

The Training Brokers Limited

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

Unique reference number:	1270882
Name of lead inspector:	Kim Bleasdale, His Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

The Training Brokers Limited was inspected in October 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.

At the time of the monitoring visit, there were 65 adult learners in learning. Sixty-four were studying the level 1 passport into schools course and one learner was studying the level 2 passport into schools course. The level 1 passport into schools course consists of the level 1 award in support work in schools and level 1 employability qualifications. The level 2 passport into schools course consists of the level 2 certificate in support work in schools and level 1 employability qualifications.

Themes

How much progress have leaders and tutors made in ensuring that they produce high-quality teaching and learning resources?

Reasonable progress

Since their previous inspection, leaders have introduced an online learning platform. This enables learners to communicate directly with tutors through chat and video conferencing technology. Learners access and use a range of high-quality resources, such as qualification information, course assignments and individual session plans with associated presentation slides. Tutors organise these improved resources in an orderly way so that learners can easily find them.

Tutors provide digital presentations that are informative and cover the content of the session. They include short videos and a range of website links to encourage learners to carry out further reading. Most learners benefit from watching useful videos, for example on Bandura's social learning theory, and accessing website links to carry out further research on safeguarding, legislation and children's development. In addition, tutors provide useful information, such as topics on personal development; fundamental British values; cultural events; the 'Prevent' duty; equality, diversity and inclusion; health; employability, and safeguarding.

Tutors and learners benefit from ongoing training and support to use the online learning platform. As a result, learners and tutors steadily improve their digital skills.

Leaders have immediate plans in place to employ three digital apprentices to further develop their online learning resources.

How much progress have leaders and tutors made in ensuring that the curriculum is planned and sequenced logically for all learners on the passport to schools programme so that learners can see the links between the different areas of knowledge and skills they are studying?

Reasonable progress

Leaders and tutors redesigned their passport into schools programme so that learners now have a clearer and more cohesive curriculum. This enables the large majority of learners to move into voluntary or paid teaching assistant roles in schools.

Tutors teach this curriculum in a logical order. Learners initially learn about teamwork and how to manage themselves within a group before they move on to safeguarding. Next, learners gain appropriate skills to carry out research in a vocational area to help them when they look for job vacancies. In the final stages of their course, they learn about schools as organisations, and legislation and policy in practice. Consequently, most learners build their knowledge over time in a meaningful way.

Learners now understand and link the different areas of knowledge that they are learning. For example, learners understand the vital importance of work skills, such as following health and safety and safeguarding policies in a school setting. They clearly understand the importance of building professional and collaborative relationships between teaching assistants and teachers to support children's learning.

Tutors invite guest speakers to talk to learners, for example to explain how mathematics is taught in primary schools. This helps learners to further link what they are learning to the workplace.

How effectively do tutors accurately assess learners' starting points so that they can plan learning and monitor learners' progress to ensure that learners make the best possible progress?

Reasonable progress

Leaders have strengthened the way tutors collect and use learners' starting point information. They provide appropriate training to tutors. Tutors accurately assess what learners already know and can do at the start of their learning. Most tutors use this information to plan learning and monitor learners' progress. However, leaders have identified that not all tutors monitor learners' progress regularly enough. They have imminent plans in place to rectify this.

In the later stages of 2023, several key staff at senior leadership and tutor level left the business. During this period, leaders and staff have done their utmost to minimise the disruption to learners and support learners to achieve their qualifications. Leaders have now stabilised this staffing problem by appointing new

and experienced tutors and senior leaders. While learners' progress was affected during this short period of time, learners say that despite the disruption in tutors, they now feel settled and happy with the support that they receive.

Too many learners have not completed their course on time. However, tutors have appropriate plans in place to ensure that learners quickly complete their courses, for example by attending additional daytime or evening sessions to suit learners' personal and family commitments.

How effectively do all tutors assess learners' work and provide effective feedback to learners that helps them to know how they can improve the quality of their work?

Reasonable progress

Most learners now receive clear and timely feedback from tutors that helps them to know how to improve the quality of their work.

Leaders have implemented a new approach to how tutors assess learners' work. Learners now submit their assignments onto the new online learning platform for tutors to mark and provide feedback. In addition to providing helpful feedback in relation to improving spelling, punctuation and grammar, tutors often make suggestions for learners to add more information in their written work to demonstrate a clearer understanding of topics, such as ways to interact with children and young people or influences that affect children and young people's development. As a result, the large majority of learners' work improves over time.

Tutors benefit from appropriate training on how to provide effective feedback to learners. They feel that the quality of their feedback has improved because of their training. Tutors routinely carry out peer reviews of their feedback and provide constructive suggestions to each other. They feel supported by their managers and are motivated to continue to improve their practice.

To what extent do leaders and tutors provide learners with appropriate careers advice and guidance so that learners know how to plan their next steps and realise their future career aspirations?

Reasonable progress

Leaders and tutors provide a range of useful careers information advice and guidance to learners. For instance, in their digital teaching resources, tutors provide links to a range of websites for employment, apprenticeships and career information. This enables learners to make informed career choices. Learners have high aspirations for themselves. They want to improve their skills and job prospects and their lives.

Tutors identify clearly to learners the roles and opportunities available in schools, for instance in school administration, pastoral care and safeguarding. Learners are

ambitious to work with children with special educational needs and/or disabilities, work in forest schools and primary schools as teaching assistants, or become midwives, psychiatrists or counsellors. They routinely discuss their aspirations with tutors.

Leaders and tutors use their employer network to signpost learners to potential jobs. This helps to support a significant number of learners into employment. Managers also work with local community leaders, specialist school employment agencies, and Job Centre Plus, who provide links to vacancies. Tutors support learners to be ready for work by providing help with job applications and mock interviews.

How effective are the processes leaders have put in place to collate and analyse the destination of all learners so they can further develop the curriculum and improve outcomes for learners?

Reasonable progress

Leaders have taken appropriate action to implement a new process to collate and analyse the destinations of their learners to inform their curriculums.

Immediately after completing their course, learners complete a job outcome form. Leaders now follow this up at regular intervals with telephone calls to learners to update their records. They collect information about whether learners are in employment, not employed, in voluntary work, self-employment or in further or higher learning.

Tutors include in the curriculum visits from employment agencies to encourage learners to register for employment or voluntary work. They support learners to search and apply for jobs while they are on their course. As a result, a significant number of learners swiftly move into employment on completion.

Leaders plan to record other outcomes for their learners so that they can identify any further improvements to their personal development curriculum, for instance improvements in learners' confidence levels, problem-solving skills, assertiveness and resilience.

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