

# Inspection of Storyy Training Limited

Inspection dates:

13 to 15 December 2023

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

Since the monitoring visit, this independent learning provider has gone through substantial change, becoming Storyy Training Limited as part of the Storyy Group. The Storyy Group is made up of three distinctive strands that specialise in care homes, alternative provision, and training. At the time of the inspection, there were 129 apprentices in learning. Apprentices study across 12 different standards from levels 2 to 5. These include 16 apprentices studying level 2 community activator coach, 12 apprentices studying level 3 early years educator, 11 apprentices studying level 3 team leader or supervisor, 29 apprentices studying level 4 children, young people and families practitioner, 30 apprentices studying level 4 sports coach and 15 apprentices studying level 5 children, young people and families manager. The provider does not subcontract any of its provision.

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

Apprentices benefit from calm, purposeful and professional learning environments. They are respectful, polite and contribute well in lessons. Apprentices are developing positive workplace behaviours.

Apprentices are aware of the clear expectations for attendance and timekeeping to lessons and at work. They are supported effectively to overcome any barriers to learning through personalised learning plans. As a result, the vast majority of apprentices attend well.

Apprentices are supported effectively by their tutors. Tutors provide positive feedback on what apprentices are doing well and how best to improve. Apprentices value the personalised support and guidance they receive from their tutors.

Apprentices demonstrate positive attitudes towards their learning. Apprentices actively participate in lessons and are keen to share examples of how they confidently apply their learning in the workplace. They enjoy their learning and recognise how the skills they are developing relate to their chosen careers.

Apprentices are aware of how to keep themselves safe in learning and the workplace. They regularly revisit safeguarding in lessons and can describe how to implement safeguarding protocols within their own organisations. Apprentices know how to report any concerns if they arise and are confident that they would be supported effectively.

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

Staff have gone through a time of considerable change. Leaders have recently become part of the Storyy Group, where they have benefited from joining a team with wider skills and experiences to support their apprentices. Storyy Training complements the group's vision of supporting individuals with access to a nurturing home, high-quality care, emotional support, and the necessary skills to be successful.

Leaders work closely with employers and their apprentices to understand training needs and ambitions at the start of the apprenticeship. Leaders provide appropriate support for those with barriers to learning and adapt the teaching content to ensure that the most up-to-date national information and subject-specific strategies are taught. This includes Sport England strategies on how to re-energise the community following the COVID-19 pandemic and alleviate barriers to active, healthy lifestyles as part of the community activator coach apprenticeship. The curriculum is planned and structured with recognition of apprentices' individual starting points and sector advancements.

Leaders have planned, structured and implemented teaching effectively so that the content and complexity of learning builds over time. For example, on the children,

young people and families practitioner apprenticeship, apprentices are equipped with essential skills such as reflective practice before moving on to key themes such as residential care policies and safeguarding theories. Consequently, apprentices not only gain confidence in their practice but also become valuable contributors in the workplace.

Tutors use a range of teaching techniques to engage apprentices in the content of the apprenticeship. Tutors successfully introduce new topics and concepts, stimulating positive discussions that enable apprentices to use technical language well and link theory to practice effectively. Apprentices routinely revisit and reinforce their learning through reflective learning logs. Apprentices are developing essential new knowledge, skills and behaviours.

Tutors teach, reinforce and contextualise positive values throughout the apprenticeships. Apprentices studying children, young people and families practitioner are able to apply their knowledge of mutual respect and tolerance with the residents they support. Apprentices recognise the importance of the topics they are learning on enabling them to professionally carry out their job roles.

Leaders and tutors communicate highly effectively with employers. Employers are aware of the positive progress their apprentices are making and are fully aware of how best to support them to address any gaps in learning. Employers highly value the training their apprentices receive.

Employers recognise the positive influence their apprentices are having on their organisations. Apprentices studying the community activator coach apprenticeship undertake challenging tasks, such as planning and leading activities for large and complex groups of people. Apprentices are making significant contributions to their workplaces, which in turn boosts their confidence and earns the appreciation of their employers.

Leaders are not developing an ambitious culture of high expectations for all apprentices. Most apprentices are supported to be prepared for their final assessments. However, apprentices do not fully understand what they need to do to achieve a distinction. As a result, opportunities for apprentices to achieve high grades are missed, and too few apprentices achieve a high grade at their end-point assessment.

Leaders do not routinely offer targeted opportunities to support tutors in developing their teaching, learning and technical abilities. Leaders have implemented a range of quality assurance process to understand the majority of their strengths and weaknesses in the classroom. However, leaders do not consistently use this information to best support continuous improvements in areas that will have the greatest impact on apprentices.

Leaders have not ensured that all apprentices benefit from a comprehensive careers curriculum. Leaders have not systematically planned or implemented an impartial careers education, information, advice and guidance (CEIAG) offer to support

apprentices at key points throughout their learning journey. As a result, not all apprentices have an awareness of the wider career opportunities open to them at the end of their apprenticeship.

Leaders do not benefit from impartial support and challenge. Leaders are supported by a highly skilled and experienced board of directors from the wider group. However, directors at board level do not yet have a clear understanding or focus on all aspects of the apprenticeship programmes.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Provide all apprentices with effective CEIAG throughout the apprenticeship.
- Ensure all apprentices understand what they need to do to achieve a high grade at their end-point assessment.
- Provide appropriate training for staff to ensure they continually develop their teaching, learning and technical abilities.
- Ensure leaders have appropriate external scrutiny and oversight of all aspects of an apprenticeship.

## Provider details

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<b>Principal, CEO or equivalent</b>	Shaun Grant
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected

## Information about this inspection

The inspection team was assisted by the head of education and curriculum design, 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

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