

Go Train Limited

Monitoring visit report

Unique reference number: 1270861

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Inspection date(s): 14–15 August 2019

Type of provider: Independent learning provider

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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.

Go Train Limited has offered adult learning programmes as a subcontractor since 1992. It currently offers subcontracted provision for ten general further education colleges and the National Careers Service. It recently started to offer provision for two large combined authorities as part of the devolution of the adult skills budget. In addition, it delivers adult learning programmes to its own directly recruited learners. At the time of the monitoring visit, there were 83 learners studying qualifications, including employability, enterprise and retail. Most learners study at entry level with a few studying qualifications at level 1.

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**

Board members and leaders have built on their extensive experience of offering subcontracted adult learning. They have a very clear strategic plan which is ambitious and realistic. Effective oversight from the board has enabled the provision to grow in a sustainable way with a clear focus on success for learners.

Leaders and managers have introduced a range of programmes that meet most of the needs and aspirations of their learners. They have established very appropriate links with a broad range of relevant partners to inform planning and the quality of provision for learners. However, local partners and learners themselves would value the provision of English and mathematics courses. These courses would enhance learners' readiness to secure employment and enrich their life chances.

Leaders and managers monitor the progress of learners very frequently and follow up swiftly where there are concerns. Progression into employment or further study is good and improving as leaders implement a new system to better follow up on past learners. Motivational activities with a range of employers serves to enthuse learners to make confident applications for employment.

Leaders and managers self-assess their provision and review the implementation of the resultant quality improvement plan. However, it is not yet sufficiently evaluative

and key areas for improvement are not making rapid enough progress. Leaders and managers agree key strengths and areas for improvement but the areas for improvement are not prioritised nor monitored with sufficient challenge by senior leaders and board members.

Leaders and managers have ensured that all tutors have a basic teaching qualification which equips tutors to plan and deliver learning effectively. Managers observe lessons and provide lengthy written feedback to tutors. However, the main areas for improvement are not always identified clearly enough and a minority of staff have the same developmental needs over time.

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

Most teachers plan learning so that learners enjoy their programmes. Learners develop appropriate skills and behaviours to improve their employment prospects. Most learners make good progress on their programmes. Learners have a good understanding of the career opportunities that the programmes provide.

At the start of the programme, teachers and careers advisers work together to evaluate learners' existing knowledge, skills and experience, including their English and mathematical skills. Teachers record these and regularly review learners' overall progress and their career aspirations. They do not record in sufficient detail the improvements that learners make in developing English or mathematical skills.

Learners' induction is thorough and provides them with clear information about the training programmes. Most learners attend well. They value the opportunity to develop new skills and behaviours that are relevant to their intended job roles. For example, learners speak positively about the skills they have gained in customer service. Most learners improve their confidence and self-esteem as a result of their studies and are better prepared for job applications and interviews.

Most teachers deliver interesting activity-based lessons and learners contribute with increasing confidence. For example, learners developed their communication skills by participating in a thoughtful debate on lowering the voting age. Learners gained new skills by using the internet to research up-to-date information to support their understanding of good customer service skills.

Learners' written work is good. Teachers provide constructive feedback which shows what learners need to do to improve. As a result, learners understand the progress that they are making and how to complete the programme successfully. However, teachers do not always correct spelling and grammatical errors. Learners continue to make mistakes as they do not always receive help to develop these essential skills.

While teachers effectively integrate mathematical skills into lessons, they do not always develop English skills.

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

Safeguarding is effective. Board members, leaders, managers and all staff benefit from frequent and appropriate training. Two senior managers fulfil the role of designated safeguarding leads and have enhanced training to support this role.

A detailed policy ensures that staff are clear on their roles and responsibilities. Staff identify safeguarding concerns and report them swiftly to their centre manager. Reporting of incidents and concerns is prompt and appropriate. Board members review regular updates on safeguarding through the year as well as a more detailed annual report. Safe recruitment practices are in place.

Learners develop their understanding of a range of topics through frequent and effective promotion of British values within lessons. Managers have introduced an action plan to implement the 'Prevent' duty, but this does not reflect the risks across all their centres. Learners demonstrate a limited awareness of extremism and radicalisation and how these might impact on their lives.

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