

LD Training Services Limited

Report following a monitoring visit to a 'requires improvement' provider

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

LD Training Services Limited (LDT) was inspected in November 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

LDT is an independent training provider based in Edgware, Middlesex. LDT offers adult learning programmes in mathematics, English, health and social care, childcare, business, team leading, and food and beverage services. Programmes are offered in London, Birmingham, Manchester and Nottingham. It also has apprenticeships in fenestration, business administration, early years and health and social care. At the time of the monitoring visit, LDT had 134 adult learners and 50 apprentices.

Themes

How much progress have leaders and managers made in improving the implementation of the English and mathematics curriculums to ensure that learners study their qualifications at the correct level? **Significant progress**

Leaders and managers have made rapid improvements to the design and implementation of the English and mathematics curriculums. They have put in place a clear strategy to ensure that the learner's ability in these areas is identified accurately before enrolling on courses. Learners complete a thorough assessment of their prior knowledge and skills in English and mathematics to ensure that they are taught at an appropriate level.

The vast majority of learners on English and mathematics courses study at a higher level than their starting points. Staff have a clear rationale for those learners who do not. For example, those learners who have particularly low skills in a specific topic, such as multiplication, learn how to do this first before moving on to more complex tasks and the next level of study.

The vast majority of learners achieve their qualifications in English and mathematics and gain new knowledge. In their progress reviews, staff identify gaps in learners' knowledge, such as calculating time, teach them how to do this and set clear milestones and tasks to help learners improve. The curriculum enables many learners to progress to the next level of study.

What impact have leaders, managers and tutors had in improving the English speaking and writing skills of learners, particularly those on business courses who speak English as an additional language, so that they achieve their qualifications in the planned time? **Significant progress**

Leaders and managers have put in place effective strategies to help tutors and assessors improve the English skills of learners who speak English as an additional language. Tutors and assessors have attended a variety of training activities to support them to become confident in teaching a curriculum that builds on learners' foundation knowledge. Learners have access to extra English drop-in sessions.

Tutors teaching business courses and early years courses support learners well to develop their writing skills and to help them prepare for their next steps. For example, they teach learners to produce written work that is carefully structured and planned. In business, tutors direct learners to use the correct referencing system. Learners frequently critique drafts of work and have weekly one-to-one reviews with tutors to discuss the development of their English skills within the context of their course.

In business studies, tutors use successful ways to develop their learners' English skills. For example, they direct learners to watch films about business to broaden their understanding of business language. Learners watch the news and read newspapers in lessons. They then discuss and write about the aspects of business reported.

Learners who speak English as an additional language attend the extra sessions available to improve their speaking and writing skills. This helps them to accurately pronounce different key words related to their course, such as 'analyse', 'compare' and 'describe'. Learners then use these words in their written work in the correct context.

Since the previous inspection, in the vast majority of subjects, the proportion of learners who have achieved their course in the planned time has improved and is now high.

What impact have leaders and managers had in supporting tutors and assessors to give learners clear and helpful feedback that helps build on learners' foundation knowledge? **Reasonable progress**

Tutors and assessors have received appropriate support and training that have improved the quality of their feedback to learners. For example, they attend the standardisation meetings and one-to-one coaching sessions, and receive feedback on the observation of their teaching.

In progress reviews, tutors give learners clear feedback on what progress they have made. Learners understand well what they have learned and where they have gaps in their knowledge and skills. On vocational courses, tutors' feedback on written work helps learners understand how they can achieve higher grades in their assignments.

Tutors and assessors give learners positive and supportive feedback about their work. They support learners to develop their knowledge and skills further and build on what they already know. For example, in business studies, tutors' feedback directs learners not just to identify specific resources an organisation may use, but also to explain how these resources are utilised by organisations, deepening learners' understanding.

In a minority of subjects, such as functional skills mathematics, tutors' feedback to learners does not help learners focus on their individual areas for improvement. Occasionally, tutors do not identify when learners have used incorrect terms, such as American spelling.

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