

# Inspection of First Intuition Leeds Limited

Inspection dates: 6 to 9 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

First Intuition Leeds Limited specialises in training in accountancy and started offering apprenticeships in 2018. At the time of the inspection, there were 259 apprentices on the level 7 accountancy or taxation professional standard, 45 on the level 4 professional accountancy or taxation technician standard, 45 on the level 3 assistant accountant standard and five on the level 2 accounts or finance assistant standard, which the provider started offering in March 2023. Leaders work with three subcontractors, the largest being RELX (UK) Limited, trading as Tolleys, which provides the teaching for the level 7 taxation qualifications. Apprentices study in two centres in Leeds and Sheffield, and the vast majority are aged 19 and older.

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

Apprentices benefit from a positive and respectful learning culture, and reflect this ethos in their own behaviour. They develop valuable employability and business etiquette skills which enable them to be professional in the workplace, including when working with internal stakeholders and external clients. Apprentices are valued in the workplace and lay strong foundations for their career in accountancy.

Apprentices develop valuable new knowledge, skills and behaviours during their programmes, and most are highly motivated to be successful. Apprentices are proud to apply their learning to the workplace, such as when working on accounts, taxation and audits, expanding their skills and becoming more confident.

Apprentices benefit from a curriculum which broadens their interests and talents in the field of accountancy. This includes additional resources such as newsletters and videos on social media platforms. For example, apprentices have recently been able to watch talks on accountancy in the aviation industry and women in finance.

Apprentices feel safe and well supported in the training centres and in the workplace. They have positive relationships with their tutors and skills coaches, and would be confident to discuss any concerns, such as managing stress in the workplace. Apprentices have a thorough knowledge of risks, particularly in the field of accounting, such as the financing of terrorism and money laundering.

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

Leaders have a very clear intent for their provision. They specialise in accountancy and serve small and medium-sized businesses in the local area. They emphasise the importance of apprentices developing employability skills that are desired by industry, as well as technical knowledge in accountancy, so apprentices can be successful in their profession.

Leaders and managers sustain strong positive relationships with employers. Employers speak very highly of them and value the frequent communication and support provided. Skills coaches work closely with employers to ensure that their apprentices' training suits their business demands and to coordinate on- and off-the-job training.

Leaders benefit greatly from the support and challenge that they receive from the two layers of governance of a local governing body and the larger First Intuition network. Governors are experts in accountancy, education and safeguarding, and use this expertise to hold leaders to account and support the developments that leaders are making in the provision.

Leaders have a strong ethos for their provision, underpinned by meaningful values which guide decision-making throughout the provision. They create a culture of continuous and sustainable improvement, and manage change effectively. Staff trust

leaders and value the fact that leaders nurture their talents and interests, enabling them to grow in their roles.

Leaders and managers have good oversight of the provision and assure themselves of the quality of teaching and skills coaching, including at subcontractors. They use a range of useful procedures, including visits to lessons, work scrutiny and frequent apprentice and employer surveys. Recent improvements to their procedures and how they record information have made a positive impact.

Tutors are highly experienced and well qualified in the accountancy industry. Leaders ensure that tutors and skills coaches are appropriately qualified in teaching. In addition, tutors and skills coaches receive highly effective training and development which enhances the way that they perform their roles. For example, tutors provide skills coaches with training to enhance their technical knowledge of accountancy so they can better support their apprentices.

Tutors plan the content of the curriculum well, ensuring that they teach fundamental knowledge first and that apprentices have a secure understanding before applying their knowledge at a more advanced level. For example, apprentices study tax compliance before studying business planning tax. Apprentices develop knowledge, skills and behaviours incrementally throughout their programme.

Tutors provide high-quality teaching using a variety of methods effectively to convey complex concepts to apprentices. They provide work that is demanding and appropriate to the level of study, and which builds on what apprentices already know and can do. Apprentices learn substantial new knowledge, skills and behaviours that help them to conduct their job roles effectively.

Apprentices produce work of a good standard and can identify clear examples of where they apply their learning in the workplace, such as when building trusting relationships with clients and completing complex tax reports. Most apprentices make steady progress in their programmes and, if apprentices fall behind, appropriate actions and support are used to help them to catch up.

Tutors and skills coaches use assessment effectively to help embed key concepts and develop apprentices' knowledge, skills and behaviours. They provide helpful feedback on written work with clear guidance on how to improve further. Most apprentices understand the progress that they are making.

Apprentices benefit from frequent review meetings with their skills coach and line manager. As a result of these valuable discussions, employers understand the progress that their apprentices are making and support them to apply their learning in the workplace, including taking on additional responsibilities.

Most apprentices are prepared well for their end-point assessments. They do mock examinations and practice interviews, and gather evidence throughout their apprenticeships for their portfolios. However, a few apprentices struggle with the

over-reliance on written tasks to complete their portfolio and are not provided with sufficiently flexible assessment methods to demonstrate their learning.

Apprentices who remain on their programme successfully achieve their apprenticeship. However, too many apprentices leave the course before their planned end date. Of these, a significant proportion leave due to the demands of the programme. Leaders and managers have recently identified this issue and made changes, such as to the advice given at that start of an apprenticeship, but it is too early to see the impact.

Leaders and managers make available to apprentices information about careers through interactive webinars, employer forums and speaking with their experienced tutors. Apprentices understand how to achieve chartered status. However, leaders and managers cannot assure themselves that all apprentices use careers information to understand the options available to them, such as specialising in a particular field of accountancy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take effective steps to ensure that apprentices are kept safe in the centres and in the workplace. Those responsible for safeguarding are trained well and have the experience that they need for their role. They implement their comprehensive policies effectively, including for safeguarding, the 'Prevent' duty and safer recruitment. Leaders ensure that apprentices understand the risks that they may encounter, including the activities of extremist groups and online misogyny, and make useful links to the field of accountancy.

Staff undertake appropriate training in safeguarding topics and know how to report safeguarding concerns. These are followed up swiftly by the safeguarding team, which involves external agencies frequently and appropriately. In addition, the safeguarding team and skills coaches provide helpful advice and information to employers about supporting apprentices' safety and well-being.

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

- Take effective action to support all apprentices to stay on their programmes and achieve their apprenticeships within the planned time.
- Ensure that all apprentices receive timely careers advice during their programmes so that they are empowered to understand their options once they complete their apprenticeships.
- Ensure that tutors use a range of methods for assessing the development of skills and behaviours, which are appropriate for individual apprentices.

## Provider details

<b>Unique reference number</b>	2539261
<b>Address</b>	4th Floor Aquis House 12 Greek Street Leeds LS1 5RU
<b>Contact number</b>	0113 467 7770
<b>Website</b>	<a href="http://www.firstintuition.co.uk/classroom-courses/leeds">www.firstintuition.co.uk/classroom-courses/leeds</a>
<b>Principal, CEO or equivalent</b>	Lucy Parr
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	RELX (UK) Limited (trading as Tolleys) First Intuition Limited First Intuition Cambridge Limited

## Information about this inspection

The inspection team was assisted by the operations director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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

Karen Anderson, lead inspector	His Majesty's Inspector
Jonny Wright	His Majesty's Inspector
Gaynor Cross	Ofsted Inspector
Sarah Benson-Smith	Ofsted Inspector
Chris Wiley	Ofsted Inspector

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