

# Education Goals Ltd

Report following a monitoring visit to a 'requires improvement' provider

---

<b>Unique reference number:</b>	2626868
<b>Name of lead inspector:</b>	Peter Cox, Senior His Majesty's Inspector
<b>Inspection dates:</b>	29 and 30 June 2023
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Oathill Hall House 70 Oathill Road Haywards Heath RH16 3EN

## Monitoring visit: main findings

### Context and focus of visit

Education Goals Ltd, trading under the name EDGO, was inspected in August 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

EDGO is a small independent learning provider. EDGO's head office is in Haywards Heath, West Sussex. Staff train nationally based apprentices at their workplaces and through remote learning.

Leaders at EDGO specialise in working with employers in the security services sector. At the time of the monitoring visit, 91 apprentices were in training. Of these, 62 were studying the level 3 apprenticeship standard in security first-line manager. A further 24 apprentices were studying the level 2 apprenticeship standard in facilities services operative. The remaining apprentices studied the level 3 apprenticeship standard in facilities management supervisors and level 2 customer services practitioner. Leaders at EDGO do not work with any subcontractors. All apprentices were over 18 years old.

### Themes

**How much progress have leaders made in ensuring that staff assess apprentices' starting points effectively to tailor training so that apprentices develop new and substantial skills?**

**Insufficient progress**

Leaders have been too slow to improve how they assess what apprentices know and can do at the start of their programmes. Leaders rightly acknowledge that this limits their ability to tailor learning so that it meets apprentices' individual needs successfully. Staff do not use available information on apprentices' experience and expertise to plan learning effectively. As a result, too many apprentices with previous experience do not develop substantial, new knowledge, skills and behaviour.

Leaders have only recently begun to improve how they gather better information on apprentices' existing knowledge and skills at enrolment. However, it is too early to assess the impact of these actions.

**How much progress have leaders made in tracking apprentices' progress and intervening swiftly where they may fall behind so that apprentices achieve well?**

**Insufficient progress**

Leaders have not been effective in making improvements to how they track apprentices' progress. Leaders' newly introduced systems to monitor apprentices' progress do not identify easily those making slower-than-expected progress. Leaders and staff do not monitor apprentices' standard of work successfully and so they are unable to identify those learners who are falling behind accurately. Consequently, staff cannot give support consistently to those apprentices who are falling behind nor assess the impact of any help they provide. As a result, too many apprentices make slow progress, take considerably longer than planned to complete their apprenticeship and are unable to progress in their career or towards further training.

Leaders rightly acknowledge that they do not ensure that all employers are suitably informed about apprentices' progress. Staff do not inform all employers about the specific plans to support apprentices who are behind in their programmes to catch up. As a result, too many employers are unable to support apprentices in their training and help them achieve well. While leaders have sensible plans in place to improve communication with employers, it is too early to see the impact of these plans.

When staff are aware of apprentices who experience personal or work issues, they put in place reasonable support which helps apprentices to remain in training.

**How much progress have leaders made in ensuring that apprentices receive high-quality feedback that helps them to improve their work and achieve high grades?**

**Insufficient progress**

Leaders have acted too slowly to improve the quality of feedback that apprentices receive about their progress and standard of work. They do not check the quality of feedback that staff give to apprentices. As such, staff do not provide high-quality feedback to help all apprentices improve their work, particularly their theoretical and written assignments. Too often, staff give feedback which does not help apprentices understand the strengths and weaknesses of their work. As a result, many apprentices do not know how to improve or achieve high grades. Most apprentices feel ill-prepared for their final assessments.

Leaders and staff have very recently introduced new feedback methods. It is too early to see the impact of this development.

Staff help most apprentices to reflect on their current job roles and practices successfully. They provide useful feedback that helps apprentices to become better at their jobs.

**How much progress have leaders made in ensuring that apprentices have high-quality opportunities to develop their understanding of life in modern Britain?**

**Reasonable progress**

Leaders have introduced a new personal development curriculum successfully so that apprentices learn about topics such as social responsibility, multiculturalism and diversity. Staff now discuss these themes with apprentices regularly. They help apprentices to apply these to their jobs and industries successfully. For example, staff teach security first-line manager apprentices about inclusion which helps them ensure all staff in their teams express their views. Staff help facilities services operative apprentices to identify the signs of indirect prejudice when working with different groups in the community. As a result, apprentices now have suitable opportunities to learn about life in modern Britain.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023