

My Home Move Ltd

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.

My Home Move Ltd (MHM), established in 2001, is based in Leicester. The company specialises in residential conveyancing. MHM offers directly delivered levy-funded apprenticeships and has done so since September 2017. It has 23 levy-funded apprentices following standards-based programmes. Eleven of these are in leadership and management at level 3 and 12 in conveyancing at level 4. MHM employs all the apprentices.

Themes

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

Significant progress

Leaders plan effective programmes for apprentices. They ensure that the requirements of apprenticeships are met fully. They are highly motivated and make certain that programmes are beneficial for apprentices and the business. Leaders and managers evaluate the quality of provision comprehensively and accurately to support improvement. As a result, apprentices enjoy a well-organised programme and develop substantial new knowledge, skills and behaviours rapidly. The majority of apprentices gain promotion during their apprenticeship. For example, apprentices in conveyancing at level 4 are keen to progress to level 6 and further their careers in the business.

Staff are highly qualified and very experienced. They support apprentices very well to be better at their jobs. For example, apprentices in leadership and management learn about budgets with the finance team and then manage their own. Apprentices produce work of a high standard and achieve good grades in their assignments. Managers ensure that apprentices taking English and mathematics examinations benefit from high-quality resources. Most apprentices pass at their first attempt.

Managers make sure that apprentices have access to professional facilities. Staff encourage apprentices to put their classroom learning into practice. As a result, apprentices are highly motivated to achieve in their studies and their jobs.

Managers select apprentices very carefully. Consequently, apprentices enjoy their learning and succeed in their studies and their jobs. They contribute positively to the business.

Governance arrangements are strong. Senior leaders and directors challenge managers very effectively and monitor performance very closely. They set and monitor actions for improvement. As a result, apprentices benefit from effective and improving training that meets their needs and the needs of the business.

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

Leaders and managers ensure that apprentices receive good support from their trainers and line managers. Trainers and line managers challenge apprentices effectively to develop their knowledge, skills and behaviours at work. For example, leadership and management apprentices learn how to manage difficult situations, communicate challenging messages and chair meetings. Apprentices on the conveyancing programme have a good understanding of legal processes in their jobs. Apprentices receive their entitlement to off-the-job training within their working hours.

Apprentices enjoy their training and speak positively about trainers. They benefit from specialists within the company who contribute to their training. For instance, a director delivers a session on strategic management. A member of the finance team runs a session on accounting practices. Apprentices understand clearly the links between their classroom learning and their jobs. Consequently, they tackle successfully more complex tasks in their work.

Apprentices continue to develop effectively their English and mathematics skills during their apprenticeship. For example, they improve their mathematical knowledge and skills during the compulsory accounting unit. They develop their English skills by learning new technical language. As a result, apprentices develop their occupational competency.

Apprentices have a basic understanding of British values. Staff do not link these fully to job roles. As a result, apprentices do not understand sufficiently the significance of these in their daily lives.

Most apprentices receive good information, advice and guidance. Prior to their course, they have a good understanding of the content of the programme. They understand the benefits of the apprenticeship to their job and future career. Apprentices are aware of the good opportunities within the company. Those taking conveyancing know about progression on to the programme at level 6. However, apprentices do not receive impartial careers information, advice and guidance about their options outside of the business once their apprenticeship is completed.

Trainers work together well and share practice informally to improve teaching and learning. As a consequence, staff continue to develop their teaching practice to meet the needs of apprentices.

Apprentices are prepared fully for their end-point assessments. They understand what they need to do to achieve their assessments and how they can improve. Most apprentices are making at least the progress expected of them. A very small minority of apprentices who fall behind are supported effectively to catch up.

At the beginning of the programme, apprentices complete a self-evaluation. They rate themselves against the programme's learning objectives. Trainers use this information to plan activities to challenge apprentices. However, these are not revisited sufficiently to check fully improvements in knowledge, skills and behaviours throughout the apprenticeship.

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

Safeguarding arrangements are effective. Leaders and managers ensure that apprentices are safe in the workplace. They implement systematically their safeguarding and health and safety policies. Staff are trained appropriately. They log any incidents in detail and resolve these quickly. Leaders review routinely arrangements for safeguarding. As a result, apprentices work in a safe environment.

Apprentices know how to stay safe. They know what to do if they feel at risk of harm. Apprentices understand appropriately the dangers of radicalisation and extremism, as well as bribery, fraud and the importance of cyber security, which are identified risks in conveyancing. For example, staff monitor how well apprentices complete tasks about radicalisation and extremism. They check that apprentices know how to manage online fraud by sending test emails and monitoring apprentices' responses. As a consequence, apprentices know how to deal with these issues effectively.

Managers monitor staff diligently to ensure that they are suitable to work with apprentices. All new employees have comprehensive background checks before they are employed. They obtain previous workplace references and check their right to work in the United Kingdom. Staff check for fraud and criminal behaviour to meet the requirements of the sector.

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