their required English and mathematics qualifications to complete their apprenticeship in the time planned.

## **Provider details**

<b>Unique reference number</b>	59124
<b>Address</b>	2nd Floor, 21 Station Rd Watford WD17 1AP
<b>Contact number</b>	01603 722209
<b>Website</b>	<a href="http://www.alltrades training.co.uk">www.alltrades training.co.uk</a>
<b>Principal, CEO or equivalent</b>	Dale Morgan
<b>Provider type</b>	Independent Learning Provider
<b>Date of previous inspection</b>	4 to 6 June 2019
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the quality director, 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

Philip Elliott, lead inspector	Ofsted Inspector
Rebecca Perry	His Majesty's Inspector
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