

Pareto Law Limited

Monitoring visit report

Unique reference number: 1280313

Name of lead inspector: Kim Bleasdale, Her Majesty's Inspector

Inspection dates: 24–25 March 2021

Type of provider: Independent learning provider

Address: 49 Church Street
Wilmslow
Cheshire
SK9 1AX

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 ESFA 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.

Pareto Law Limited began to deliver apprenticeships in January 2018. Currently, 510 apprentices are studying standards-based programmes in level 2 customer service practitioner, level 3 digital marketer, level 3 team leader/supervisor, level 3 IT technical salesperson, level 4 sales executive and level 5 operations/departmental manager. The large majority of apprentices study level 3 IT technical salesperson and level 4 sales executive standards. All apprentices are over 19 years of age.

During the periods of COVID-19 (coronavirus) restrictions, directors, leaders and staff provided remote learning for all apprentices who were furloughed. They supported 83 apprentices to complete their apprenticeships. Leaders enrolled a number of apprentices to level 3 IT technical salesperson and level 4 sales executive apprenticeships to meet a small minority of employers' expanding business needs.

The impact of COVID-19 has been taken into account in the findings and progress judgements below.

Themes

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

Reasonable progress

Before the national period of COVID-19 restrictions, directors appointed a new senior leadership team. Since then, leaders have taken appropriate steps to strengthen the identified areas for improvement. Leaders ensure the curriculum fully meets the principles and requirements of an apprenticeship, such as ensuring apprentices receive enough high-quality off-the-job training.

Directors and senior leaders have a clear strategy for the curriculum they offer. They ensure that it meets apprentices' and employers' needs, as well as local and regional priorities. Senior leaders ensure that skills coaches effectively coordinate on- and off-the-job training with employers. As a result, most apprentices develop substantial new knowledge, skills and behaviours which they use in the workplace.

Directors, leaders and managers know the strengths and weaknesses of their provision. Directors receive information relating to apprentices' progress and the quality of education from senior leaders and hold them to account. They set clear and measurable targets for senior leaders to achieve, such as strengthening quality assurance of the curriculum.

During the national period of COVID-19 restrictions, leaders continued to assure the quality of education. They carried out face-to-face and virtual learning walks, spoke to apprentices and employers and evaluated apprentices' written work. Leaders worked closely with end-point assessment organisations to ensure that apprentices were able to take their final assessments at the end of their programmes.

Leaders, trainers and skills coaches adapted the curriculum to reflect changes due to COVID-19 within the sales sector. Trainers and skills coaches no longer teach 'cold calling' to apprentices studying level 3 IT technical sales. They teach apprentices techniques to apply in social calling and how to engage a potential customer using a video call. As a result, apprentices swiftly and successfully apply these new skills while working from home.

A few apprentices have fallen behind in their learning. Leaders have appropriate plans in place to ensure that all apprentices swiftly catch up and complete their apprenticeships.

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

Reasonable progress

Apprentices routinely develop and apply substantial new knowledge, skills and behaviours as part of their training and job roles. Level 3 IT technical salesperson apprentices confidently deliver sales presentations. Level 4 sales executive apprentices deepen their understanding of the psychology of negotiation and apply this at work. As a result, they skilfully manage customer conversations to achieve successful sales outcomes.

Leaders, trainers and skills coaches plan the curriculum so that apprentices can logically build their knowledge, skills and behaviours over time. They use their significant industry expertise skilfully to ensure that apprentices embed key concepts in their long-term memory. For example, apprentices learn about basic statistics and measures first. Then they learn about data analysis and the application of statistical methods, which they use later when analysing statistical process control.

Skills coaches effectively use assessments at the start of the programme to plan an individualised curriculum for apprentices. They use 'skills scans' to collect accurate information about what apprentices already know and can do. Skills coaches use this information to plan an individualised curriculum for apprentices. Trainers and skills

coaches ensure that apprentices are sufficiently prepared for their end-point assessments, including setting targets to achieve high grades.

Trainers and skills coaches provide effective support to most apprentices to develop their verbal communication skills. As a result, apprentices skilfully organise and implement focused sales discussions.

Apprentices value the support they receive from skills coaches. Trainers and skills coaches provide useful feedback that highlights to apprentices what they have done well and what they need to do to improve. They help apprentices who have fallen behind to catch up by providing extra coaching sessions on the areas in which they need support.

Apprentices know how important their studies are to their career progression. They aspire to progress to higher-level apprenticeships. Apprentices have clear ambitions to achieve promotion, and most have discussed their career plans with their manager and skill coaches.

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

Senior leaders implement appropriate procedures to comply with safeguarding legislation. They complete a range of suitable checks when appointing new staff to make sure they are suitable to work with apprentices.

Staff, including the designated safeguarding lead and deputies, receive appropriate training on safeguarding and the 'Prevent' duty. The safeguarding team includes a board Director. The members of the team are suitably qualified.

Leaders provide apprentices with information during their induction about safeguarding, online safety and the dangers of radicalisation and extremism.

Apprentices enjoy their learning. They know how to keep themselves safe, including when they are working online. Apprentices know how to report any concerns they may have about themselves or others.

Apprentices are not clear about specific threats from radicalisation and extremism, either in their place of work or the area in which they live. Leaders are right to recognise that they need to strengthen their knowledge of the local risks posed to apprentices.

If you are not happy with the inspection or the report, you can complain to Ofsted.

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 2021