Leep Talent Limited

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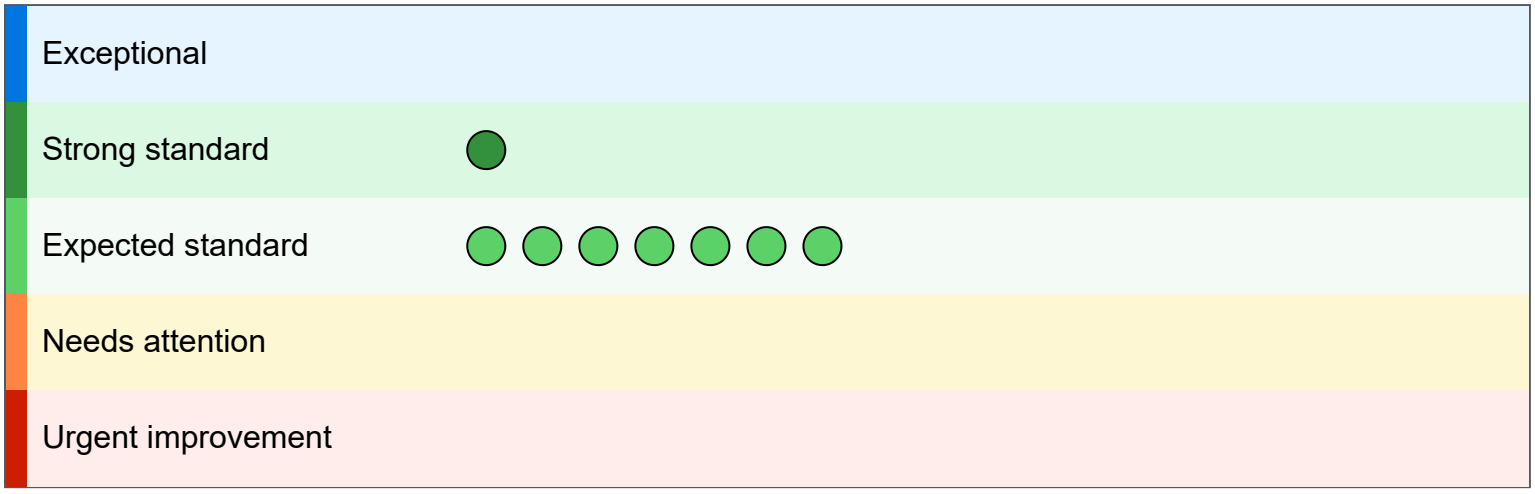

Safeguarding standards met

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

Expected standard

Inclusion

Expected standard

Leaders and managers are inclusive in their approach to recruitment and teaching on adult courses and apprenticeships. They provide advice and guidance to ensure courses meet the needs, aspirations and interests of learners and apprentices, including those with special educational needs and/or disabilities (SEND) or barriers to learning.

Leaders effectively identify and review learners' and apprentices' needs throughout their training. Staff thoroughly assess learners' and apprentices' starting points and use the information to devise helpful support plans. Staff regularly review support strategies and adjust these to meet learners' and apprentices' changing needs to help them make progress and achieve in line with their peers.

Leaders ensure that managers, trainers and support staff are suitably qualified and experienced to carry out their roles. Managers and specialist staff use their SEND expertise well to train staff with the skills and knowledge they need to help learners and apprentices overcome any barriers they have to learning.

Leaders accurately monitor the progress of learners and apprentices who receive learning support. However, they do not have a thorough understanding of the progress that particular groups of learners and apprentices make, such as those who are disadvantaged, and those who are known or previously known to social care.

Leadership and governance

Expected standard

Leaders and managers broadly understand the strengths and weaknesses of their provision. They have devised effective processes to monitor and improve the standard of online teaching and put in place measures to closely monitor apprentices' progress. The actions that leaders have taken have resulted in a substantial improvement in achievement rates. Leaders should be more precise in identifying further improvements that are needed in areas such as careers education for apprentices.

Leaders and governors have a clear vision and strategy for their curriculum offer. Leaders work extensively with funding bodies and employers to devise courses that meet the needs of employers, apprentices and learners in the digital and information technology sectors. Governors support leaders very effectively. They use their experience in education and training well to review the effectiveness of policies and processes. Governors visit learning sessions and speak to apprentices and learners to understand the standard of training they receive. This enables governors to provide challenge which leads to improvements in areas such as safeguarding practice.

Leaders ensure that staff receive the support and training they need for their roles. This includes training which has improved trainers' online teaching techniques. Staff feel well supported and valued by managers. Leaders manage staff wellbeing and workload

sensitively. Leaders have further work to do to create a more ambitious and personalised professional learning programme for teaching and support staff.

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2. Adult learning programmes

Expected standard	

Expected standard

Achievement

Expected standard

Adult learners typically make sustained progress in their online course. Many start with little prior sector experience and develop valuable knowledge and skills. Learners in data science and programming make significant progress throughout their courses. Learners on shorter courses do not develop knowledge and skills as securely as those on Skills Bootcamps.

Learners' work usually demonstrates a clear understanding of technical terms and the effective application of practical skills. Learners' work improves over time and demonstrates improved digital skills and mathematical knowledge, but too few learners make the same progress in improving their written English.

Most learners achieve the qualification or outcome they are working towards. Learners from different starting points achieve similarly well, including those with barriers to learning such as autism.

A high proportion of learners on Skills Bootcamps have an interview at the end of the course. The proportion of learners who gain employment in the information technology sector upon completion is high. Learners are well prepared for their next steps into work or a higher-level programme of study.

Curriculum and teaching

Expected standard

Leaders have responded to local, regional and national skills needs, as well as the local funding authority priorities, to provide a highly relevant online curriculum offer. They have developed digital courses, such as an introductory course on smart technologies, to meet growing demand.

Leaders plan online curriculum content effectively so that learners build their knowledge and skills progressively. Teachers in data Skills Bootcamps help learners develop core data management skills before they learn manipulation tools and progressing to big data analysis.

Trainers use a range of teaching techniques skilfully and adapt quickly to learners' needs. They use groupwork alongside breakout rooms effectively to provide individual support for

learners. Trainers use a wide range of examples to contextualise topics, which helps bring learning to life and makes it relevant for learners. Tutors task learners with sharing examples of how people write product reviews. Through these activities, learners develop a secure understanding of how product information, provided by influencers, current customers, and third-party organisations, may help customers in deciding whether a review is valid. Trainers correct learners' misconceptions and help learners to overcome any barriers to learning.

Trainers use assessment effectively to check learning and to provide feedback to help learners improve the quality of their work. This helps learners to improve technical and mathematical knowledge and skills. However, the feedback that trainers provide does not help learners improve their writing skills.

Participation and development **Expected standard**

Leaders and staff set clear expectations for learners' attendance, behaviour and participation in online learning. Learners' attendance is high. In online sessions they interact with trainers and their peers. Learners are respectful to each other and their trainers. They value the work trainers do to set ground rules, including the use of correct pronouns.

Learners value the steps trainers take to create a safe, inclusive environment. Trainers understand learners' needs and make adjustments accordingly. Learners with autism can take time-outs and have camera breaks if needed. Learners learn how to keep themselves safe online. They understand the particular risks and health considerations of working in the digital sector, such as the need to take regular breaks.

Leaders provide a well-developed careers programme for adult learners. Learners receive individual support and guidance to be work-ready for the digital sector. Trainers are vigilant in identifying when learners need support for their wellbeing. Trainers help learners prioritise taking care of themselves, such as advice on healthy eating and access to food banks.

Leaders provide additional activities for adult learners to extend their knowledge beyond the curriculum. These include programming challenges to deepen their coding knowledge. However, leaders do not ensure that learners take up these opportunities.

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3. Apprenticeships

Strong standard	●
Expected standard	● ●

Strong standard

Achievement

Strong standard

Apprentices make extensive progress from their starting points. Almost all apprentices complete their apprenticeships in the time planned. Achievement rates are high, and apprentices with learning barriers achieve as well as their peers.

Apprentices develop the knowledge and skills needed in the workplace and demonstrate a deep understanding of complex concepts. They rapidly apply the knowledge they have developed in workshop sessions to the workplace and reflect on the impact this has on their work. Employers value the knowledge they bring into their roles.

Apprentices complete written work of a high standard. Network engineering and data technician apprentices complete projects which demonstrate their expertise in the sector.

Trainers provide effective guidance to apprentices, preparing them for the next stage in their employment. Network engineer and data technician apprentices develop their knowledge and skills beyond their apprenticeship. For example, apprentices complete industry recognised training in artificial intelligence. Apprentices are therefore well prepared to progress in their roles at work.

Expected standard

Curriculum and teaching

Expected standard

Leaders accurately understand the quality of the apprenticeship curriculums and take effective action to make improvements. They use insights from employers and apprentices to ensure the curriculums are relevant and include technologies and concepts critical to the workplace. The skills and knowledge apprentices develop are highly valuable to employers.

Trainers plan the curriculum content, so apprentices have time to practise their skills. Network engineer apprentices competently complete workplace projects following their attendance at training workshops. They quickly apply new skills and build confidence by reflecting on their work.

Trainers skilfully adapt their training to meet the needs of apprentices with barriers to learning. Trainers provide coaching sessions, personalised resources, and assessments in manageable chunks. Staff identify apprentices support needs at the start of the course and use frequent reviews to adapt the support offered. Apprentices feel well supported.

Trainers and coaches are highly qualified and experts in their subjects. They use their experience skilfully to put new knowledge into context, which makes teaching effective and engaging for apprentices. Apprentices value their workplace experience. Staff generally work closely with employers to align on and off-the-job learning. In a small number of cases, this is less effective and apprentices lack the support needed from their employers.

Trainers largely give feedback to apprentices that helps them develop the quality of their work. Trainers give feedback that helps apprentices understand how to achieve higher grades at their final assessment. However, a few apprentices do not receive sufficient feedback to help them improve their written English.

Participation and development **Expected standard**

Leaders set high expectations for apprentices to attend online workshops. They have worked diligently to increase attendance and apprentices now attend well. Apprentices are enthusiastic participants in workshops and quickly build confidence in their subjects through their learning.

Apprentices have a keen understanding of life in modern Britain. Trainers and coaches discuss this regularly, to ensure apprentices can relate fundamental British values to their lives and work. Apprentices recognise the importance of general data protection regulations and data safety to their work in the digital industry.

Apprentices experience a broader curriculum that is linked to their work. They have additional opportunities to participate in monthly drop-in sessions, such as goal setting, but this is in its infancy. Too few apprentices participate in broader opportunities for personal development outside of their workplace roles.

While apprentices discuss with trainers the breadth of careers related to their apprenticeship, not all apprentices recall specific guidance to help them consider their next steps. Data technician coaches provide career mapping to support apprentices' discussions on how to specialise, but do not discuss the wider opportunities. Not all apprentices who aspire to move into higher education understand how they might make that move.

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

Adult learners and apprentices experience interesting and interactive online learning sessions that are taught by enthusiastic and highly knowledgeable trainers. Trainers know their learners and apprentices well. They quickly provide and adapt support, so the specific needs of learners and apprentices are met. Trainers ensure that learners and apprentices take time away from the screen if needed in online sessions. They provide one-to-one support and individual explanations to correct any misconceptions learners or apprentices have before moving on to new topics.

Apprentices rapidly develop the digital skills needed in the workplace, with the support of their trainers and workplace mentors. Apprentices use the new skills they develop as they complete workplace projects. Employers value the skills that apprentices bring to support their business. A high proportion of apprentices complete and achieve their qualifications. Many gain a distinction at their final assessment.

Adult learners and apprentices feel safe and confident to engage in learning. They know how to stay safe online. They learn about the dangers of radicalisation, extremist views and harmful online content. Trainers help apprentices to develop a keen understanding of life in

modern Britain. Apprentices can confidently explain the importance of topics such as the rule of law in their lives and work with reference to the general data protection regulations.

Learners and apprentices feel part of a wider supportive community. They are involved in a range of group activities in which they discuss their work and make social connections. This provides learners and apprentices with a social and professional support network, which they value.

Young apprentices develop a secure and age-appropriate understanding of healthy relationships. They complete a self-study module on sexual harassment and misogyny. Apprentices can identify what would be positive and negative behaviour in personal relationships and appreciate the dangers of misogyny being normalised by prominent online influencers.

Next steps

• Leaders should ensure the high level of practical skills and complex knowledge development is consistent across all adult learning programmes.
• Leaders should ensure that learners and apprentices receive consistently high-quality feedback to develop the quality of their work, particularly to improve the standard of their written English.
• Leaders should ensure that apprentices experience high-quality tailored careers education, and a programme of wider opportunities for personal development.
• Leaders should monitor closely the progress that groups of apprentices make, particularly those who been previously eligible for free school meals or previously looked after children.
• Leaders should provide teaching and support staff with a personalised programme of professional learning to help them improve their teaching skills further.

About this inspection

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

Inspection activities:
Inspectors spoke with adult learners, apprentices, governors, senior leaders, managers and staff during the inspection.

Leep Talent Limited (formerly Just IT Training) primarily supports apprentices and adult learners who are preparing for careers within the digital and information technology (IT) sectors or looking to upskill within their existing role. The provider operates nationwide, with all learning and support for learners and apprentices delivered online.

At the time of the inspection, Leep Talent (formally Just IT Limited) had 772 apprentices in learning, most of which were aged 19 and over. There were 47 apprentices aged 16 to 18, and 170 apprentices with special educational needs and/or disabilities (SEND), and/or a

barrier to learning. Most apprentices were studying apprenticeships at level 3 or level 4 across a range of digital and IT apprenticeships. Leap Talent also had 214 apprentices studying level 5 and 7 in professional apprenticeships in human resource, and learning and development leadership. There were 27 apprentices studying for functional skills English, and 29 studying for functional skills mathematics at level 2.

In addition, there were also 573 adult learners on programmes. Of these, 389 adults were studying on Skills Bootcamp pathways in data technician, IT technician, IT Smart technician and software developer. There were 184 learners on short adult-skills courses, studying on digital skills, cyber technician and social media pathways. There were 162 adult learners with SEND, and/or a barrier to learning.

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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 17 February 2026

Number of learners

Total learners

1345

Adult learning programmes

573

Apprenticeships

772

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2023/24	87	87	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	65	61	Close to average
2022/23	60	55	Close to average
2021/22	54	53	Close to average

Apprenticeships pass rate

Year	This provider	National average
2023/24	92	98
2022/23	98	97
2021/22	98	98

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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