

Learning Academies Trust

PTSA Offices, Salisbury Road Primary School, Plymouth, Devon PL4 8QZ

Unique reference number (URN): 2868428

New provider monitoring inspection report:

29 and 30 April 2026

During the monitoring inspection, inspectors focused on the following themes:

- **progress in leadership and governance** – this means how much progress leaders and those responsible for governance have made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision, and is identifying and supporting the needs of apprentices
- **progress in inclusion** – this means how much progress leaders have made in identifying the needs of individual apprentices and putting suitable support in place, in particular for those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their experiences and opportunities, including those without level 2 English and/or mathematics
- **progress in curriculum, teaching and training** – this means how much progress leaders and managers have made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices
- **progress in ensuring effective safeguarding arrangements** – this means how much progress leaders and managers have made in ensuring that effective safeguarding arrangements are in place

Leadership and governance

Reasonable progress: the provider's actions are already having a beneficial impact on learners and/or apprentices. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Leaders and those responsible for governance have made a successful start to teaching apprentices. They have a clear strategic vision to improve the quality of provision for teaching assistants and early years educators across the multi-academy trust. Leaders have a secure understanding of the strengths of the curriculum and the areas requiring further improvement. This is informed through appropriate and effective quality assurance

processes, including an evaluative self-assessment and a quality improvement plan, which supports continuous improvement in leadership and curriculum design.

Leaders ensure that apprenticeship principles and statutory requirements are met. Apprentices benefit from well-structured training plans. On- and off-the-job training is planned and coordinated effectively. Progress reviews involving apprentices, line managers and provider staff take place at least every 12 weeks, with additional meetings arranged where further support is needed.

Leaders rightly recognise that progress reviews require further development. This is to ensure that they capture more evaluative and in-depth discussions about apprentices' subject knowledge and wider development.

Those responsible for governance have an appropriate understanding of the apprenticeship provision and provide sufficient challenge and support to leaders. They rightly recognise that more detailed and systematic information is needed, in order to further strengthen strategic oversight and accountability, as the apprenticeship provision matures.

Inclusion

Reasonable progress: the provider's actions are already having a beneficial impact on learners and/or apprentices. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Leaders have developed a positive and welcoming culture. They build strong, purposeful relationships with apprentices. Leaders and staff know apprentices well and actively work to reduce barriers to learning, enabling apprentices to achieve their best.

Leaders identify several barriers to learning through the application process, induction and regular progress review meetings. They identify apprentices effectively who do not hold level 2 qualifications in English and mathematics, as well as those who declare special educational needs and/or disabilities (SEND). However, leaders do not routinely gather information about other potential barriers, such as financial disadvantage or experience of care. Leaders rightly recognise this and acknowledge that they need to strengthen their systems for collecting and using more detailed information, in order to put early, well-targeted support in place for all apprentices who may need it.

Leaders provide tailored support for apprentices with identified barriers to learning, including those without English and/or mathematics qualifications, even when apprentices do not require these as part of the apprenticeship. Leaders train staff effectively to recognise barriers to learning and to adapt support promptly and appropriately when apprentices' needs change.

Curriculum, teaching and training

Significant progress: progress has been rapid and is already having considerable beneficial impact on apprentices.

Leaders have carefully planned an effective curriculum that provides apprentices with the learning outcomes they need to be successful. Learning begins with a strong focus on keeping pupils safe. This is followed by topics such as child development and how children learn. Leaders ensure that key themes are introduced early, including behaviour management. Consequently, apprentices develop substantial new knowledge, skills and behaviours from their starting points.

Teachers are specialists in their subject fields and are experts in the practice of teaching. They use a wide range of highly effective teaching methods. For example, teachers use questioning skilfully to assess apprentices' understanding and deepen their learning through clear explanations. Where appropriate, group discussions are used effectively so that apprentices and teachers can share experiences to improve their practice.

Leaders have set up a highly effective system of mentors. Mentors work closely with apprentices' managers to plan and implement well-coordinated on- and off-the-job training. They help to create meaningful workplace opportunities, so apprentices can further develop knowledge and practise new skills. For example, apprentices benefit from rich experiences in alternative education settings within the trust, including working with children with SEND.

Safeguarding arrangements

Reasonable progress: the provider's actions are already having a beneficial impact on learners and/or apprentices. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Leaders have established a positive culture of safeguarding. Leaders are approachable, and staff report that they feel confident to raise safeguarding concerns with leaders. Leaders ensure that safeguarding information is prioritised for apprentices so that they understand their responsibilities within their work settings and know how to keep themselves safe. Apprentices report that they feel safe both at work and when training and understand how to report any concerns.

The designated safeguarding lead and deputy are suitably trained and experienced. Leaders have established clear and effective safeguarding policies and procedures that support the safeguarding of young apprentices. They have rigorous processes in place to record, monitor and follow up safeguarding concerns. Leaders rightly recognise the need to adapt safeguarding procedures, so they meet the needs of all apprentices, including adults.

Leaders carry out appropriate pre-employment checks to assure themselves that staff are suitable to work with young apprentices. They have completed a general risk assessment that meets the requirements of the 'Prevent' duty. However, they have not yet tailored this assessment sufficiently to reflect local risks.

Leaders provide staff with regular training on safeguarding and the 'Prevent' duty, which ensures that staff remain confident in their responsibilities.

About this inspection

Ofsted carries out monitoring inspections to all newly directly funded providers of apprenticeship training provision where the provision offered is in scope for inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the further education and skills inspection toolkit. The purpose was to report on the provider's progress in relation to the 4 themes set out above.

Learning Academies Trust is a multi-academy trust based in Plymouth. There are 18 primary schools within the trust. The trust is an employer provider training apprentices who are employed in their own schools. At the time of the monitoring inspection, there were 31 apprentices enrolled on two apprenticeships, with 24 on level 3 teaching assistant and 7 on level 3 early years educator.

Lead inspector

Steve Battersby	His Majesty's Inspector
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Team inspector

Lowenna Bradley	His Majesty's Inspector
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About this provider

Number of learners on education programmes for young people at time of inspection	N/A
Number of learners on adult learning programmes at time of inspection	N/A
Number of apprentices at time of inspection	31
Number of learners receiving high-needs funding at time of inspection	N/A

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