

# Inspection of LAGAT Limited

Inspection dates: 16 to 18 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

LAGAT Limited (LAGAT), trading as LAGAT college, was established in 1987 and provides education and training services in Lincolnshire. Apprentices are taught face to face in their workplace and attend online masterclasses. Trainees are taught face to face at LAGAT's training site.

At the time of the inspection, there were 86 apprentices. Of these, a third study level 3 business administration, 20 study level 3 early years educator, 14 study level 2 early years practitioner and six study level 3 teaching assistant. A small number of apprentices study other business or accountancy related courses. The vast majority of apprentices are adults.

LAGAT provides a small number of traineeships, with six current trainees, all of whom are under 18 years old.

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

Apprentices enjoy their experience with LAGAT. They quickly learn new knowledge, skills and behaviours, which they use well in their roles. Their employers recognise the positive impact the training has on their contribution to the workplace. For example, level 3 business administration apprentices are taught how to use their organisation's branding to create professionally written reports.

Trainees are taught a broad range of employability and life skills, including teamworking, customer services, personal safety, money management and mental health awareness. They take part in useful and relevant activities, for example volunteering at the local food bank and visiting the local magistrates' court. These activities prepare them well for their work experience placement.

Apprentices and trainees benefit from learning in a calm and professional environment. Their trainers and tutors know them well. They understand their support needs and are keen to help them learn.

Apprentices and trainees behave well and work hard to achieve good outcomes. They participate well in lessons and complete the work quickly and willingly. They show high levels of dedication and commitment to their course and within the workplace. For example, level 3 business administration apprentices develop their professionalism while on reception duties, firstly by following scripted responses to queries and observing more experienced colleagues. They then become independent with these tasks, and undertake them with the level of professionalism expected by their employer.

Staff support apprentices and trainees well to stay safe in work, training and in their personal lives. For example, they learn how to work safely online by reporting or blocking concerning activities on social media. They feel safe at work and during learning sessions.

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

Managers work well with local employers to design courses that equip apprentices and trainees with the skills and knowledge they need. For example, the level 3 early years educator course includes a license to practise element. This helps to address the recruitment crisis facing the industry.

The apprenticeship curriculum is well planned and logically sequenced to enable apprentices to build their knowledge over time. For example, level 3 business administration apprentices learn about organisational structure and context, before moving on to more complex topics such as project management.

The traineeship curriculum is well considered, with a broad range of learning and the flexibility to allow trainees to join the course at various intervals throughout the year. Trainees develop suitable personal and interpersonal skills, and the curriculum

prepares trainees well for the world of work, via apprenticeships or further education.

Training officers use skills scans, initial assessment activities and discussions to review apprentices' prior skills and knowledge. They then use this information to create individualised targets. However, for a small number of level 3 business administration apprentices, these targets are not as detailed.

Training officers and tutors are well qualified within their respective fields. The majority have extensive industry experience and hold appropriate teaching qualifications. They use this knowledge well to provide apprentices and trainees with detailed examples of best practice and strategies to support their workplace skills.

Training officers and tutors use appropriate assessment activities to check apprentices' and trainees' overall progress and knowledge gained. They complete suitably challenging assessment activities. For example, level 3 business administration apprentices are assessed in their workplace and then undertake a professional discussion with their training officer. This supports the apprentice to reflect on and then further develop their workplace knowledge, skills and behaviours.

Historical retention rates on apprenticeships have been low. Managers understand the reasons for this, and have adjusted their induction and monitoring processes. Current retention has improved and apprentices are on track to achieve.

Those apprentices who complete the apprenticeship pass, with a large majority achieving high grades. Achievement rates on traineeships are good, with the majority progressing on to positive destinations, including employment, education or an apprenticeship.

Historical achievement rates for functional skills mathematics have been low. Leaders recognise this and have introduced an intensive block of teaching and assessment to address the issues. It is too early to judge the impact of this intervention.

Staff set out clear ground rules for apprentices' and trainees' behaviour in classes and in the workplace. They have high expectations for attendance, which is monitored locally. When sessions are missed, learning is quickly replanned. However, leaders do not currently have immediate access to high-quality attendance data, which limits their ability to monitor trends.

Apprentices and trainees receive appropriate training on safeguarding, the 'Prevent' duty and equality and diversity. They recognise the benefits of being respectful and valuing each other in their learning, at work and in life.

The vast majority of apprentices benefit from suitable careers advice from their training officer and employer. This supports them well to identify suitable future

options, including further education or employment. However, a small number of apprentices do not receive broader careers advice beyond their employer's business.

Trainees benefit from lessons on job searches, curriculum vitae and application form writing, and interview skills. They are well prepared to progress into employment, apprenticeships or further study.

Managers have a range of appropriate quality assurance processes in place, and have recently developed these to focus more on the quality of education. They undertake staff reviews, observe lessons, monitor progress and undertake standardisation. These activities inform monthly management reports, with appropriate actions being set to address any issues and further improve standards.

Leaders and managers provide appropriate continued professional development for staff. This includes a package of mandatory training, including safeguarding, the 'Prevent' duty, fundamental British values, equality and diversity and other relevant themes. Staff use this knowledge very effectively to provide up-to-date information and to encourage discussion around these topics.

Subcontracting is used for a very small number of apprentices who study level 4 and 5 management. Arrangements for monitoring the progress of apprentices are thorough and oversight of the subcontractor is appropriate.

Governance rests with the board of directors, one of whom is actively involved in the day-to-day running of LAGAT, while the others support on board matters. All have extensive experience within the finance and education sectors.

Governors are well informed about the quality of education, key performance indicators and finance through quarterly management reports. They use this information effectively to provide challenge and scrutiny to drive improvements. Governors have a clear understanding of LAGAT's strengths and weaknesses and are keen to drive further improvements in the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have suitable safeguarding policies and procedures in place. They undertake appropriate pre-employment checks. The designated safeguarding lead, deputies and staff complete relevant training at induction and receive useful annual updates. They use the information from regional 'Prevent' coordinators to understand local risk, and use this to inform their work.

Apprentices and trainees receive suitable training on safeguarding in induction. They have access to a range of useful resources in newsletters and masterclasses on topics including forced marriage, healthy sexual relationships, knife crime and well-being. This supports their understanding of potential risks and how to seek help.

Staff record safeguarding issues in a timely manner and ensure appropriate support is put into place. They liaise effectively with employers and external agencies, such as the police and social services. Support is provided by training and safeguarding officers, with referrals made to outside agencies when needed.

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

- Leaders should use apprentices' starting points effectively, to design training that helps apprentices build on what they already know.
- Leaders should review how they monitor attendance, to identify trends and take swift action when issues arise.
- Leaders should provide opportunities for all apprentices to access a well-structured careers education programme so they are aware of the full range of careers available to them.

## Provider details

<b>Unique reference number</b>	52902
<b>Address</b>	2nd Floor 3 Low Moor Road Lincoln LN6 3JY
<b>Contact number</b>	01522 501300
<b>Website</b>	<a href="http://www.lagat.co.uk">www.lagat.co.uk</a>
<b>Principal, CEO or equivalent</b>	Hannah Spencer
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	1 to 4 August 2017
<b>Main subcontractors</b>	Lincoln City Council

## Information about this inspection

The inspection team was assisted by the operations 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

Angela Twelvetree, lead inspector	His Majesty's Inspector
Nikki Brady	His Majesty's Inspector
Andy King	Ofsted Inspector
Ralph Brompton	Ofsted Inspector

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