

Inspection of PeoplePlus Group Limited

Inspection dates:

28 February to 3 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Adult learning programmes

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

PeoplePlus Group Limited (PeoplePlus) is an independent training provider with skills centres in Bradford, Liverpool, Manchester, Middlesbrough, Newcastle and Peterborough. PeoplePlus offers pathways to employment training in health and social care, security, construction, warehousing, business administration and customer services. At the time of the inspection, there were 148 adult learners. Of these, 33 were studying the level 2 award in door supervisors in the private security industry, 25 were on the level 1 extended certificate in employability, 24 were on the level 2 health and safety in a construction environment award, 16 were on the level 2 certificate in work-related studies for the customer service sector, 16 were on the level 2 certificate in digital technologies and 14 were on English for speakers of other languages programmes. The remaining learners studied a range of other courses at levels 1 and 2.

At the time of the inspection, PeoplePlus was working with two subcontractors. These are 1st 2 Achieve Training Limited, which trains 49 adult learners on a range of short courses linked to building trades, and Castleview Training Limited, which trains 30 adult learners on the level 2 certificate in introduction to the facilities industry.

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

Tutors create a calm and professional learning environment for learners that helps them to focus on their learning. The majority of learners are highly motivated to achieve their qualifications and move into employment. Learners on the level 1 award in health and safety awareness are encouraged to take part in voluntary roles. For example, learners volunteer for a local charity, where they develop the personal and professional behaviours they need in order to be successful at work.

Tutors create a supportive and inclusive learning environment for learners. Tutors sensitively support learners to develop a sound understanding of diversity and inclusion topics. This includes an awareness of the protected characteristics and how these might impact on workplace scenarios. As a result, the majority of learners are able to describe how they might interact with a diverse range of customers and colleagues.

Learners benefit from effective careers information, advice and guidance from a range of sources, such as the National Careers Service. Learners participate in a range of different activities to support them to apply for jobs. These include attending job clubs and specific employer events. Many learners feel motivated to apply for jobs following this support.

Most learners are able to identify and recall fundamental British values. They recognise the importance of respecting others and of understanding how the rule of law is applied in the workplace. For example, learners on the level 1 certificate in introduction to warehousing are clear about the importance of following health and safety laws to keep themselves and others safe when working in warehouses.

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

Leaders have a clear strategic intent of focusing on skills development in deprived areas largely in the north of England. They work closely with commissioning bodies and regional employers to identify work opportunities and provide qualifications that allow entry to these careers. For example, leaders collaborate with employers to develop a curriculum that ensures that learners understand their company's working practices. As a result, learners are well prepared for the specific environments in which they may work.

Leaders have a clear understanding of the areas they need to improve. They have started to put in place a range of initiatives to support underperforming areas to improve the quality of teaching and subsequent learner achievement. These include the 'train the tutor' programme, which is designed to meet the specific training needs of tutors in different centres.

Leaders monitor and quality assure courses provided by their subcontractors effectively. They complete regular reviews of the quality of education that they

provide to learners. As a result, most learners who study with subcontractors make the expected progress and achieve.

Governors, in the form of the education board, understand the strengths and key areas for development identified in the self-assessment report. They review and discuss the contents of quarterly reports generated by the operational teams, providing scrutiny and support to managers. For example, they have recently put in place additional investment to support the collection of destination data for learners when they leave PeoplePlus.

Tutors have extensive industry expertise. They use their sector experience to plan engaging and impactful learning activities. For example, construction learners are introduced to the '5 Whys' concept to encourage them to explore the cause of accidents. As a result, learners gain a clear understanding of hazards and what actions are required to minimise the risks when working in construction.

Tutors order the topics they teach in a logical way to allow learners to develop their skills incrementally as they progress through their course. For example, learners on the level 2 door supervisor award progress from legislation and theory to the specific skills needed for the de-escalation of confrontation. As a result, learners build on their existing knowledge and develop more complex skills as they progress through their course.

Most tutors use a range of appropriate assessment techniques to check learners' understanding. In the level 2 business administration programme, tutors use workplace scenarios to assess skills effectively. However, tutors do not always give learners the time to practise what they have been taught as they progress through the course. This means that learners are not always confident in using these skills.

The majority of tutors provide useful, developmental feedback that helps learners to improve their work. Where learners are not making the expected progress, tutors quickly put extra support in place. This means that the majority learners improve their knowledge, skills and behaviours over time.

Leaders do not ensure that all learners develop their English and mathematical skills throughout their studies. While tutors use assessment at the start of the course to identify learners' existing English and mathematical skills, they do not use this information when planning lessons to help learners to improve.

Tutors on the construction and business administration pathways do not ensure that learners are placed on a course that is sufficiently challenging to meet their needs. In a few cases, learners already have prior knowledge and experience of what they are being taught and do not gain significant new knowledge and skills to support them to make the progress of which they are capable.

Achievement rates are too variable. Learners on the level 2 door supervision, level 2 business administration and level 2 customer services programmes achieve well. However, learners on the level 1 extended certificate in employability and the level 2

health and safety in construction award do not achieve as well as they are capable of doing.

Leaders, managers and tutors do not ensure that all learners receive clear initial advice and guidance based on the courses that they are taking. On some courses, the type or location of work opportunities are not always compatible with the needs of the learners. For example, on the health and social care sector-based work academy programmes, the remote location of the employer meant that it was not easily accessible to learners, particularly those with childcare responsibilities.

Leaders have not put in place rigorous procedures to capture the destinations of learners on completion of their programme. As a result, the number of learners who progress to positive destinations is largely unknown, and leaders cannot accurately measure the success of their programmes or take appropriate action to respond to any issues that may arise.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead keeps detailed records of safeguarding incidents and, where appropriate, makes timely referrals to external agencies when required.

Leaders have in place safeguarding policies that are up to date and appropriate for the range of learners with whom they work. Managers who undertake recruitment follow an appropriate safer recruitment process to check the background of applicants. Tutors receive annual updates on safeguarding and the 'Prevent' duty.

Learners say that they feel safe and speak positively about the welcoming and supportive centre and its staff. The staff know learners well and often provide helpful pastoral support.

What does the provider need to do to improve?

- Leaders should ensure that the starting points of learners are considered when planning learning, so that all learners make the progress of which they are capable.
- Leaders should ensure that all learners receive appropriately focused teaching to fill gaps in their English and mathematical skills.
- Leaders should ensure that tutors create opportunities for learners to practise the skills they have been taught, so that all learners are able to recall the knowledge and skills they have learned.
- Leaders should ensure that sector-based work academy programmes are appropriately designed to allow learners to access the work opportunities for which they are training.

- Leaders should ensure that they are capturing the destinations of learners effectively in order to measure the impact of the courses they offer and so are able to make improvements where these are needed.

Provider details

Unique reference number	59173
Address	4th Floor Edmund House 12–22 Newhall Street Birmingham B3 3AS
Contact number	07971 702158
Website	www.peopleplus.co.uk
Principal, CEO or equivalent	Kenny Boyle
Provider type	Independent learning provider
Date of previous inspection	27 to 30 June 2017
Main subcontractors	1st 2 Achieve Training Limited Castlevue Training Limited

Information about this inspection

The inspection team was assisted by the head of quality and curriculum, 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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