

Fieri Leadership and Development Limited

Monitoring visit report

Unique reference number:	10089666
Name of lead inspector:	Daniel Beale, His Majesty's Inspector
Inspection dates:	5 and 6 December 2023
Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. 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.

Fieri Leadership and Development limited is a national independent learning provider. It specialises in leadership training and development. At the time of the monitoring visit, there were 68 apprentices in learning across two standards. These include level 3 team leader, with 38 apprentices, and the level 5 operational departmental manager, with 30 apprentices. The provider works with several employers, both nationwide and locally, including London and the south east. The provider works with one subcontractor, Merlin Consultancy Limited.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Significant progress

Leaders and managers have a clear rationale for the apprenticeships they offer. They have a strong national reputation for delivering leadership development training and work with employers very well to design the curriculums. Leaders recognise their specialisms and resources so have rightly focused on the team leader level 3 and operational management level 5 to ensure they provide high-quality training.

Leaders and managers work diligently with employers, so they understand fully the requirements of an apprenticeship. They have ensured that staff are highly experienced and well qualified to carry out their roles effectively. They ensure that apprentices complete thorough assessments so staff can understand apprentices' starting points clearly. Staff use this information in frequent and comprehensive review meetings, which ensures that apprentices make rapid progress. Apprentices and employers understand clearly the end-point assessment (EPA) requirements of the standards they offer.

Leaders have ensured that they have effective quality assurance processes in place. This helps them to know what they are doing well and what they need to do to improve further. They use this information diligently to focus on the areas that will have the greatest impact. For example, leaders have rightly focused on establishing robust safeguarding processes. As result, staff understand their roles in safeguarding very well; they undertake helpful training and review safeguarding practices and any concerns frequently.

Leaders and managers select their subcontractors carefully. They ensure there are robust systems and processes in place that help them to continually monitor the quality of training for apprentices. For example, they conduct frequent lesson observations of teaching staff and review the quality of resources to ensure they are of a high standard. They use this information successfully to provide valuable feedback to tutors, who appreciate the support and guidance they receive to continually develop their teaching skills.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Leaders and managers work very effectively to design highly effective curriculums to meet the needs of apprentices and employers. They plan learning carefully to ensure it is ambitious and enables apprentices to develop substantial new knowledge, skills and behaviours swiftly during their training, which employers value highly. For example, level 3 team leader apprentices first learn about self-management before they learn about managing others. This helps apprentices to explore and develop their communication and interpersonal skills before developing the teams they supervise. Apprentices speak very positively about the well-planned on- and off-the-job training. This provides them with a secure understanding of leadership theories and concepts, which they apply skilfully to the workplace.

Tutors carry out thorough assessment of apprentices' existing knowledge and skills at the start of their training. They use the information well to plan apprentices' learning, including making any adaptations to accommodate additional needs. Tutors skilfully use assessment to monitor apprentices' development of their knowledge, skills and behaviours, and they intervene swiftly if further support is required. Staff work very well with employers to review apprentices' progress and frequently agree action plans that help apprentices to improve their skills in workplace settings. Tutors track and monitor apprentices' progress meticulously to identify apprentices who fall behind the expected progress and support them swiftly to remain on track. As a result, apprentices are clear on what it is they are doing well and what they need to do to improve their work.

Apprentices have an in-depth and thorough understanding of their EPAs. Apprentices are supported very well by tutors in preparation for these assessments through

frequent one-to-one sessions. As a result, apprentices approach these assessments highly motivated and confident to achieve.

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

Leaders and managers have created a positive safeguarding culture. The designated safeguarding lead (DSL) and safeguarding team undertake comprehensive training that ensures they have the skills and experience to carry out their roles effectively. Leaders have invested in and developed very effective systems for recording any well-being and safeguarding concerns. Staff use these systems diligently, which ensures that concerns are treated seriously and dealt with swiftly. The DSL maintains useful records of the actions taken and the external agencies involved. Leaders complete thorough risk assessments and health and safety checks on employer premises to ensure apprentices are safe when in the workplace.

Leaders provide effective training to all staff on safeguarding, 'Prevent' duty and British values. This ensures that they teach their apprentices essential safeguarding practices that are contextualised well to the workplace. Leaders recruit staff safely and effectively.

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