



The Management Academy Ltd

Address: The Mill House, Aynho, Banbury, Oxfordshire, OX17 3AY

Unique reference number (URN): 1278670

Inspection report: 20 January 2026

| | |
|--------------------|---|
| Exceptional | |
| Strong standard |  |
| Expected standard |  |
| Needs attention | |
| Urgent improvement | |

Safeguarding standards met


The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

| | |
|-----------------|---|
| Strong standard |  |
|-----------------|---|

Strong standard ●

Inclusion

Strong standard ●

Leaders and staff place a strong emphasis on inclusion and are highly effective at identifying and responding to individual apprentices' needs and barriers to learning or wellbeing as they arise. Leaders seek out best practice by visiting other providers and share this with staff. Staff engage in effective training so they are highly skilled at providing and modifying the support they give those who need extra help.

Leaders and tutors know apprentices well and provide personalised support at each stage. At the start, staff assess accurately what apprentices already know and can do in English, mathematics and problem-solving. They use this information to create individual learning plans that support learning and wellbeing from the outset.

Leaders and tutors reduce barriers by being flexible and responsive. They adapt training to meet apprentices' and employers' needs, particularly during increased workload or personal difficulty. When apprentices face challenges, such as redundancy, staff act quickly to ensure continuity of learning.

Apprentices benefit from practical and emotional support, including frequent welfare checks, and tailored guidance to support their specific challenges. Staff encourage access to external support, make reasonable adjustments swiftly and monitor progress closely. They provide timely and effective one-to-one support. Apprentices achieve and develop independence and strong problem-solving skills.

Leadership and governance

Strong standard ●

Leaders have a clear and accurate understanding of their strengths and areas for development. They use internal quality assurance processes, external scrutiny and feedback from apprentices and employers well to evaluate provision precisely. They take timely action when improvement is needed. Leaders focus closely on the impact of their actions on apprentices' experiences and outcomes.

Leaders set a clear, ambitious vision to ensure business analyst apprentices develop the skills needed to excel in their careers. They place high-quality apprenticeship training and apprentices' success at its core. Leaders show strong personal commitment through high visibility and meaningful interactions with staff and apprentices. They set consistently high expectations. Leaders respond quickly to feedback and concerns. They embed a culture of continuous improvement and review the impact of their actions carefully, refining approaches where needed.

Leaders make very effective use of appropriate support and challenge from external experts. They respond promptly to feedback to improve the quality of training. Leaders also work closely with employers to reduce apprentices' barriers to learning linked to workload and attendance.

Staff benefit from a coherent and individualised professional learning programme that builds expertise, including for those new to their roles. Leaders manage staff workload well by

streamlining quality processes and using technology effectively. This supports staff wellbeing and enables staff to focus on high-quality teaching, assessment and meaningful support for apprentices.

2. Apprenticeships

| | |
|-------------------|-----|
| Strong standard | ● ● |
| Expected standard | ● |

Strong standard ●

Achievement

Strong standard ●

Apprentices make rapid progress from their starting points. They develop significant new knowledge, skills and behaviours across the business analyst apprenticeship. They continue to develop their English, mathematics and digital skills very well. Apprentices gain a thorough understanding of business analysis tools and apply these confidently and effectively in the workplace. The quality of their work is consistently high and their live workplace projects add significant value for their employers.

Tutors and skills coaches support apprentices closely. Apprentices are well prepared for their current roles and next steps. Many take on additional responsibility or progress into more senior roles. Apprentices report that their training has truly empowered them in their roles.

Leaders and tutors track apprentices' progress carefully. They intervene quickly when apprentices fall behind. This timely and individualised support helps apprentices remain in learning and complete successfully. Almost all apprentices achieve their apprenticeship, with many achieving distinction grades.

Curriculum and teaching

Strong standard ●

Leaders and staff understand the quality of the curriculum, teaching and training very well. Apprentices benefit from high quality face-to-face and online lessons from expert staff. Tutors teach apprentices how to apply learning directly to real workplace scenarios. Apprentices undertake powerful live projects and apply their new knowledge and skills expertly. Apprentices learn how to use return on investment principles to evaluate training impact, design effective surveys and carry out gap analysis to plan change. Tutors explain complex business analysis tools clearly and help apprentices to apply models and

techniques to critically evaluate their business needs. This helps apprentices to make highly meaningful contributions in the workplace quickly.

Leaders and staff plan and sequence the curriculum carefully. Training follows a logical order that reflects workplace practice. Apprentices begin by developing problem-solving and data analysis skills. They then move on to evaluating the impact and benefits of their actions. They also benefit from well-planned and purposeful on-the-job training, where they can practise and apply their skills.

Leaders extend the curriculum beyond the requirements of the apprenticeship. This helps apprentices develop wider business knowledge, critical thinking and the effective use of digital and AI tools.

Tutors and skills coaches have strong vocational and teaching expertise. Teaching is well planned and consistently high quality in both face-to-face and online lessons. Tutors explain concepts clearly and use relevant resources. Assessment links closely to workplace projects. Tutors provide clear, constructive feedback that helps apprentices understand how to improve their work.

Expected standard ●

Participation and development

Expected standard ●

Leaders and staff create a calm, respectful and professional learning environment. They set clear expectations for apprentices' attendance, punctuality and behaviour. Sessions start promptly and apprentices are expected to catch up on any learning they miss. Apprentices value these high expectations, which support them to develop positive professional behaviours.

Leaders promote respect, inclusion and professionalism. Tutors help apprentices understand fundamental British values, diversity and the rule of law early in their teaching. Apprentices apply these in their roles and know well the legal responsibilities they must consider. They know the risks linked to extremism and radicalisation and understand how to report concerns. Apprentices treat each other with respect and apply these behaviours in the workplace.

Leaders support apprentices' wellbeing effectively. Tutors and skills coaches identify apprentices' barriers to learning early and encourage them to access external support when needed. Apprentices who take a break in learning receive tailored help to return. One-to-one sessions, recorded learning and online resources help apprentices catch up and achieve.

Leaders ensure apprentices receive appropriate careers guidance. Tutors provide personalised advice linked to apprentices' goals and support them with applications, CVs and interview preparation. This builds apprentices' confidence and supports progression into improved roles or greater responsibility.

What it's like to be a learner and/or an apprentice at this provider

Apprentices thoroughly enjoy their training. They are highly motivated and develop their new knowledge and skills swiftly. They learn how to apply their learning from the business analyst apprenticeship effectively to their day-to-day roles in learning and development. Apprentices move beyond completing tasks and develop the ability to analyse data, solve problems and add significant value in their workplaces. They use their learning to improve their performance at work.

Apprentices build confidence and professional credibility through their training. They use data and evidence more effectively. They think more strategically about their role in their organisations. This helps them influence decisions and communicate impact clearly. Apprentices increasingly judge success by the difference their work makes rather than by activity alone. They make valuable contributions at work that supports their career progression, including moving into new and more demanding roles.

Tutors play a key role in sustaining apprentices' motivation and confidence. They design learning that is relevant and purposeful. This helps apprentices work through complex topics and uncertainty in decision-making. Many apprentices begin the apprenticeship lacking confidence or experiencing self-doubt. Through the application of learning in real workplace contexts, apprentices overcome these barriers and develop resilience, adaptability and a strong professional identity.

Tutors provide highly individualised guidance tailored to apprentices' needs. They know apprentices well. They offer timely, targeted support, particularly for major projects and preparation for final assessments. This personalised approach helps apprentices to make rapid progress, achieve their apprenticeship and gain distinction grades.

Staff foster a highly supportive learning culture. Apprentices learn alongside peers from different organisations. They value the opportunity to share experiences and learn from others. This collaborative environment strengthens apprentices' motivation, confidence and enjoyment of learning.

Next steps

- Leaders should further strengthen the embedding of wider personal development so that apprentices confidently apply their understanding, demonstrate social responsibility and contribute positively in their workplaces and communities.
 - Leaders should further strengthen careers education, information, advice and guidance so that apprentices make well-informed decisions about their next steps and future career progression.
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About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with, senior leaders, managers, apprentices, employers, and key stakeholders during the inspection.

The inspectors confirmed the following information about the provider:

The Management Academy Ltd (TMA) is a small company based in Anyho, Oxfordshire. At the time of the inspection, there were 14 apprentices enrolled. All apprentices are aged over 19 years. All apprentices are studying the level 4 business analyst apprenticeship.

Teaching and training is a combination of online and face-to-face sessions. Delivery follows a remote model designed for working adults, alongside face-to-face provision in London. Apprentices are employed in a wide range of organisations, including charities, small and medium-sized enterprises and nationally recognised brands.

Chief Executive Officer: Andrew Langdale

Lead inspector:

Sarah Biddulph, His Majesty's Inspector

Team inspectors:

Susan Gay, Ofsted Inspector

Angela Twelvetree, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

Number of learners

Total learners

14

Apprenticeships

14

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

| Year | This provider | National average | Compared with national average |
|---------|---------------|------------------|--------------------------------|
| 2023/24 | 92 | 61 | Above |
| 2022/23 | 42 | 55 | Below |
| 2021/22 | S | 53 | S |

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

| Year | This provider | National average |
|---------|---------------|------------------|
| 2023/24 | 100 | 98 |
| 2022/23 | 100 | 97 |
| 2021/22 | S | 98 |

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard 

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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