

Templegate Training Academy CIC

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.

Templegate Training Academy CIC (TTA) is a not-for-profit training organisation that delivers training to adult learners. TTA leaders' main curriculum intent until very recently was to provide functional skills courses in English and mathematics to learners from minority ethnic groups in the West Midlands. TTA currently offers diploma courses in business and digital entrepreneurship at level 3 and business and enterprise at level 5. It has 19 learners on these programmes, all of whom use adult learner loans to fund their studies. TTA's leaders have recently secured funding from the West of England mayoral authority allocation to deliver a functional skills programme in Bristol.

Themes

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

Leaders and managers are not meeting the learning needs of local minority ethnic communities as per their stated aims and ambitions. The major functional skills programmes previously offered have recently ceased. The remaining curriculum offer for diploma-level learners is comparatively very small and targeted at a different learner group. The small functional skills provision in the West of England has yet to begin.

Leaders' and managers' arrangements for quality assurance are underdeveloped. They do not have an accurate and realistic understanding of the strengths and weaknesses of the provision. Actions planned to identify and bring about the necessary improvements have been weak. For example, leaders' monthly management meetings are attended by all staff and generate actions for improvement. However, the actions planned are not specific, time-bound or measurable.

Governance arrangements are ineffective. Trustees have been too slow to react to their rapidly changing circumstances and the enforced reduction in their training

offer. They have not considered new strategies to ensure that the learning needs of the community are met. Trustees have considered widening the range of membership, for example to provide knowledge of curriculum and other opportunities, but have so far made no appointments. Leaders revised their business plan during our visit to reflect their current curriculum. The plan reflects their intention to continue delivering functional skills programmes but does not include clear or well-developed strategies to rebuild that curriculum in the future.

TTA managers evaluate accurately how well learners make progress on the diploma courses. The vast majority of these learners are on target to achieve their qualifications and within the expected time frame. Leaders and managers do not follow up on the self-declared destinations of learners to ensure that they have actually moved into or remained in education, training or work.

What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals? Reasonable progress

Current learners on diploma-level programmes gain skills and knowledge which prepare them well for their intended careers. For example, they know how to generate internet traffic and direct it towards their businesses.

Tutors are skilled in developing learners' knowledge and skills in ways that build their confidence. For example, they arrange for learners to practise presentations in classroom sessions and be critiqued by their peers before making the actual presentation in their own workplaces.

Tutors' feedback to diploma learners is consistent and accurate. This helps learners to improve their work and prepares them well for their next steps. Tutors provide tips and hints to help learners improve their skills in mathematics. However, they do not always ensure that learners on level 5 courses reference their work appropriately.

Tutors successfully develop the language, speaking and listening skills of learners who speak English as an additional language. Tutors teaching level 5 business and enterprise ensure that learners participate in productive discussions which deepen their understanding of the subject.

Tutors in higher-level sessions set clear rules to ensure that all learners participate and are able to learn. For example, they insist that all learners speak in English, even to their friends, so that others in the group are not excluded.

In higher-level business programmes, tutors use their own and learners' life experiences to explore cultural and other themes effectively. For example, they use

learners' knowledge of different countries well to reflect on how global organisations take account of local cultures.

Learners undertake an initial assessment which tutors use to ensure that learners are on the correct level of course. However, tutors do not use this assessment carefully enough to identify learners' specific additional support needs. Tutors have to rely on external support but this does not lead to timely interventions.

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

Leaders and managers have not ensured that the designated safeguarding lead (DSL) has received sufficient training or learned the specialist skills required for the role. The DSL has not developed any links with relevant specialist external agencies. As a result, the DSL is unable to provide appropriate support to any learners at risk.

Leaders and managers do not comply with their statutory duties under the 'Prevent' duty. They have no risk assessment in place identifying the potential risks associated with radicalisation and are unable to plan and implement relevant actions to protect learners.

TTA staff have had basic training in safeguarding and the 'Prevent' duty. They hold a general understanding of what to do if they have a concern about a learner and who to contact.

Learners demonstrate a good understanding of British values. They respect the opinions of their peers and value their different experiences and backgrounds.

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