

Linden Management (UK) Limited

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

Unique reference number:	1278590
Name of lead inspector:	Sarah Biddulph, His Majesty's Inspector
Inspection dates:	20 and 21 August 2025
Type of provider:	Independent learning provider
Address:	1 Darwin Court Sherwood Energy Village New Ollerton Newark NG22 9FE

Monitoring visit: main findings

Context and focus of visit

Linden Management (UK) Limited was inspected in July 2024. 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 resolving the main areas for improvement identified at the previous inspection.

Themes

What progress have leaders made to ensure that apprentices receive enough suitable training and learning activities to help them master all aspects of the curriculum and to enable them to produce a consistently high standard of work appropriate to the level at which they study?

Significant progress

Leaders have rapidly improved the quality of apprenticeship training. They have redesigned delivery plans, so each programme now follows a clear, structured sequence that matches apprentices' job roles and industry standards. Leaders work with employers and specialists to ensure that training is relevant. They provide detailed presentations, training packs and workshops so apprentices have the resources they need.

Leaders set high expectations for the standard of apprentices' work from the start. They use standardised assignment briefs to challenge apprentices and prepare them well for the end-point assessment. Leaders check the quality of work through programme reviews and staff training, making sure that tasks are consistently challenging. As a result, apprentices are now better prepared than previously to meet and often exceed the requirements of their apprenticeship.

Trainers use effective teaching methods. They use targeted questioning, research tasks and projects that link directly to workplace roles. In online lessons, staff use helpful tools that enable apprentices to collaborate with each other. Trainers build English and mathematics into tasks such as report writing and risk assessments, so apprentices improve these skills alongside technical knowledge. They adapt support where needed, ensuring that all apprentices make good progress.

Trainers give apprentices clear and constructive feedback. They highlight strengths, set precise next steps and build confidence as well as competence. This helps apprentices to produce structured, professional assignments with references and

carry out critical reflection. Apprentices' work is consistently aligned to assessment expectations, with many apprentices achieving distinction grades.

What progress have leaders made to ensure that curriculums are well sequenced, so apprentices build their knowledge and skills in a logical order, and trainers routinely revisit prior learning to help apprentices remember and apply important topics and theories over time? **Significant progress**

Leaders and trainers have made significant progress in sequencing curriculums. They have worked closely with employers to design training, so knowledge, skills and behaviours are built in a logical order. Passenger transport operative (PTO) apprentices first cover site induction and basic operating procedures before progressing to complex topics such as legislation and compliance.

Trainers connect topics to each other well. For example, team leader apprentices study personal development and leadership styles early in the programme. This prepares them to explore emotional intelligence and conflict resolution later and helps them to link theory to practice. These connections help apprentices see how topics fit together and how to apply them effectively at work.

Trainers frequently revisit concepts and reinforce knowledge. They use quizzes, group discussions and practical scenarios in workshop lessons to check understanding and help apprentices to develop a deep knowledge. Trainers make sure that each lesson refers back to previous work and prompt apprentices to draw on earlier learning during professional discussions and reviews. This builds apprentices' confidence and ensures that apprentices remember key concepts.

Trainers use their knowledge of apprentices' progress to adapt individual training plans and work closely with workplace mentors and managers so that apprentices can practise their new skills in the workplace quickly. Trainers use their knowledge of apprentices' workplaces well to link theory to specific settings. Apprentices can connect theory to their roles and adapt knowledge to new situations. They demonstrate mastery of the subject over time.

What progress have leaders made in ensuring that trainers and line managers provide well-planned on- and off-the-job training activities so that apprentices can practise their learning at work? **Reasonable progress**

Leaders and managers have strengthened the planning of on- and off-the-job training. Staff work effectively with employers to match apprentices to the right apprenticeship for their roles. New training and delivery plans provide clear sequences of training, linking workshops, reviews and one-to-one sessions together effectively. These plans also include links to helpful resources and 'skills in action' tasks so apprentices know what to do next. However, a few plans do not show

clearly how much on-the-job training is expected, which makes it harder to track progress.

Trainers make purposeful links between theory and practice. Apprentices carry out workplace activities such as risk assessments in technical roles and preparing for parent evenings in childcare at the same time as learning the underpinning theory. Trainers adapt tasks to suit different workplaces.

Line managers support most apprentices well. They attend reviews, set purposeful targets and provide clear feedback on workplace performance. Apprentices value this support and appreciate how it helps them balance study with work. In childcare, for example, witness testimonies shared in reviews confirm how apprentices apply new skills with children. However, some managers of PTO apprentices are less involved, and leaders have plans in place to improve this.

Trainers use professional discussions well to check understanding and help apprentices provide evidence of skills that are harder to practise at work such as leadership techniques. Apprentices confidently reflect on their progress in reviews and describe how learning has helped them, such as how they now use the strategies they have learned for handling customer complaints.

What progress have leaders made in ensuring that quality improvement activities have a positive and measurable impact on enhancing the quality of apprentices' training? Significant progress

Leaders have swiftly embedded a rigorous quality improvement framework, which has raised standards across their apprenticeship training. Apprenticeship programme reviews, carried out by managers, enable leaders to spot issues early and act quickly. Planned observations of trainers and work scrutiny ensure that delivery is consistently challenging and aligned to apprenticeship requirements.

Leaders link quality assurance directly to staff development. Formal and peer observations inform personal development plans that set clear expectations and encourage staff to take accountability for their performance. Staff benefit from training on teaching methods, assessment and the use of digital tools. They also share good practice through masterclasses and peer observations. As a result, trainers become more confident, consistent and reflective in their practice.

Staff now deliver more interactive and purposeful lessons. Lessons are better structured, resources are clearer and expectations are more explicit. For example, trainers use questioning more effectively to stretch apprentices and check their understanding. Standardisation activities have also improved the consistency of assignments, ensuring that tasks are demanding and directly linked to the end-point assessment.

Apprentices report that training is now more structured and challenging, with clear feedback that helps them know how to improve. They value workshops and one-to-one sessions that connect learning directly to their roles, such as doing presentations to develop their communication skills.

Employers recognise the impact of the quality improvement framework. They report that apprentices are better able to apply their learning at work.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025