

Transport Training Academy Limited

Monitoring visit report

Unique reference number:	2748188
Name of lead inspector:	Suzanne Horner, His Majesty's Inspector
Inspection dates:	14 and 15 August 2024
Type of provider:	Independent learning provider
Address:	17 Kestrel Court Network 65 Business Park Burnley BB11 5NA

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection. 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' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Transport Training Academy Limited (TTA) is an independent learning provider based in Burnley, Lancashire. TTA received its first funding from Lancashire Skills Hub in June 2023. Most learners are unemployed or seeking a change in their career.

TTA provides Skills Bootcamps in warehouse, storage and forklift truck driving, heavy goods vehicle master driver, and large goods vehicle category C. At the time of the monitoring visit, the provider had seven learners enrolled on the large goods vehicle category C, and seven learners on the warehouse, storage and forklift truck driving Skills Bootcamp.

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

Leaders have a clear rationale for their Skills Bootcamps. Their aim is to provide courses in the logistics sector that meet employment skills gaps and change learners' lives by introducing learners to sustainable employment and rewarding careers.

Leaders work closely with partner agencies and local employers to plan courses. This ensures that learners are equipped with the knowledge and skills that employers need for their businesses. For instance, learners complete training in electronic tachographs, banksman and lorry mounted cranes.

Leaders ensure that they have expert instructors and appropriate physical resources to train learners effectively. They have appointed instructors who have extensive experience in logistics and large goods vehicle driving. Leaders have responded to employers' needs by introducing new training for machinery that employers use in their businesses, such a low-level order pickers and roll-on and roll-off skips.

Leaders have an accurate oversight of the progress that learners make. They make swift interventions if learners are not making their expected progress. Instructors

provide additional support, such as one-to-one sessions, to help learners catch up if they fall behind.

Leaders have a clear understanding of the strengths and weaknesses of their provision. Where concerns are identified, they swiftly make changes to the curriculum. For example, leaders have transitioned from a 360 to a 180-degree steering forklift truck. This reduces the difficulties that learners experience, as a lower steering ratio allows the steering wheel to be turned less to get the wheels turning. This ensures that learners become competent forklift truck drivers.

Instructors maintain their sector competence by renewing their instructor and operator licenses. Staff partake in an annual development day and benefit from training from their prime subcontractor. However, leaders do not ensure that instructors complete training to develop their teaching skills.

Leaders and managers have appropriate quality assurance processes in place, such as standardisation meetings and observations of teaching. They take account of the observations and critical input that they receive from awarding organisations, funding organisations and prime subcontractors.

Leaders have identified the need to form a board of governance. They have imminent plans in place to recruit governors with specialisms in safeguarding and education.

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

Instructors plan the curriculum in an order that helps learners to learn effectively. Forklift truck learners commence with health and safety, legislation and expected industry behaviours before progressing on to developing the driving skills that they need to operate counterbalance and reach forklift trucks.

Leaders and instructors identify what learners know and can do at the beginning of their training. They use this information to add additional content into the curriculum for learners, such as first aid, manual handling and alternative fuelled vehicles. This provides learners with an advantage when applying for employment.

Instructors use assessment strategies effectively to teach learners. They skilfully use question and answer activities to assess learners' knowledge and skills, such as the working time directive, identifying hazards and speed limits. Learners have plentiful opportunity to practise and hone their driving skills on counterbalance and reach forklift trucks, and large goods vehicles, before they are formally assessed. This ensures that the majority of learners complete their training and progress into employment in the logistics sector.

Learners benefit from extremely effective feedback from instructors when they are operating machinery. Instructors carefully coach learners through driving processes to ensure that they safely complete their manoeuvres. However, the feedback that instructors provide to learners on their written work does not identify what learners need to do to improve their work.

Learners retain their new knowledge exceptionally well. Learners on the large goods vehicle course articulate how to strap a load down safely and securely, and know to comply with legislation, such as the lifting operations and lifting equipment regulations. Forklift truck learners recall knowledge of capacity loads and explain how triplex and duplex masts differ.

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

Leaders and managers ensure that they place a high priority on keeping learners safe. Staff in the safeguarding team are well qualified for their roles. All staff are trained in mandatory topics such as safeguarding, the 'Prevent' duty and counter terrorism.

Leaders complete a range of appropriate checks when appointing new staff to make sure they are suitable to work with learners. They have put in place effective processes to record, report and deal with the concerns of learners.

Learners are trained in the importance of health and safety and know how to keep themselves safe when operating machinery. For instance, learners wear the required personal protective equipment and complete pre-safety checks on vehicles. Learners understand the dangers of large vehicles being used for attacks and know not to leave keys in their vehicle.

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