

# The Braunstone Foundation, trading as b-inspired

Monitoring visit report

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

The Braunstone Foundation, trading as b-inspired, is an independent training provider, based in Braunstone, Leicester. It began providing levy-funded apprenticeships in 2017 having previously offered apprenticeships as a subcontractor. All apprentices are working toward the level 3 apprenticeship framework in Supporting Teaching and Learning in Physical Education and School Sport. At the time of inspection there were five apprentices.

### Themes

#### How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

#### Reasonable progress

Senior leaders have established a clear rationale and strategy for the provision of apprenticeships. This supports their aim of helping disadvantaged young people and adults gain sport and exercise-related employment well. Plans for growth are measured and based on ensuring high-quality local provision on a scale appropriate for the small number of opportunities available. There are no plans to expand into areas where staff have no experience.

Managers have implemented a programme that meets the principles and requirements of apprenticeships well. Managers work closely with employers, all of which are local schools, to recruit the most suitable candidates. All apprentices are new to their roles.

Managers have successfully established a curriculum that allows apprentices to develop the required vocational skills and knowledge to become effective teaching assistants and coaches. All apprentices have a detailed learning plan which clearly states what needs to be completed, and how, ensuring that apprentices receive their entitlement to frequent and high-quality off-the-job training. Managers have designed a programme that meets apprentices' immediate training needs and their career aspirations well.

Staff adequately monitor the progress apprentices are making in achieving their learning goals through monthly reviews. They identify where apprentices' performance falls behind the expected level and swiftly implement actions so that apprentices get back on track and achieve their programme by the agreed date, for example by providing additional training sessions for those who were unable to attend due to illness.

Leaders have ensured that all training staff are well-qualified and experienced to undertake their role. Leaders have invested in good-quality learning resources and facilities to support learning. Off-the-job training accommodation is of an appropriately good standard.

Managers have implemented an appropriate strategy to ensure that apprentices achieve the required level of skills in English and mathematics to achieve their apprenticeship. However, they have yet to implement an effective strategy to develop apprentices' digital skills.

Senior leaders and managers know their provision and its strength and weakness well. They use a suitable range of data and feedback from apprentices, employers and staff to evaluate and improve the programme. The succinct self-assessment report gives a realistic view of the quality of provision. The quality improvement plan includes clear and time-bound actions to rectify the weaknesses. Managers monitor and review it to ensure that standards improve rapidly. However, few processes are recorded in enough detail to ensure that all staff share a common understanding of their purpose and implementation.

Managers regularly observe training to assess its quality. They record the results of this process in detail and agree actions with tutors to help them improve their teaching. However, managers' observations do not consider sufficiently the impact of this teaching and as a result are less effective than they could be in bringing about improvement.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?**

**Reasonable progress**

Apprentices undertake an appropriate assessment of their English and mathematics skills at the start of their programme. Apprentices who do not have the required level of English and mathematics to achieve their apprenticeship framework are provided with appropriate support and training. As a result, these apprentices make expected or better progress in acquiring these qualifications.

The provider and employers provide apprentices with a thorough induction that ensures they have a good understanding of health and safety and safeguarding

within schools. Apprentices work in a professional manner and act as role models for the pupils they support.

Apprentices undertake a range of high-quality off-the-job training, including classroom sessions, individual teaching and support, independent learning, coaching and work shadowing. Apprentices quickly gain new knowledge and skills and are able to apply their new learning at work.

Tutors work closely with employers to plan and deliver effective training in the workplace. Apprentices make good progress, improve their self-confidence and quickly take on additional responsibility, becoming valued and integral members of their teams. For example, for the last half term, the focus of training for one apprentice was moderation processes, enabling the apprentice to be fully involved in, and support, a GCSE moderation visit.

Tutors accurately assess apprentices' work and provide constructive feedback that helps apprentices to improve their work further and make links to their own workplace practices. However, feedback does not always provide sufficient guidance on how apprentices could develop further their written English. As a result, a few apprentices lack the ability to write clear and accurate English appropriate to their job role, or develop the skills needed for their future roles and career aspirations.

Apprentices and their employers have a good understanding of where they are in the programme and what they need to do next. Apprentices are well informed of their next steps and what they need to do to achieve their career goals. Staff complete monthly reviews of apprentices' progress and the significant training taking place in the workplace. As a result, all but a few apprentices successfully achieve their apprenticeship and move to permanent roles in local schools. A minority of apprentices have begun training to become qualified sports teachers with the support of their employer.

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

**Reasonable progress**

Arrangements for safeguarding are effective. Safeguarding has a high priority throughout the organisation and within the schools where apprentices are employed, ensuring that they are safe and know how to stay safe. The designated safeguarding officer is appropriately qualified, and staff have undertaken useful and effective training in safeguarding and the 'Prevent' duty.

Managers undertake appropriate checks on staff before employment to ensure that they are safe and suitable to work with young people. Checks are reviewed every four years.

Tutors inform apprentices about safeguarding, including the dangers of radicalisation and extremism, at induction. Apprentices understand well how to stay safe and how

to ensure that others are safe. Their knowledge of how this applies in their day-to-day work is explored at length during their regular progress reviews. Tutors recognise that these discussions could focus more on current national and local issues, and are introducing a set of 'hot topics' to facilitate this. Apprentices are well protected while working online at work and during training, but less aware of how to do this at other times.

On the rare occasions when a safeguarding concern is raised, managers respond quickly and take appropriate actions. Managers track and record these actions to ensure that the concerns are resolved in a timely manner.

Managers have an appropriate policy and assessment of the risks apprentices may face from those who might seek to radicalise them, and to help them to protect themselves from the dangers of extremism. These arrangements meet the requirements of the 'Prevent' duty, but do not assess to enough depth the specific risks found in the geographical areas that apprentices work.

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