

# MIT Skills Limited

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

---

<b>Unique reference number:</b>	53429
<b>Name of lead inspector:</b>	Emma Leavey, His Majesty's Inspector
<b>Inspection dates:</b>	9 and 10 April 2024
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Unit 12–13 Camphill Industrial Estate Camphill Road West Byfleet Surrey KT14 6EW

## Monitoring visit: main findings

### Context and focus of visit

MIT Skills Limited was inspected in June 2023. 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.

MIT Skills Limited is a privately owned, national training provider based in Surrey. It offers education programmes for young people, apprenticeships and adult education programmes. At the time of the inspection, there were 254 apprentices working towards standards-based apprenticeships at levels 2, 3, 4 and 5, with most studying at level 3. Most apprentices were aged over 19 years old. The main subject areas include motor vehicle, electrotechnical, engineering, manufacturing and business administration. Staff deliver education programmes for young people at placements in sports facilities, such as football clubs across the country. At the time of inspection, there were 348 study programme learners.

MIT Skills Limited had started the first Skills Bootcamp in construction the week of the monitoring visit. However, this was not in scope for this inspection.

MIT Skills Limited works with two sub-contractors, Blackburn College and Cedars Health and Beauty, who provide apprenticeships in electrical installation, plumbing and domestic heating technician and retail.

### Themes

**How much progress have leaders and managers made in reducing the proportion of apprentices who have passed their planned end date so that they make timely progress towards achieving their qualification and career aims?** **Reasonable progress**

Since the previous inspection, leaders have thoroughly reviewed processes and put in place suitable improvements to apprentices' programmes so that they make swifter progress towards completion.

A large majority of apprentices had become behind due to unavoidable individual circumstances resulting in breaks in learning. Leaders have recruited a pastoral tutor to support apprentices to re-engage with their programmes and plan appropriately for them to complete their programmes. As a result, leaders have reduced the

number of apprentices who have passed their end dates. Although there remain apprentices who are behind, apprentices value the additional support they receive. The vast majority are now on track to complete their courses within this academic year.

Leaders have worked effectively with their sub-contractors to ensure that they have oversight of the small number of remaining apprentices' progress. They and the sub-contractor provide effective additional support and training so that these apprentices have almost completed their programmes.

**How much progress have leaders made to rapidly improve governance arrangements to provide effective challenge and scrutiny of the quality of education and safeguarding arrangements?**

**Reasonable progress**

Since the previous inspection, leaders have recruited new governors, including a chair of governors, to strengthen existing governance arrangements. Although the board is in its infancy, the chair has a highly appropriate background and experience to provide effective support, scrutiny and challenge of leaders' actions to improve the quality of provision. The chair has sufficient oversight of the progress that apprentices make and the quality of all provision. Leaders have also appointed a well-qualified and experienced lead for safeguarding who has begun to have close oversight of policies, processes and record-keeping. Leaders and the board have effective plans in place to further enhance governance arrangements but it is too early to see the impact of this.

**How much progress have leaders made to ensure all study programme learners who require it have the opportunity to work towards a GCSE in English language?**

**Reasonable progress**

Leaders and managers have developed a sensible and supportive strategy to ensure that all learners have the opportunity to work towards GCSE qualifications in English and mathematics. Learners now benefit from studying functional skills and GCSE, which provides them with wider opportunities to develop their skills in English and mathematics and achieve at higher levels.

Leaders are in the process of registering as a GCSE examination setting. They have ensured that all learners benefit from useful careers information, advice and guidance so that they understand the importance of these qualifications for their next steps. As a result, more learners are now studying towards a GCSE qualification.

**How much progress have leaders made to ensure that they maintain appropriate oversight and checks to ensure staff are safe to work with learners and apprentices?**

**Reasonable progress**

Leaders now have appropriate oversight for safer recruitment. Leaders have improved record-keeping of safeguarding documents and have the suitable training to ensure that safer recruitment checks are completed. As a result of their actions, leaders and managers now take effective steps to ensure that staff are safe to work with learners and apprentices. Although leaders have started to work closely with the safeguarding governor, this is a very recent arrangement and it is too early to see the full impact of their work.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024