

Primed Talent Limited

Address: 9C, Southbridge House, Southbridge Place, Croydon, CR0 4HA

Unique reference number (URN): 2748200

Inspection report: 23 March 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard

Inclusion

Expected standard

Many learners are from under-represented groups in the digital technology sector. Leaders foster a culture where learners with little digital experience feel welcome and in which their needs are met.

Leaders identify learners' support needs early, using suitable assessments and interviews. They do not record well enough the needs of learners who speak English as an additional language. In a few cases, these learners would like more help when learning technical language

Leaders plan and implement personalised support for learners well. Suitably qualified staff conduct detailed needs assessments for learners identified as having barriers to success. They give accurate information to trainers, who use it well to add support and remove obstacles to participation. For example, they adapt timetables and provide recorded catch-up sessions for learners with caring responsibilities.

Leaders provide suitable professional development for trainers on how to teach learners with special educational needs and/or disabilities. Trainers skilfully use a graduated approach to teach, practise and test learners' new knowledge and skills. Trainers use the results of ongoing assessment, such as end of module knowledge checks, to add or reduce support for learners appropriately. However, they do not monitor progress and outcomes for groups of learners who face barriers well enough.

Leadership and governance

Expected standard

Governors and leaders have a clear vision to provide digital skills and access to employment in the digital sector for under-represented groups. They use their expertise, employer contacts and labour market information well to inform their curriculum offer in the best interests of their learners.

Leaders and governors have a sound understanding of their strengths and most areas for development. An experienced advisory board provides challenge and support that helps leaders make timely improvements. For example, leaders made changes to learner recruitment and support, which contributed to a sharp increase in the proportion of learners who stayed until the end of the course and achievement rates.

Leaders and staff work effectively with employers, alumni and other stakeholders to help enhance learners' experiences. For example, employers contribute to curriculum design to make sure that learners' technical skills match employers' requirements. Through employer links, a few learners gain paid placements and jobs. Leaders plan to add more employer expertise to the board and strengthen partnerships, so that all learners can benefit from similar opportunities and improve their chances of gaining jobs in the digital sector.

Leaders provide suitable professional development for their trainers based on an accurate understanding of the areas for development of individual trainers and learners' needs. Trainers benefit greatly from developmental observations and linked training.

Leaders are considerate of staff's workload and wellbeing. For example, they reduce pressure on staff by having 2 trainers in every session to support each other and the learners. Leaders are kind and empathetic towards staff, who feel valued.

2. Adult learning programmes

Expected standard

Expected standard

Achievement

Expected standard

Most learners make the expected progress from their starting points and successfully complete their training. This includes those from typically under-represented groups and those with barriers to learning, who achieve as well as their peers.

Learners rapidly develop theoretical knowledge and technical skills through completing practical tasks in the laboratories. In software development, learners confidently use formulas and codes tested against databases in laboratory environments. Cloud computing learners conduct correction of codes in timed conditions to meet the requirements of their level 3 course. Across all courses, learners produce the expected standard of work for the level of the programme. Learners also gain valuable employability skills, producing high-quality CVs and cover letters.

Staff prepare learners well for their next steps. Most find employment that aligns with their interests and ambitions across a range of technology organisations. A few gain apprenticeships or freelance work.

Curriculum and teaching

Expected standard

Leaders have designed ambitious curriculums that are aligned to funding authorities', employers' and national skills needs. The Skills Bootcamps they offer equip adult learners new to the digital sector with in-demand technical skills such as cloud computing. They also help learners develop the employability skills they need to move into employment.

Leaders and trainers work effectively with employers. Employer partners influence curriculum design by providing interview opportunities for learners and reviewing curriculum content. Leaders have added content on specific tools and software in response to employers' feedback.

Trainers sequence courses effectively. For example, in software development, learners

begin with basic concepts before moving on to more complex topics such as building online service systems. Trainers use end of module assessments well to check that learners can apply technical skills independently.

Trainers are subject experts who typically teach learners well. They use industry terminology fluently to explain key concepts and develop learners' knowledge. They select appropriate activities and resources to help learners apply their new knowledge. For example, in employability sessions, trainers give clear explanations of interview techniques such as 'situation, task, action, result'. Learners then use the technique in mock interview scenarios where trainers give them useful feedback.

Trainers ensure that learners with special educational needs and/or disabilities and those who face other barriers to learning receive additional help in online lessons and one-to-one support sessions. They frequently check these learners' understanding of complex topics, adapting the pace if learners need more time to consolidate their learning.

Participation and development

Expected standard 

Trainers have high expectations of learners' attendance. Learners have high rates of attendance at lessons. Where learners cannot come to online lessons due to caring responsibilities, trainers help them to catch up on missed learning through extra one-to-one sessions and access to recordings. Learners re-engage with their studies after absence and the vast majority stay on their programme to the end.

Trainers create a positive, professional atmosphere. There is a culture of peer respect in the online lessons, where learners confidently solve problems together. They need less input from trainers as the weeks progress, becoming more independent.

Skilled employability trainers share interview opportunities and information about the nature of different roles across the digital sector. Learners develop a sound understanding of their future career options. Trainers help learners review and update their CVs and undertake practice interviews. Learners' job applications evidence the knowledge and skills needed for specific digital roles.

Leaders and managers arrange a programme of relevant speakers. Alumni who have gained employment speak to learners about different career pathways and how to showcase their projects in job applications. Leaders plan to increase the number of additional events and opportunities so that more learners can benefit.

What it's like to be a learner and/or an apprentice at this provider

Learners enjoy their training sessions because their trainers make the fast-paced courses interesting and relevant to their employment goals. Learners are encouraged to ask questions and work collaboratively with others, rapidly gaining confidence and technical skills as a result. They become highly motivated to succeed, generally applying themselves to demanding tasks with enthusiasm and resilience.

Learners speak highly of the help they get from trainers and managers. They say that staff genuinely care about how they are getting on, regularly checking in on their progress and wellbeing and adding support where needed. Learners are quick to help each other, too. This makes learners feel like they belong. Because of this close monitoring and additional help, the vast majority of learners, regardless of background, complete the training part of the Skills Bootcamp course. Many go on to find jobs in the digital sector. Learners describe the Skills Bootcamps as a ‘fast-track to success’. In a few cases, learners who speak English as an additional language do not get enough help to understand and apply complex technical terminology.

Managers and trainers include relevant, age-appropriate topics about life in modern Britain and the dangers of radicalisation and extremism in the curriculum. This is covered at the start of courses, and online additional units are available for learners to advance their knowledge. Learners typically have a sound understanding of these topics, but too few engage with the additional content. Staff do not routinely monitor how well learners adopt opportunities to complete the additional training.

In some courses, learners take part in activities that extend their expertise beyond the course content, such as additional workshops, guest speakers and networking events with other learners and alumni. Learners from other courses say that they would like similar opportunities.

Next steps

- Leaders should enact their plan to increase employer expertise on their advisory board.
- Leaders should strengthen the wider curriculum offer to include more employer and alumni talks so that all learners can benefit from opportunities that will improve their chances of gaining jobs that align with their aspirations.
- Leaders should improve their use of data to monitor the progress and achievement of different groups of learners, including those who may face barriers to learning, so that they can make evidence-based adaptations to their inclusion strategy.
- Leaders should strengthen their initial assessment of learners’ written and spoken English so that they can provide targeted help for learners who speak English as an additional language and need support.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with advisory board members, leaders, managers, trainers, employers and learners during the inspection. Inspectors visited online lessons and reviewed recorded lessons. They reviewed learning resources, learners' work and personal development plans.

The inspectors confirmed the following information about the provider:

Primed Talent Limited began teaching Skills Bootcamps in July 2022. It has contracts with the Greater London Authority, Devon County Council, Buckinghamshire Council, York and North Yorkshire Combined Authority and South Yorkshire Mayoral Combined Authority. It offers digital Skills Bootcamps such as software development, AI for business, cloud computing, cybersecurity, data analysis, project management and IT support. There were 75 adult learners in training during the inspection, with a further 320 who had finished training and were having employability support.

CEO: Navin Kumar

Lead inspector:

Claudia Harrison, His Majesty's Inspector

Team inspectors:

Pamela Wallace, Ofsted Inspector

Sabrina Ahmed-Qureshi, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 March 2026

Number of learners

Total learners

75

Adult learning programmes

75

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard ●

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

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