

FTW

Monitoring visit report

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Name of lead inspector: Helen Whelan, His Majesty's Inspector

Inspection dates: 17 and 18 July 2024

Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

FTW is an independent learning provider that has, since February 2024, provided Skills Bootcamps for adults in green energy in warehousing and manufacturing. Learners are based across Merseyside, Lancashire and Greater Manchester. The Skills Bootcamps run for two weeks, and learners attend full time.

For the first week of their Skills Bootcamp, learners attend classroom-based training at local hotels. The training focuses on warehouse environments but also gives learners an overview of the move to decarbonise all sectors of the UK economy and meet the net zero target. As part of the first week, learners update CVs and get support with applying for work and preparing for interviews. In the second week, learners attend training centres in Liverpool, Trafford and Skelmersdale that replicate real warehouse environments. Here, learners complete the practical element of the course and learn how to operate and maintain forklift trucks. Leaders provide learners with transport to and from the training centres and food and drink.

The Skills Bootcamps include qualifications in electric forklift driving and non-qualification training in the wider green skills agenda. During the visit, there were 23 learners enrolled.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Significant progress**

Leaders have a clear rationale for the Skills Bootcamp they offer and understand the significant growth in the manufacturing and warehousing sector. They are passionate about working with employers to help them recruit the skilled employees they need and support them to cut carbon emissions.

Leaders are highly responsive to the needs of learners who need to retrain and gain employment. They provide them with the knowledge and skills they need to work as forklift truck drivers and enhance their understanding of green technology. Learners

have access to high-quality resources and training centres. After completion of the course, leaders provide job clubs to support learners to gain relevant employment.

Leaders work proactively with employers to design a curriculum to meet their needs. They offer specialist conversion training in reach truck, flexi truck and powered pallet truck training. They also provide valuable training in manual handling, fire safety and first aid so learners are well prepared for warehousing work. Leaders have recently introduced a free recruitment website to help employers quickly fill their employment vacancies with learners from the Skills Bootcamp.

Leaders work closely with relevant external partners such as Jobcentre Plus to target learners who would most benefit from the Skills Bootcamp. They provide training close to where learners live and want to work. They maintain productive links with a range of community groups such as housing associations, food banks and local charities who also refer learners to them.

Leaders use an appropriate range of quality assurance processes to check the quality of training. They collect and analyse the progression and destination information for learners. Almost all learners have achieved their qualification to date.

Governors bring a wealth of experience and expertise to their role. They are strong advocates of leaders' mission to care for the welfare of their communities and the environment.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress

Leaders have developed an ambitious curriculum that covers topics in a logical order. Learners initially learn about vital health and safety matters such as hazards, safety management and risk assessments before moving on to the importance of electrification and the benefits of green warehousing.

Learners build on the theoretical knowledge that they acquire in the first week when they move on to develop their practical driver and maintenance skills in the second week. Learners begin operating forklift trucks and manoeuvring them to different areas of the warehouse. They practise and apply their skills using reach and counterbalance trucks. A few learners feel they would benefit from a practical introduction to the forklift trucks before they start the second week of training.

Leaders set high expectations for learners. Learners attend an induction event where they receive useful and comprehensive information about the Skills Bootcamp, the behaviours required, including safety in the warehouse, and the expectations of employment.

Learners are taught by specialist tutors and instructors. Tutors accurately identify what learners can do, and any extra support they need, at the beginning of the course. Learners identified as having additional learning needs receive the support and the resources they need or additional one-to-one sessions.

Instructors organise their training effectively. Learners take turns to practise their forklift truck skills as others observe and evaluate. Instructors pose probing questions to check learners' understanding of key principles such as load centres, racking and weight distribution.

Learners' work is of a high standard and demonstrates that they quickly develop new knowledge and skills. However, the feedback that tutors provide to learners following written assessment is too variable. Leaders have identified that feedback needs to be consistent and have an action plan in place to rectify this.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders have created a positive safeguarding culture. They have put in place a comprehensive safeguarding policy and 'Prevent' duty risk assessment to help them look after their learners' welfare.

Leaders have appointed a suitably experienced designated safeguarding lead (DSL) and a deputy DSL. DSLs track welfare referrals carefully and have links with some local charities that can support learners. Tutors benefit from ongoing training in safeguarding matters.

Learners feel safe and talk to their tutors about any concerns they may have. They comply with health and safety practices such as safe truck parking and manoeuvring, using walkways and wearing high-visibility clothing.

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