

# Inspection of Meadowhall Training Limited

Inspection dates:

8 to 11 August 2023

**Overall effectiveness****Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Education programmes for young people

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Good

**Information about this provider**

Meadowhall Training Limited was established in 2002. It delivers apprenticeships from level 2 to level 5, mainly in the customer service, retail and business and administration sectors. Most apprentices are based in the Sheffield city region. At the time of the inspection, there were 189 apprentices, of whom 71 were aged under 19. Meadowhall Training Limited also delivers traineeship programmes for a small number of young people.

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

Apprentices and trainees benefit from the positive environment created by their tutors. On the level 3 business administrator standard, tutors encourage open conversations in which apprentices feel comfortable to contribute. Apprentices and trainees display positive attitudes to their learning, and they develop their character, confidence and independence as a result of their programmes.

Apprentices are punctual and attend their training sessions well. They contact tutors if they need to reschedule sessions so they do not miss any work. Apprentices are enthusiastic about their employment role, and employers are positive about the impact that apprentices have in the workplace. However, too many trainees do not attend well enough or are late for their training sessions. Consequently, these trainees do not develop well enough the key employability skills of good attendance and punctuality.

Leaders, managers and tutors do not ensure that apprentices benefit from effective careers information, advice and guidance throughout their programme. While tutors discuss potential next steps in education, training and employment early in the programme, they provide limited information during the rest of the programme to prepare apprentices to make informed choices on completion of their apprenticeship.

Tutors provide good support and guidance to enable trainees to identify their next steps on completion of the course. Trainees explore a range of options in their employability sessions. Most trainees undertake valuable work experience placements to help prepare them for their next stage. However, on completion of the programme, trainees who do not immediately secure a positive destination receive limited support from tutors to help them progress to apprenticeships, employment or further training.

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

Leaders and managers do not have sufficient oversight of the quality of the provision to enable them to identify accurately all areas for improvement. They carry out quality assurance checks such as lesson observations, monitoring the consistency of assessments and reviewing reports on the number of apprentices who remain on programme and achieve their qualification. However, leaders do not use the information from these activities well enough to plan effective improvements or to identify training that staff may need to improve their practice.

In most cases, tutors do not use a sufficiently wide range of teaching strategies to help apprentices learn the content of the curriculum. They only meet with apprentices for short monthly individual sessions when they plan the work that apprentices need to complete using modules that are the basis for apprentices' end-point assessments. In a few sessions, tutors use these resources well to support apprentices in developing new knowledge.

Leaders and managers do not ensure that apprentices and trainees who need to gain qualifications or further develop their skills in English and mathematics receive sufficient specialist support to make expected progress. Tutors direct apprentices to self-study resources on an online platform. Too often, tutors give trainees work that does not build their knowledge from their starting points and is not sufficiently demanding to enable trainees to make the progress of which they are capable, and too few trainees achieve their qualifications. Leaders and managers have recognised this and, in the next academic year, plan to have a specialist tutor to deliver English and mathematics sessions.

Leaders and managers have put in place effective actions to reduce the number of apprentices that leave their programme early. They have developed a more rigorous enrolment and induction process to ensure that candidates are suitable for the programme. Apprentices who remain on programme achieve their qualifications, many with high grades.

Tutors plan the vocational content of the traineeship programme well. Trainees learn first about being part of a team and group dynamics before moving to preparing for work and learning about health and safety at work. They learn how to apply for jobs and develop useful interview techniques. This helps them prepare for work placements and future employment and education. Leaders and managers have worked effectively with employers to develop a bespoke traineeship programme for care-experienced young people who previously struggled to secure work placements. The work placement helps these trainees to make clear plans for future careers.

Tutors have appropriate qualifications and experience to teach on the apprenticeship programmes and traineeship courses. Tutors who teach on traineeship programmes use their knowledge well to support learners to prepare for work placements and employment, apprenticeships or further training. On the level 5 operations departmental manager standard, tutors have an extensive background in business management. They use their experience well to develop apprentices' understanding of managing teams and business processes so apprentices can apply this knowledge when they make management decisions. Employers gain confidence in apprentices' ability to manage effectively and give them more responsibility in their roles.

Young learners on traineeship programmes benefit from a range of activities that enrich the curriculum. They participate in trips to places such as the Peak District, the National Video Game Museum, trampoline parks and scavenger hunts. They also support coffee mornings at the local branch of the Mind mental health charity. Trainees value these experiences to develop and extend their skills and interests. However, most apprentices have limited opportunities to develop their skills and talents beyond the academic content of the programme.

Trustees have suitable experience and skills, gained from a range of sectors, to carry out their roles on the board effectively. They meet quarterly, and senior leaders and subcommittees provide information to inform their meetings. Trustees have worked closely with senior leaders to plan a move to new premises, restructure the staff in

the business and redesign a curriculum delivery model which will increase the financial stability of the organisation.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have in place appropriate policies and procedures to identify and respond to any safeguarding concerns. Staff report any concerns promptly, and the designated safeguarding leads deal with issues appropriately, making referrals where necessary to outside agencies.

Leaders and managers ensure that staff and trustees receive useful annual training on safeguarding and the 'Prevent' duty. They carry out sufficient checks at trainees' work placements and discuss health and safety and safeguarding procedures with employers.

Apprentices and trainees feel safe in their workplaces and in the training centre. They benefit from a culture that is free from bullying or harassment. Apprentices and trainees know who to report concerns to and are confident that staff will deal with issues swiftly. However, in a few cases, apprentices and trainees have a limited understanding of potential risks where they live and work.

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

- Ensure that learners and apprentices receive effective teaching to develop their English and mathematics skills.
- Provide learners and apprentices with helpful careers advice and guidance throughout their programmes.
- Ensure that apprentices benefit from well-planned and effective off-the-job training.
- Provide apprentices with a planned personal development programme to develop their talents and interests.
- Ensure that leaders, managers and trustees have accurate oversight of all aspects of the provision.
- Ensure that tutors receive effective training to improve their teaching practice.

## **Provider details**

<b>Unique reference number</b>	59216
<b>Address</b>	The Source Skills Academy 300 Meadowhall Way Sheffield S9 1EA
<b>Contact number</b>	0114 263 5601
<b>Website</b>	<a href="https://thesourceacademy.co.uk">https://thesourceacademy.co.uk</a>
<b>Principal, CEO or equivalent</b>	Tricia Smith
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	9 to 12 May 2017
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the deputy chief executive officer 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

Joanne Stork, lead inspector	His Majesty's Inspector
Georgina Ager	His Majesty's Inspector
Malcolm Fraser	His Majesty's Inspector
Shabana Mahmood	Ofsted Inspector
Chris Wiley	Ofsted Inspector

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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)

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