

# Short inspection of Bridge Training Limited

Inspection dates:

25 and 26 September 2024

## **Outcome**

Bridge Training Limited continues to be a good provider.

## **Information about this provider**

Bridge Training Limited (BTL) is an independent learning provider based in Gloucester. BTL provides education and training to young people who face multiple challenges and learning difficulties, including those who have not attended education for some time or have significant barriers to taking part in education and training.

At the time of the inspection, 122 learners were studying programmes at levels 1 and 2 in a variety of vocational areas, including hairdressing, health and social care, art and photography. BTL provides courses ranging from entry-level to GCSE in English and mathematics. BTL also provides education programmes and support to those with education, health and care plans. In addition, BTL offers a range of part-time vocational programmes to 69 learners, who are aged 14 to 16, including those previously electively home educated.

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

Learners enjoy studying at BTL because they increase their confidence and gain the necessary skills, knowledge and behaviours to move on to their next steps in education or training. Learners develop their English and mathematical skills alongside studying vocational subjects. They benefit from a supportive environment that encourages those with little or no prior formal education experience to participate successfully in vocational training.

Learners feel safe and secure at BTL. Qualified and experienced staff help them manage their mental health, well-being and personal problems. Learning mentors and qualified counsellors provide additional support.

Learners participate in a range of activities that deepen their knowledge in their vocational studies, and they enjoy social events with their peers. Staff support learners to visit art galleries, leisure facilities and amusement parks. Learners also participate in community arts projects and contribute to local charities.

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

Learners study a well-designed and appropriately sequenced vocational curriculum. Teachers ensure that learners build a secure foundation of knowledge before completing more complex tasks. In art, learners start with learning about basic colour theory, moving on to developing sketching and painting techniques using a range of materials. In photography, learners quickly gain experience of how cameras work and the fundamentals of manual settings. Teachers support learners in applying these skills in various environments, such as external landscapes and photographic studio work, enabling learners to understand and use different equipment and editing software.

Teachers know their learners extremely well. They use information on learners' starting points to implement highly effective strategies to support them and to make the necessary improvements to their behaviour and attitude to learning. Learners recognise and value the support they receive, and they build trust quickly with the staff they work with.

Most teaching is effective. Teachers use a range of methods to teach and present information. They break down information and tasks into manageable chunks for learners with additional learning support needs. Teachers celebrate learners' small achievements, such as how learners present their work neatly or how they have researched topics to give detailed answers to complex questions.

Most teachers use assessment well to check learners' understanding of key concepts and to identify and correct misunderstandings. Teachers provide learners with detailed individual feedback, which helps them know what and how they can improve their work and behaviour.

Teachers carefully and skilfully promote the development of learners' English and mathematical skills in vocational lessons. Learners studying creative and media subjects learn how to scale images accurately to fit different formats, such as book covers and posters. Learners in hairdressing learn how to use percentages when mixing chemical hair products and understand how to calculate tax rates when working out staff salaries. However, too few learners attend their English and mathematics examinations to enable them to achieve the qualifications they need.

Learning support staff work effectively to meet the needs of those learners with special educational needs and/or disabilities. Staff understand how to support individuals with diverse learning needs and take part in regular training to improve the support they offer, including trauma-informed practice, mental health first aid and positive behaviours.

Teachers provide learners with careers education, information, advice and guidance that helps them to plan their next steps. Staff rightly focus on supporting learners in developing the skills they need to move on to work or further training successfully.

Teachers understand the barriers that learners must overcome to help them integrate successfully into the workplace, education and training settings.

Leaders understand that many learners have experienced significant disruption to their learning. They have put in place highly effective strategies to support learners in staying on their course, developing their resilience and improving their rates of attendance, which for many were previously low. Most learners develop significant knowledge and skills. Leaders rightly recognise that they have not focused sufficiently on ensuring that learners complete their assessments to gain the qualifications they need. Around half of learners who stay on their course achieve their vocational qualifications.

Advisory board members use their expertise and experience well to support and challenge leaders to develop their curriculums and allocate resources effectively. They play an active role in quality assurance activities, participating in learning walks and providing training and mentoring. This has contributed to staff developing new strategies to manage behaviour positively and structuring learning to ensure learners know and remember more.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Continue to improve learners' attendance.
- Continue to improve the proportion of learners who achieve their qualifications.

## Provider details

<b>Unique reference number</b>	50827
<b>Address</b>	Archdeacon Training Centre Archdeacon Street Gloucester GL1 2QX
<b>Contact number</b>	01452 411112
<b>Website</b>	<a href="http://www.bridgetrainingltd.co.uk">www.bridgetrainingltd.co.uk</a>
<b>Principal, CEO or equivalent</b>	Mark Harrod
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	25 and 26 February 2020
<b>Main subcontractors</b>	Not applicable

## Information about this inspection

The inspection was the second short inspection carried out since Bridge Training Limited was judged to be good in February 2020.

The inspection team was assisted by the chief executive officer, 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

Steve Kelly, lead inspector	His Majesty's Inspector
Helen Morgan	His Majesty's Inspector
Cliff Shaw	His Majesty's Inspector
Gemma Hart	Ofsted Inspector

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