

NTG Training Ltd

Address: Offices 3&4, The Meadows, Church Road, Dodleston, Chester, CH4 9NG

Unique reference number (URN): 1270863

Inspection report: 28 July 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

Leaders foster an inclusive culture. They are committed to embedding inclusive practices where apprentices, including those with special educational needs and/or disabilities (SEND) and those facing barriers to learning, feel well supported. Leaders use effective strategies to provide tailored support for apprentices, such as the use of personalised learning passports, reading masks and blue-light-filtering glasses to reduce visual stress.

Leaders identify apprentices' support needs and barriers to learning at the beginning of their apprenticeship. Apprentices receive timely, targeted support and reasonable adjustments that enable them to make secure progress in their studies. Tutors adapt their teaching effectively to help apprentices reduce or overcome barriers to learning. They ensure that apprentices have more frequent breaks, receive learning in manageable sections and are provided with written instructions. Staff review and adapt support as apprentices' needs change, enabling apprentices with barriers to learning to make at least expected progress and achieve in line with their peers.

Leaders provide tutors with the training they need to support apprentices effectively. Tutors complete training on SEND, attention deficit hyperactivity disorder, autism and anxiety. Health and social care tutors undertake further professional development to equip them with the skills and knowledge to provide safe, compassionate and informed care to people with autism and/or learning disabilities.

Leadership and governance

Expected standard

Leaders provide apprenticeships that closely align with employers' needs. They work with employers to ensure that the training that apprentices receive is relevant to businesses in the health and social care, digital and business sectors.

Leaders have a clear understanding of their strengths and priority areas for improvement. They use a range of effective quality processes, including observations and learners' and employers' feedback, to evaluate the quality of their provision. Since the previous inspection, leaders have implemented improvements such as a new quality cycle, a leadership restructure and improved governance.

Tutors benefit from useful training that improves their teaching skills and helps them maintain their vocational expertise. They adopt a clear pedagogical approach and use evidence-based teaching, training and assessment practices effectively. Leaders support tutors to complete training in coaching skills, search engine optimisation, cyber security, advanced analytics and the principles of coding.

Leaders have appointed external governors who are experts in the education sector. Governors have an accurate awareness of the provider's strengths and areas for development. Governors receive high-quality board reports, which they use to provide scrutiny and challenge to leaders. They drive improvements across the organisation, support leaders to review priorities and ensure that statutory duties are met.

Leaders have created a supportive and inclusive culture that helps staff feel valued, listened to and confident to seek support. They prioritise staff workload and wellbeing. Staff benefit from flexible working arrangements, condensed hours, counselling, staff achievement awards and team-building events.

2. Apprenticeships

Expected standard 

Expected standard

Achievement Expected standard

Most apprentices make positive progress from their starting points. They produce work of a high standard. Around two thirds of apprentices achieve their apprenticeship, pass their final assessments at their first attempt and achieve merit or distinction grades.

Tutors ensure that apprentices continue to develop their English, mathematical and digital skills. Almost all apprentices pass their functional skills examinations at their first attempt. Apprentices studying the level 3 content creator apprenticeship complete digital search structures and calculate percentages of customer engagement and satisfaction confidently.

Apprentices develop a range of new sector-specific knowledge, skills and behaviours, which they successfully apply in the workplace. Level 3 team leader apprentices apply critical thinking when interpreting and summarising performance data and feedback to build high-performing teams.

Tutors prepare apprentices well for their next steps. Most apprentices secure permanent employment or gain promotions, and a few progress to further training.

Curriculum and teaching Expected standard

Leaders know their provision very well. They offer thoughtfully planned curriculums that respond to local, regional and national skills gaps in the health and social care, digital and business sectors.

Tutors sequence curriculums effectively to enable apprentices to build the requisite knowledge, skills and behaviours they need to be successful at work. Business administrator apprentices apply organisational and project management skills to manage projects successfully. Apprentices studying adult care considerably apply their knowledge of legislation when managing safeguarding, mental capacity and deprivation of liberty cases.

Tutors mostly use appropriate teaching and assessment strategies to help apprentices understand and remember what they have learned. They use discussions, short videos and research activities. Tutors explain new theoretical content clearly, enabling apprentices to remember what they have been taught. Apprentices completing the level 3 adult care worker apprenticeship clearly articulate the differences between fungi, parasites, bacteria and viruses, and explain the chain of infection.

Staff work closely with apprentices' line managers to co-plan opportunities at work for apprentices to practise and hone their skills swiftly. Apprentices studying level 5 adult care apply their in-depth knowledge about governance and regulatory processes to create clear policies and procedures that ensure high levels of compliance and safety. Employers value the positive impact that apprentices make to their organisations.

Tutors use well-considered adaptations to their teaching and assessment methods to meet apprentices' needs. They skilfully break down learning into smaller chunks, provide additional learning sessions and allow additional time in assessments and examinations.

Participation and development

Expected standard 

Leaders promote a culture of high expectations and respect. Apprentices are committed to their studies and have high attendance. They know that staff never tolerate bullying or harassment.

Apprentices benefit from a tutorial curriculum that supports their wider development. Most apprentices understand fundamental British values and the risks associated with extremism and radicalisation. They have a secure understanding of topics such as healthy relationships and digital safety.

Apprentices improve their confidence. They become trusted members of their teams at work. Apprentices studying the level 3 content creator apprenticeship confidently develop online content that helps to increase customer engagement and expand customer bases.

Tutors provide apprentices with guidance for their next steps and careers. Most apprentices access an electronic careers platform that supports them with CV writing, presentations and interview skills. However, a minority of apprentices are not fully aware of the options available to them on completion of their apprenticeship.

Leaders provide apprentices with a range of carefully considered wider opportunities. Apprentices engage with online learning on topics such as emotional resilience, stress management and healthy sleep routines. A few apprentices participate in volunteering activities such as beach cleans, supporting gaming competitions and helping at animal sanctuaries.

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

Apprentices value the supportive culture that they experience at NTG Training. They enjoy their learning and benefit from tutors' flexible approach, additional support sessions and

continued encouragement that helps them make positive progress and achieve well.

Apprentices aspire to do their best and achieve the highest grades. They develop substantial new knowledge and skills through their training. Apprentices studying adult care develop a keen sense of ethics and routinely apply these values at work when advocating for vulnerable clients and completing support plan reviews with those in their care.

Apprentices develop greater confidence in time management, decision-making and communication skills. They demonstrate professional behaviours and occupational competence that have a positive impact on the businesses where they work. Apprentices studying the level 3 business administrator apprenticeship communicate professionally in meetings, apprentices studying marketing create successful marketing campaigns, and apprentices studying leadership in adult care provide improved feedback to colleagues, leading to improvements in staff performance and care delivery.

Apprentices use high-quality online resources to broaden their knowledge and skills. They complete time-management training and learn techniques such as the 'bell jar, rocks and sand' approach to prioritisation. Apprentices apply these strategies effectively in the workplace. They recognise the importance of focusing on their own priorities and use the 'vampires and monkeys' concept to manage their workload and maintain effective workplace boundaries.

Apprentices appreciate the constructive feedback that tutors provide. This helps them to improve the quality of their work. Apprentices produce extended writing and accurately reference legislation, such as the Care Act and Care Quality Commission standards. Apprentices studying digital apprenticeships adeptly write media content, use artificial intelligence safely, and apply these skills effectively on live-streaming platforms.

Apprentices make valuable contributions to their employers' businesses. They use their increased competence to contribute to strategic aims, media campaigns and critical path analyses.

Next steps

- Leaders should further strengthen professional development, so that tutors continuously develop their industry knowledge and pedagogical skills.
 - Leaders should continue to increase the proportion of apprentices who complete their apprenticeship, achieve merit and distinction grades and achieve functional skills qualifications.
 - Leaders should ensure that tutors systematically embed high-quality careers education and guidance throughout the curriculum to support apprentices to achieve their career aspirations.
 - Leaders should continue to review and develop their inclusion processes, so that there is a consistently positive impact on apprentices' education.
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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.

Inspectors spoke with leaders, tutors, employers, governors and apprentices during the inspection.

NTG Training Ltd provides apprenticeship training in the health and social care, digital and business sectors. Apprenticeships are delivered nationally and all training is online. At the time of the inspection, there were 179 apprentices in learning. Of these, 82 were studying adult care apprenticeships at levels 2 to 5, 76 were studying business-related apprenticeships at levels 2 to 5, and 20 were studying digital apprenticeships at levels 3 and 6. Most apprentices are aged 19 and above. NTG Training Ltd has stopped recruiting apprentices to the level 3 team leader, level 4 business analyst and level 5 operations manager.

Managing Director: Lee Morris

Lead inspector:

Suzanne Horner, His Majesty's Inspector

Team inspectors:

Kim Bleasdale, His Majesty's Inspector

Emma King, Ofsted Inspector

Alison Dann, Ofsted Inspector

Susan Hoole, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 28 July 2026

Number of learners

Total learners

179

Apprenticeships

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2024/25	67	65	Close to average
2023/24	69	60	Close to average
2022/23	51	55	Close to average

Apprenticeships pass rate

Year	This provider	National average
2024/25	99	98
2023/24	100	98
2022/23	96	97

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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