

Inspection of Train Together

Inspection dates: 16 to 19 April 2024

Overall effectiveness **Good**

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| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Education programmes for young people | Good |
| Apprenticeships | Good |
| Overall effectiveness at previous inspection | Good |

Information about this provider

Train Together is an independent learning provider based in Leicester. Apprentices are taught online or in the workplace. A large majority of apprentices work in educational settings, such as early years, primary schools or specialist education provision.

Train Together currently provides training to around 496 apprentices, across 36 apprenticeship standards. They specialise in providing courses in accountancy, education and facilities. A majority of apprentices study at level 3, with most enrolled on teaching assistant, early years educator, facilities management services and assistant accountant courses. A small number of apprentices study at levels 2, 4 and 5, with high enrolments in level 2 facilities services operative, level 4 facilities management, level 5 coaching professional and children, young people and families practitioner. Fifty-four apprentices are under 18 years of age. A small number of apprentices study mathematics and English qualifications alongside their apprenticeship. The provider does not work with any subcontractors.

Leaders have discontinued their adult learning courses due to reduced funding. At the time of inspection, all adult learners had completed their courses. As a result, adult learning was not inspected as part of this inspection.

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

Apprentices value the professional and personal support that staff at Train Together provide. Trainer coaches get to know apprentices well, and build positive working relationships. Apprentices receive effective careers advice and guidance to ensure they are well prepared for their next steps.

Staff create a calm and professional environment for apprentices. During their course, most apprentices develop the knowledge, skills and professional behaviours beyond the standards required. For example, level 2 facilities services operatives, competently carry out health and safety checks and risk assessments. Level 3 accounting apprentices take on more responsibilities at work, such as financial reconciliation.

Leaders, managers and trainer coaches have high expectations for apprentices' behaviour. Apprentices respond to these expectations well. They demonstrate a mature and positive attitude to learning, are respectful of each other's views and attend well.

Apprentices benefit from a range of high-quality digital resources to support their learning. As a result, they have access to current research and develop the confidence to work with new technology.

Apprentices feel safe when attending training and in the workplace. They know how to report concerns and are confident that issues will be dealt with quickly and effectively. Apprentices have a secure understanding of safeguarding and know how to keep themselves safe in the workplace and online.

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

Leaders and managers work effectively with employers to ensure their apprenticeship offer meets sector needs. They have taken the decision to streamline their apprenticeship offer, removing apprenticeship courses in sport and active leisure, which have very few enrolments.

Managers design logically sequenced, and well-planned, curriculums. Apprentices' knowledge develops systematically, and they learn more complex topics over time. For example, level 5 coaching professionals learn about understanding and managing self, before developing their knowledge on emotional intelligence, coaching tools and ethics.

Trainer coaches use initial assessments and online resources to identify apprentices with learning difficulties and/or disabilities quickly. They use this information well to plan additional one-to-one support, make reasonable adjustments and provide additional resources to support apprentices to make good progress. Trainer coaches are well qualified and have appropriate subject experience. They use their expertise to align curriculum with apprentices' job roles. For example, level

3 teaching assistants working in special needs provision learn about a range of special educational needs and/or disabilities early in their course. Level 3 accountancy and level 3 trainer coaches use their expert knowledge to develop well-designed resources, such as videos of indirect taxation. Apprentices quickly develop the skills to be competent at work.

Trainer coaches use a variety of useful strategies to monitor apprentices' knowledge and understanding. For example, in level 2 facilities manager operative courses, trainer coaches have meaningful professional discussions with apprentices about how they apply their learning at work, and how they link theory to practice.

Apprentices receive clear and developmental feedback on their strengths and areas for improvement. Apprentices' written and practical work improves over time. A majority achieve high grades.

Most apprentices develop appropriate English and mathematics skills during their course. They pass their functional skills English qualifications quickly. However, too many apprentices do not achieve their level 2 functional skills mathematics qualifications.

Leaders prioritise staff development. They have a strong 'grow your own' culture and, in many cases, develop staff beyond the level required for their role. For example, all trainer coaches complete substantial teaching and internal quality assurance qualifications. Staff feel well supported and most trainer coaches consider their workload to be reasonable.

Leaders and managers have made significant improvements to their quality assurance processes. They have established useful mechanisms to understand their strengths and areas for improvement. Leaders have also introduced a range of effective strategies to address historical low achievement and retention rates.

Governors are highly experienced and provide substantial scrutiny and challenge. They have recently instigated weekly meetings to review the progress and timely completion. As a result, the number of apprentices who are past their qualification end date has reduced significantly. However, progress to reduce the small number of level 3 early years educators, who are past their qualification end date, has been slow.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure apprentices completing functional skills level 2 mathematics achieve their qualifications.

- Ensure apprentices studying level 3 early years educator complete their qualifications in a timely manner.
- Ensure leaders and governors maintain their detailed oversight of apprenticeship courses, to ensure high achievement and retention rates.

Provider details

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| Unique reference number | 1237211 |
| Address | 3 Gilmour Close Leicester LE4 1EZ |
| Contact number | 0116 235 8000 |
| Website | www.traintogetherltd.co.uk |
| Principal, CEO or equivalent | Charles Dall'Omo |
| Provider type | Independent training provider |
| Dates of previous inspection | 23 to 25 January 2018 |
| Main subcontractors | None |

Information about this inspection

The inspection team was assisted by the head of quality, 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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|-----------------------------|-------------------------|
| Nikki Brady, lead inspector | His Majesty's Inspector |
| Sarah Houghton | His Majesty's Inspector |
| Jo Brodrick | Ofsted Inspector |
| Alan Winchcombe | Ofsted Inspector |
| Michael Worgs | His Majesty's Inspector |

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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

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