

Talented Training Limited

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. 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 to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Talented Training Limited started delivering directly funded adult learning programmes in 2017. It provides programmes from entry level to level 2 for lone parents, adults from disadvantaged communities, unemployed adults and the security industry. Learners choose to follow short courses in employability, construction, door supervision or CCTV operatives. Currently, 38 learners study on the door supervisor programme at level 1 and 11 learners study on the level 1 CCTV operative programme. During 2018/19, approximately 305 learners have studied with the provider.

Themes

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

Reasonable progress

Leaders have established a curriculum with a clear purpose to develop the employability skills of learners across Yorkshire. They have good links with a range of employers, which they use well to design programmes that meet employment needs in the security industry. Leaders use industry guidelines to decide on the appropriate courses to offer to help learners achieve their security licence and develop the skills to gain work. A high proportion of learners gain jobs working as CCTV operatives and security staff.

Leaders collaborate effectively with partner organisations to design programmes that prepare learners for employment. Partners, such as Jobcentre Plus, are positive about how well learners develop their confidence and motivation for work. The proportion of learners actively seeking work or who have developed the skills to help them to move on to higher levels of training has increased. Most learners on lone parent programmes, who are far from the job market, develop a range of skills that help them to be successful in their personal lives. Consequently, they go on to participate in volunteering and social enterprise projects or gain employment.

Leaders and tutors have a broad oversight of the qualifications and experience that learners have when they start their programme but they do not ensure that they establish clear starting points for learners. This means that they are not able to monitor closely enough how well learners develop their work and practical life skills. A small proportion of learners do not benefit from the opportunity to study at a higher level, including in English and mathematics.

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' actions to address the weaker aspects of the quality of training have resulted in improvements to programmes. Leaders have strengthened quality assurance arrangements and have a clear understanding of the progress that learners make towards achieving their qualification. A high proportion of learners achieve their qualification.

Tutors use their expertise well and deliver training that help learners to develop the knowledge and skills needed to work in the security industry. Learners make progress towards achieving their qualification on time and most develop new skills and knowledge to support them to be ready for work. Tutors prepare learners well for interviews. A high proportion of learners move on to employment, volunteering or enterprise opportunities.

Tutors provide good support for learners. They support learners to develop the practical skills that they need in their everyday lives. Learners calculate personal budgets and wages from contract hours, produce quotes for security services and improve their writing from producing simple sentences to constructing complex paragraphs. Learners appreciate the guidance and encouragement that they receive from tutors. They are able to explain how these help them to apply for work or higher-level courses and be more confident in their everyday lives.

Learners benefit from regular reviews with tutors to monitor their progress towards achieving the qualification. Tutors assess learners' work frequently and provide encouraging feedback, including at reviews. However, the feedback that learners receive lacks sufficient challenge or depth to ensure that learners understand clearly what they do well and how they can improve their skills further. A few learners do not develop significant new skills for their chosen job or personal goal.

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

Leaders have developed appropriate safeguarding policies and procedures, including the safe recruitment of staff, to ensure that learners and staff are safe. Staff and learners follow procedures and they know whom to contact if they have a concern. The designated safeguarding officers implement appropriate referral procedures if they have concerns.

Leaders provide staff and learners with safeguarding training. This includes training on data protection, online safety, emotional resilience and the dangers posed by radicalisation and extremism when working in the security industry. Learners and staff receive frequent updates and demonstrate their understanding by completing follow-up surveys and quizzes.

Leaders implement the requirements of the 'Prevent' duty. Most learners have a good understanding of the dangers of radicalisation and extremism. However, senior leaders are right to identify that they should implement refinements to ensure that staff and learners have a better understanding of the risks in their own locality.

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