

# Inspection of Academy Transformation Trust Further Education

Inspection dates:

6 to 9 June 2023

**Overall effectiveness****Good**

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

**Information about this provider**

Academy Transformation Trust Further Education (ATTFE) is part of a national multi-academy trust that offers a range of courses within Nottinghamshire. It teaches adult and young learners on college campuses or at venues throughout the local community.

Leaders offer a range of courses for adults from entry level to level 4 designed to meet the needs of local people. This includes a range of employability, personal development, counselling and vocational courses, for example motor vehicle, hairdressing and childcare. At the time of the inspection, there were 134 adults. The large majority were studying employability skills and personal development courses. A quarter study counselling or vocational courses.

Younger learners study vocational courses from levels 1 to 3 alongside functional skills or GCSE mathematics and English. At the time of the inspection, there were 98 learners. Twenty-one study construction trade courses, 14 study employability, seven childcare and five uniformed public services. The remainder study sport, hair & beauty, health and social care, and performance skills.

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

Learners enjoy their experience with ATTFE. Most face disadvantages or barriers to learning and are very well supported. Learners rightly praise the way that tutors make suitable arrangements to support their individual needs.

Adults are highly motivated and have very positive attitudes to their studies. They benefit from a broad range of courses to develop their practical skills and personal development. Flexible course durations, class times and locations support adult needs very well.

Young learners benefit from a broad curriculum offer. They develop employability skills alongside mathematics and English skills. Learners of all abilities are able to move through different levels of learning successfully.

Adults and young learners benefit from a rich and varied personal development course. This is very well focused on the skills they need for their future. As a result, learners flourish, become more confident, articulate and ready for employment.

Adults and young learners take a very active part in their local communities and benefit from these experiences. For example, adult learners support the 'Let's All Eat' project that runs food banks, and young learners steward at large-scale community events such as the Sherwood Forest coronation picnic.

Adults participate significantly in extra-curricular activities such as meditation, walking groups, crafts, supporting Rotary Club Santa Sleigh, and catering for events at community hubs and churches. Young learners have many opportunities to pursue volunteering and activities such as hiking, craft and sewing.

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

Leaders and managers have carefully considered what they are preparing learners for. They offer a suitable range of courses for adults and young learners which supports them well to pursue their career, education or personal goals.

Adults benefit from well-designed courses to support their vocational skills, broader development and general well-being. The ambitious curriculum prepares them exceptionally well. Adults gain a wide range of new practical skills, academic knowledge and personal development. This supports them to make positive steps towards employment or contribute to their local communities.

The large majority of adults have additional needs. Teachers carefully consider the specific need, whether health, well-being, social or learning, and adapt the teaching and assessing appropriately. This ensures that adults have the right support. As a result, they make very good progress.

Managers develop courses to meet the needs of young learners, who benefit from a more tailored and nurturing approach to their education. Learners, of which a third have additional learning support requirements, are taught in small classes. They have access to a suitable range of support, for example exam access arrangements, adjustments such as coloured overlays and in-class support.

Tutors for young learners plan and sequence the curriculum logically to enable learners to build their knowledge and skills over time. Tutors build content logically and gradually to aid understanding. In the vast majority of cases, the curriculum is well structured and logical to enable learners to develop over time. However, it is not always clear in the employability course for young learners how prior knowledge is used to inform teaching.

Tutors have relevant sector-based experience and use this well to illustrate key points within the curriculum and highlight workplace practices. This ensures that learners have high expectations and a good understanding of workplace challenges.

English and mathematics tutors hold suitable qualifications to teach GCSE and functional skills. However, a small number of tutors haven't received recent subject-specific updating, which would support them to further improve their teaching.

Tutors provide young learners with opportunities to develop their skills and understand the link between theory and practice. For example, construction learners learn about different types of wallpaper before they go into the workshop and learn appropriate ways of hanging them. However, in a few instances when tutors set independent research tasks, they do not provide clear enough instruction on how to access the best information.

Tutors assess learners' work well, and feedback is clear and helpful. Tutors annotate work carefully so learners know what they have done well and how to improve it. For example, learners routinely use the 'purple pen' approach to develop their written work further, following guidance from their tutors. In a few cases, feedback to young learners does not show them how they could further improve their work.

Adult learners' achievement rates are high. They develop significant new knowledge, skills and behaviours during their time at college. The vast majority of young learners achieve their qualifications.

The vast majority of adult and young learners progress to positive destinations. This includes employment, education or voluntary work. Others benefit from their own personal development which assists them in life, home and in supporting their community.

Tutors provide learners with a comprehensive and effective careers programme that supports them very well to make informed decisions about their future. Adult learners receive helpful advice through their course and tutors support them to create a career plan. Young learners take part in careers fairs, industry insights talks and relevant work experience placements, which prepare them well for employment.

Managers and tutors have a strong focus on attendance and punctuality for all learners. Tutors set clear expectations and have suitable procedures in place to monitor non-attendance. As a result, attendance at the vast majority of lessons is high. However, attendance at functional skills and health and social care lessons are not yet consistently high. Leaders have recognised this and have action plans in place to try to improve.

Tutors provide learners with an extremely informative personal development curriculum and enrichment classes. Young learners benefit from being taught a highly appropriate range of topics such as toxic masculinity, mental health and well-being. Enrichment classes for adult learners include craft clubs, menopause talks, well-being advice, budgeting and affordable cooking.

Leaders and staff successfully promote British values to adult and young learners through induction, enrichment lessons and everyday teaching. Learners show the values of mutual respect and tolerance in their behaviour with their peers and tutors.

Leaders and managers provide tutors with professional development opportunities to help them improve their subject expertise and teaching skills. They provide training that is relevant and staff participate well. Tutors identify the positive impact that this has on their lessons.

Leaders self-assess the provision accurately and know their strengths and areas for development well. They take appropriate actions when improvements are required and use performance data to evidence progress. For example, in order to support an increase in higher grades in GCSE mathematics and English, they have adopted a new coaching model. However, it is too soon to judge the impact.

Leaders and managers prioritise staff well-being. Staff report that leaders are considerate, visible and approachable. The weekly 'Well-being Wednesday' provides a range of tips and advice for staff. Staff feel they can approach leaders should they have concerns.

Governors use their extensive local knowledge and networks well to capitalise on opportunities to raise the profile of the college and create further curriculum developments. They have a good insight into the key areas for development and support leaders to take appropriate action to address any issues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff effectively promote the importance of safeguarding and have suitable safeguarding policies and procedures in place. They undertake appropriate pre-employment checks. The designated safeguarding lead, deputies and staff complete relevant mandatory training and receive useful updates.

Learners receive suitable training on safeguarding in induction. They are well informed about safeguarding and health and safety in practical workshops. They know where they can seek help should they need it.

Staff record safeguarding issues in a timely manner and ensure that appropriate support is put into place. They liaise effectively with external agencies when needed.

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

- Leaders and tutors should assess learners' prior knowledge and skills before starting new topics, so that they can focus their teaching on the content that learners are not already familiar with.
- Tutors who set research activities for young learners should ensure that they are well structured to allow learners to gather valid and useful information.
- Leaders should ensure that all tutors give feedback to young learners that is clear and helps them to improve.

## Provider details

<b>Unique reference number</b>	59200
<b>Address</b>	Academy Transformation Trust Further Education High Pavement Sutton-In-Ashfield NG17 1EE
<b>Contact number</b>	0121 354 4000
<b>Website</b>	<a href="http://www.attfe.org.uk">www.attfe.org.uk</a>
<b>Principal, CEO or equivalent</b>	Liz Barrett, OBE
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	6 to 9 June 2017
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the principal 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
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