

# Nottinghamshire Training Group

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

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<b>Name of lead inspector:</b>	Emma Woods, His Majesty's Inspector
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<b>Address:</b>	Cheapside Worksop Nottinghamshire S80 2HX

## Monitoring visit: main findings

### Context and focus of visit

Nottinghamshire Training Group was inspected in February 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.

Nottinghamshire Training Group Limited (NTG) was founded in 1987. Learners and apprentices attend one of four sites in either Worksop, Retford, Derby or Sheffield. Study programmes and apprenticeships at levels 2 and 3 are available in hairdressing, beauty therapy, customer service, business administration and childcare. At the time of the visit, there were 23 learners on education programmes for young people and 102 apprentices on standards-based apprenticeships. Most learners and apprentices are aged 16 to 18.

### Themes

#### **What progress have leaders and managers made in developing broad study programmes that meet learners' needs?**

#### **Reasonable progress**

Since the last inspection, leaders have recruited a manager responsible for information, advice, guidance and personal development. They work with leaders and tutors to develop an appropriate personal development curriculum.

Managers select appropriate topics for the curriculum that link to the needs of their learners and apprentices. They secure expert guest speakers to discuss themes relevant to learners' local context. For example, the police or local charities give talks on knife crime, sexual health and county lines. Learners enjoy these sessions. They feel more confident that they would recognise suspicious behaviour and learn how to take better care of themselves.

Learners and apprentices complete a reflection after each of their development sessions. This supports them to further reflect on the subject and ask for more help if they need it.

In tutorials, tutors facilitate discussions on political and cultural topics. Learners value the opportunity to discuss these themes and develop their understanding of them. For example, hairdressing apprentices are aware of the importance of tolerance when talking to clients with diverse political or cultural views. However, in a very small number of cases, learners and apprentices struggle to recall these topics in any detail.

In vocational classes, tutors do not always sufficiently reinforce relevant personal development themes. For example, hairdressing apprentices who want to run businesses learn about this at the annual careers session. As a result, apprentices do not develop their broader careers knowledge as quickly as they could.

**What progress have leaders made in developing tutors' skills so they provide effective support to learners and apprentices with special educational needs and/or disabilities (SEND)?** **Reasonable progress**

Leaders ensure that most staff have a basic level of training to support learners with SEND. This includes training on mental health awareness and understanding autism. As a result, most staff can identify learners' or apprentices' individual needs and implement relevant support strategies.

However, in a very small number of cases, staff are yet to complete all the training. As a result, these tutors' understanding of strategies to support learners and apprentices with additional needs is underdeveloped.

Learners and apprentices complete a thorough initial assessment at the start of their studies. This effectively informs a learner profile that highlights any individual support needs. Managers ensure that this is shared with relevant staff. As a result, most tutors can adapt teaching and learning to meet the needs of learners and apprentices.

**To what extent do leaders use performance data to understand the effectiveness of their provision and plan for improvement?** **Reasonable progress**

Since the previous inspection, leaders have undertaken a thorough review of their performance data. They rightly identified that too much oversight was undertaken by one person and relied on manual processes. Leaders quickly reviewed their systems and developed an appropriate set of management reports. The reports provide leaders with clear and accurate data on enrolment, retention and achievement rates. Leaders provide useful support to centre managers to help them understand what the data is telling them. Managers accurately interpret information and evaluate the quality of their provision.

The processes leaders use to oversee attendance are sufficient, although quite manual and time-consuming. This makes it harder for managers to pick up any trends quickly. Leaders have appropriate plans in place to resolve this soon.

Leaders and managers consider performance information carefully through well-established monthly management meetings. Managers are able to identify any issues and quickly take appropriate actions to resolve them.

Leaders are aware that retention levels are too low on a few courses. Managers analyse apprentices' reasons for leaving their course and suitably use this information to inform the actions they take. For example, hairdressing apprentices

were leaving the sector as they did not understand the demands of the job. Apprentices now complete a trial at the salon before they start their course. At the time of the visit, it was too soon for inspectors to evaluate the impact on the retention of apprentices.

**How much progress have leaders made in implementing an effective careers programme to support learners and apprentices to understand their next steps and future careers?** **Reasonable progress**

Following the previous inspection, leaders quickly introduced an annual careers month for all learners. During this month, learners and apprentices complete useful activities that include career planning and understanding their rights and responsibilities at work. Apprentices who attend these sessions find them beneficial, particularly around pay and working hours.

Staff produce relevant tutorial materials and activities for specific careers lessons. Leaders recognise the importance of extending careers education into the wider curriculum. They have plans to further develop tutors' skills in embedding these themes into lessons, but this is yet to take place.

Learners and apprentices have frequent conversations with their tutors about progression during their reviews. As a result of these activities, most learners and apprentices have an appropriate understanding of what their next steps and career options are. They know who they can ask for further support if they need it.

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