

Inspection of Prospect Training Services (Gloucester) Limited

Inspection dates:

19 to 21 September 2023

Overall effectiveness**Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Good

Information about this provider

Prospect Training Services (PTS) is an independent training provider based in Gloucester. PTS provides education programmes for young people, apprenticeships, and education for learners who have high needs. At the time of the inspection 25 learners were on study programmes, most of whom were focused on preparing for employment, and 36 learners were studying English for speakers of other languages (ESOL) courses at entry level. Seven learners with special educational needs and/or disabilities were in receipt of high needs funding. Five apprentices were studying apprenticeship standards, one at level 2 in customer service, two at level 3 in business administration and two at level 3 in team leading.

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

Learners and apprentices enjoy their learning and feel valued by staff, whom they respect. They flourish because of the teaching and support provided and develop their self-confidence and resilience. Many disadvantaged young people develop a positive view of education and their future for the first time. As a result, learners who have previously struggled to attend in school make significant progress and most attend well in lessons and in their work placements.

Learners behave well and respond positively to the high expectations for their behaviour set by tutors. Learners study effectively in the calm environment for learning created by their tutors. Apprentices make good progress developing the professional behaviours required to work successfully with colleagues and clients in offices.

Learners and apprentices benefit from experienced and qualified tutors who plan well-structured and logically sequenced activities that build on learning that has gone before. As a result, learners who remain on their programmes achieve well.

Learners with high needs develop the skills and knowledge that enable them to gain a range of independent living skills. The curriculum places high importance on developing confidence, overcoming anxiety, communication, and basic skills to ensure that learners develop a strong foundation to improve skills for employment.

Learners and apprentices feel safe. They know who to contact if they feel unsafe or have concerns about their fellow learners. However, not all learners are clear about the dangers of radicalisation and extremism.

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

Leaders have high expectations and ambitions for learners who have previously been disengaged from education. Managers work well with the local authority and other agencies in providing a curriculum for learners that prepares them well for their next steps. Leaders at the local authority regard highly the flexibility of staff at PTS and the well-planned courses that are effective in meeting the needs of learners who are in danger of not being involved in education, employment, or training.

Leaders and tutors plan an ambitious curriculum for learners that prepares them well for their next steps. Most learners have a negative view of their previous education experiences and have missed opportunities to complete work placements through lack of attendance at school or college. Careful consideration is given to learners' previous school attendance, and to gradually increasing the participation of learners who were previously disengaged. A significant part of the programme for young people is a successful work experience placement. Learners on the employability programme begin with activities designed to celebrate their achievements and skills, building their confidence, before moving on to more advanced activities.

The curriculum prepares learners with high needs for the world of work and develops skills for adult life effectively. It includes activities such as curriculum vitae and interview preparation, as well as managing stress and teenage relationships.

Students' learning is well sequenced. Students gain confidence in foundation skills and the behaviours they need before moving on to more complex skills. Teaching uses effective methods to ensure students develop their key vocabulary and learn and remember more. As a result, students learn well. Teaching typically breaks down and scaffolds individual topics into manageable steps. As a result, learners build confidence in their abilities and make significant progress.

Tutors use well-considered assessments to check learners' understanding and tackle misconceptions effectively. Tutors set suitably demanding work for learners to test their knowledge thoroughly. However, much of the feedback on assessment is not helping learners to clearly understand what they need to do to improve their knowledge and skills.

Tutors support learners with additional needs well. Tutors work well with learning support workers to provide tailored support for learners with complex needs. In ESOL classes tutors make use of learning support workers to assist learners effectively with development of their vocabulary and translation.

Learners benefit from useful careers advice that helps them to make realistic plans for their future. Tutors prepare learners well for job interviews thorough training on the different types of interviews. The majority of learners are successful in moving on to a wide range of appropriate destinations, such as college courses, employment or voluntary work. Apprentices are well prepared for their next steps.

Leaders consider the well-being of their staff and ensure that their workloads are reasonable and fair. Leaders develop staff's specialist knowledge and skills to meet the specific needs of their learners. For example, they provide trauma and attachment training for all staff because many ESOL learners who are asylum seekers have experienced very difficult circumstances. However, tutors do not receive focused and highly effective development of their teaching skills.

Directors responsible for governance have appropriate expertise and experience to support and challenge leaders effectively to improve the quality of education. They understand their respective roles and carry these out to enhance the effectiveness of PTS and ensure that leaders meet their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that learners clearly understand what they need to do to improve their knowledge and skills.
- Provide tutors with opportunities to develop further their teaching skills.
- Ensure that all learners know and understand the dangers of radicalisation and extremism.

Provider details

Unique reference number	53998
Address	15–16 Mill Place Price Street Gloucester GL1 5SQ
Contact number	01452 886888
Website	https://prospect-training.org.uk/
Principal, CEO or equivalent	Louise Pinnell
Provider type	Independent learning provider
Date of previous inspection	30 August–2 September 2016

Information about this inspection

The inspection team was assisted by a director, 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

Roger Pilgrim, lead inspector	Ofsted Inspector
Alun Maddocks	Ofsted Inspector
Sarah Alexander	His Majesty's Inspector
Rachael Johnstone	Ofsted Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023