

Hawk Training

Independent learning provider

Inspection dates		23-27 September 2013
Overall effectiveness	This inspection:	Outstanding-1
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Outstanding-1
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is outstanding because:

- Learners grow in confidence and demonstrate excellent employability skills during their time on the programme; they are passionate and excited about their burgeoning occupational competences.
- A high proportion of teaching is outstanding and learning sessions develop excellent knowledge and understanding.
- The recruitment of learners is very effective and individual programme planning carefully matches learners to employment opportunities.
- Highly skilled and enthusiastic staff serve as outstanding role models for learners.
- A wide range of high quality learning resources are utilised, which are easily accessible and used very effectively by learners to support their development.
- Employers work in partnership to provide excellent learning opportunities and offer additional challenges through bespoke projects or by extending learners' responsibilities.
- Leadership and management are outstanding, leading to significant improvements in the quality of provision.

Full report

What does the provider need to do to improve further?

- Increase coaching and support to the less confident tutors, so that all are competent to develop learners' English, mathematics and information technology.
- Further improve learners' understanding of equality and diversity, particularly in business administration, through better quality discussion during induction, assessment and review sessions.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Outcomes for learners are good and, in spite of a slight decline from very high success rates in 2010/11, overall success rates remain above national averages. Success rates for qualifications attained within the allotted time have remained significantly higher than the national rates. Retention rates are now improving and the provider's in-year data indicate that the proportion of learners leaving their programmes early in the last 12 months is significantly lower than in the previous 12 months. ▪ Hawk Training now recruits an increasing number of learners through the national on-line vacancy systems and is very carefully matching apprentices to good job opportunities. The majority of apprentices recruited through this service achieve their qualifications within the timescales expected and their overall success rates are significantly higher than those of other apprentices. ▪ Almost all learners make good or better progress whilst in training. They clearly understand the timeframes expected to complete the different parts of their apprenticeship and they achieve the challenging targets set. ▪ Black African learners' success rates in 2011/12 were lower than those of other ethnic groups. Managers' analysis has not identified any specific reasons for the variation, although success rates improved last year to around the national average for this group. ▪ Learners develop outstanding employability skills especially in team working, problem solving and communication. Administration apprentices' note taking, report writing and emails are of a high professional standard. Childcare learners communicate particularly effectively with parents and other childcare professionals. ▪ Employers are exceptionally pleased with how quickly their apprentices contribute positively to their business objectives and how well motivated they are. Some apprentices are in unusually high-profile jobs, such as working in the Treasury and other government departments, where they are often trusted with key projects and activities. Childcare learners apply their understanding of child development exceptionally well in different early years settings. ▪ Many learners progress to higher-level qualifications. In the last two years, over half of the successful intermediate childcare apprentices have progressed onto advanced-level programmes. Almost all of the higher-level apprentices successfully completed their programme. ▪ Learners have increased their career aspirations through taking part in the apprenticeship programme. Most take on additional or enhanced responsibilities during their programmes and many gain promotion as a result of completing their apprenticeship. Learners state that the apprenticeship has had a positive impact on their career. 	

The quality of teaching, learning and assessment	Outstanding
<ul style="list-style-type: none"> ▪ Teaching and learning are outstanding, which is reflected in the exceptional development of learners' skills and knowledge. Learners make good or better progress through their 	

programmes and value highly and enjoy their learning. Learners and employers clearly recognise the significant improvements in work skills which are often outstanding. This includes, for example, leading work groups and teams, organising work flow in management, interviewing, communicating with customers and the use of a wide range of information and communication technology (ICT) applications in business administration. In hospitality and catering, one learner had gained a high level of skills and passion in preparing and cooking modern molecular Indian cuisine. Employers value highly these enhanced skills and many learners have been given additional responsibilities during their programme.

- Learners are highly motivated. Those recruited through the national on-line recruitment service are closely matched to their employment, and tutors carefully design individual programmes to reflect all learners' and employers' needs. For example, a management apprentice has been given very effective coaching to develop skills in staff appraisal at the employer's request. Tutors are ambitious for learners to succeed and challenge them appropriately to reach high standards of work. Tutors fully include learners in the planning of learning and target setting, and ensure their agreement and ownership of the programme.
- Tutors are highly skilled, enthusiastic and competent in the development of learners' knowledge and skills. This is done particularly well through robust professional discussion, thorough questioning, and additional individual on-the-job training supplemented by workshops. Learners are encouraged to take additional or higher-level units and tutors promote independent learning well. Tutors serve as outstanding role models, particularly for learners working in administration and nurseries.
- Coaching sessions are extremely well planned and particularly well taught. The great majority of coaching, teaching and learning is good, with much outstanding. Tutors take fully into account the different learning styles of their learners during coached sessions. These are tailored well to individual job roles and carefully address development needs raised by the learners or their employers. Health and safety and safeguarding are robustly covered with learners throughout their programme. The reinforcement of equalities and diversity is good, particularly in childcare where it is central to the apprenticeship programme. However, in a small proportion of sessions, in particular business administration, tutors did not take sufficient advantage of naturally occurring opportunities to develop learners' understanding of equality and diversity.
- Tutors strongly support and encourage learners through recognising progress and praising good work. Regular feedback on performance is thorough and accurate. Learners and tutors use a wide range of excellent resources well to foster effective learning. Learners value the easy access they have to learning materials on the provider's website and also enjoy a significant variety of additional resources provided by their tutors. Tutors carry out assessment well. Assessments are regular and flexible to the needs of both the learner and employer. Tutors use a good variety of assessment methods. In employment contexts where some information is highly sensitive and product evidence is not always available, an increased use of observation and witness testimony is used effectively as well as probing professional discussion. Targets are realistic and sufficiently specific to ensure learners are clear on what is required of them before their next tutor visit.
- Reviews are regular and learners' progress is tracked very well using an electronic tracking programme. Medium-term targets, set between reviews, are challenging and clear. Tutors engage employers well in both the review process and the learners' programme. Learners and employers are clear about learners' progress.
- Learners develop high levels of functional skills through well planned workshops and effective tutorials. English, mathematics and ICT are exceptionally well integrated into learning activities and reviews; although, in a small proportion of sessions, tutors were insufficiently confident in teaching all aspects of functional skills. Additional learning support has proved particularly effective for many learners. Initial assessment accurately identifies additional learning needs and Hawk provides these very effectively through workshops and one-to-one sessions with tutors. Hawk has good, in-depth expertise to support learners with more complex learning needs.

Early years and playwork

Outstanding

Apprenticeships

- Teaching, learning and assessment are outstanding, which is reflected in the improving trend in success rates, particularly for those apprentices recruited through the national on-line service. Tutors set very high expectations for their learners. Learners have high aspirations and work industriously to achieve their qualifications on time, with some learners achieving well ahead of their expected end date. They enjoy learning whilst working in their nurseries, and are highly appreciative of the excellent support they receive from their employers and tutors.
- Learning sessions are exceptionally well planned to provide a broad range of challenging activities. Clear and relevant short- and long-term targets are negotiated and agreed with learners. Cooperation and communication between tutors, employers and learners are outstanding and provide excellent support for learners in their work with young children and babies.
- Well-qualified tutors bring valuable experience as nursery managers and are outstanding role models for learners. Tutors encourage the sharing of good practice between learners, who benefit from this opportunity. For example, one learner was able to reflect with her peers on the activities she was involved in whilst using puppets with young children to help them relate to different feelings and encourage the development of communication.
- Tutors provide clear and prompt feedback to learners, which enables them to know what they need to do to improve and to develop their understanding. Feedback and action points are recorded on the electronic tracker where learners can revisit the comments made and reflect further on their tutors' comments. This also aids the development of strong independent learning. Learners make excellent use of the on-line learning materials through the provider's learning portal. They receive outstanding support during their programme from tutors and nursery managers, and most have mentors in the workplace who provide good additional day-to-day support. One learner with mild learning difficulties received frequent additional visits by her tutor which resulted in significant improvements in her nursery practice.
- Learners gain outstanding employability skills and many take on additional responsibilities. One learner, for example, has taken on the role of children's behaviour management coordinator, which involves working closely with colleagues and parents. Learners benefit from excellent advice and guidance and some learners are now considering progressing to a foundation degree which will enable them to take on managerial roles in childcare.
- English, mathematics and ICT are exceptionally well integrated in vocational learning activities and in reviews. This includes writing letters to parents, working out staff/child ratios and making up bottle feeds. Most tutors take care to make the development of functional skills relevant to the learner's everyday nursery activities, although not all feel confident in teaching all aspects.
- Equality and diversity are particularly well integrated and promoted through teaching and coaching sessions. During one session, for example, an excellent discussion on discrimination took place with a high level of understanding confirmed by the learner. Learners are able to bring this knowledge into their own work to enable young children to respect and relate better to each other.

Administration

Outstanding

Apprenticeships

- Teaching, learning and assessment overall are outstanding, resulting in the development of excellent administration and employability skills for learners. Learners benefit from the good and outstanding coaching they receive from dedicated, highly experienced tutors and exemplary

employers. This enables learners to achieve well and to develop an exceptionally wide range of business administration skills relevant to their job roles.

- Current learners are making excellent progress. Many have received additional responsibilities or promotion in their job. For example, one learner working in a hospital trust has responsibility for organising patient transport, and another learner working for a local authority works closely with the criminal investigation team liaising with police and lawyers. Learners thoroughly enjoy their learning and are keen and enthusiastic to succeed.
- The very well planned and frequent coaching sessions help develop learners' knowledge and skills to high standards. Learners value the recently initiated networking events where they can share good practices with other apprentices. They develop their reflective skills well and set and analyse their own learning goals.
- Learners have a clear understanding of what they need to do to progress. They complete comprehensive personal learning journals and this develops their independent learning well. Tutors have a clear understanding of their learners' progress, which is thoroughly checked and monitored through electronic tracking. Reviews and target setting are thorough. Learners receive detailed and on-going verbal and written feedback from their tutors, which is focused well on the skills they are developing at work.
- Employers' support for learners is excellent. Many benefit from specialist training provided by their employers which is well matched to the apprenticeship. This includes, for example, training to be able to operate competently a broad range of specialist software and ICT systems including intranet page design. Employers are thoroughly involved in reviews and many provide additional challenges for learners through bespoke projects or by extending their work responsibilities. Learners receive particularly good support and career advice and guidance from their tutors.
- Learners and tutors use a particularly wide variety of high-quality resources well to support learning. In between sessions, learners easily access their learning and assessment documents through the providers' on-line portal, to extend their knowledge and understanding and to reflect on their progress. In addition, well-structured workshop activities ensure that learners develop excellent ICT skills.
- There is a very strong emphasis placed on the development of learners' functional skills. Tutors regularly correct learners' written English and assiduously identify where learners can develop their number skills.
- Learners develop a particularly good understanding of equality and diversity and most demonstrate a good understanding related to their workplaces and wider society. For example, one learner discussed articulately the needs of visually impaired tenants in a housing association. The reinforcement of this understanding through discussions at reviews and through formal learning sessions is, however, too variable.

The effectiveness of leadership and management

Outstanding

- Strong and highly effective leadership puts the priorities of learners first in the management of the provision. Directors have an exceptionally clear understanding of the needs of their employers, local communities and learners. This is developed through outstanding engagement with external stakeholders. The appointment of a member of staff as an 'apprenticeship ambassador', supported through the National Apprenticeship Service, has ensured close and productive working links with local schools, social enterprise organisations and charities. The head of one local sixth form college speaks positively about their partnership working, and the college has successfully gained very good apprenticeship placements through Hawk for pupils who do not want to go to university.
- Considerable investment has been made in improvements to accommodation, information technology and resources for learning. Tutors use their modern ICT equipment, a broad range of software and additional learning resources well to enhance the learning experience for

apprentices in the workplace. An initiative to give all learners a memory stick with a variety of pre-loaded learning materials, video clips and forms, has very recently been introduced as an additional learning resource. This has been received favourably by learners.

- The provider actively invites comment on, and makes excellent use of the views of its learners and employers in, improving the quality of the provision. Self-assessment processes are thorough and, in spite of the self-assessment report being overly descriptive, directors, managers and staff know their provision particularly well. Staff constantly review and update the strengths and weaknesses of their sector areas to inform robust improvement planning. They are supported by accurate management information and data which are analysed thoroughly. Teaching and learning are improved through robust monitoring, and the sharing of best practices is routine. Observations provide reliable information for developmental support which tutors value. Hawk Training recently gained Investors in People Gold status.
- Managers and tutors set exceptionally high standards across every aspect of the provision and are exemplary role models for learners, especially those joining as nursery, administration and management apprentices. Tutors are very well supported by managers, with clear development opportunities and a wide variety of training provided. The performance management of staff is particularly robust, with clear targets set. This has been further strengthened over the past 18 months and now includes regular monthly reviews which monitor all aspects of staff performance including the quality of teaching, learning and assessment, the tracking of learners' progress, and the completion of relevant documentation. Managers have embraced their responsibilities in dealing with less effective staff in order to raise the quality of provision.
- Hawk Training fully meets its statutory requirements regarding safeguarding, and rigorous processes and detailed recording systems are in place to assess and manage risk successfully. The provider makes very good use of external consultants to ensure that systems are robust. Care is taken to ensure that staff are regularly briefed and updated on safeguarding and the broader welfare concerns that may affect their learners. Lines of responsibility are very clear and tutors and managers promote inclusion throughout the programmes by providing highly effective care and support for all learners, particularly for those with learning difficulties and/or disabilities.
- Managers use equality data particularly well to monitor the participation of under-represented groups and variations in success rates between different groups of learners. They have adopted a wide range of strategies and provided additional support where needed to reduce the slight variations in success rates and engage better with minority groups. In particular, Hawk has recruited three male childcare tutors to help promote childcare and act as effective role models to male learners in this sector. Careful attention has been given to ensure learners with limited mobility and difficulties are catered for well when coming to the centre for courses. Accommodation is adaptable and a prayer/reflection room is available. Managers are in the process of improving their employer and learner inductions with a stronger focus on equality and diversity. The reinforcement of equality and diversity throughout the programmes and at reviews is good, although less consistently so in administration apprenticeships.

Record of Main Findings (RMF)

Hawk Training

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	1	1
Outcomes for learners	2	2
The quality of teaching, learning and assessment	1	1
The effectiveness of leadership and management	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	1
Administration	1

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: N/A							
	Part-time: 2377							
Principal/CEO	Managing Director - Mr T. Barnett							
Date of previous inspection	August 2008							
Website address	www.hawktraining.com							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	1	1	0	10	0	0
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	155	302	97	773	0	17		
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							

Contextual information

Hawk Training is a private limited company established in 1988. The company is contracted to provide apprenticeship training in early years and playwork, administration and management. It also has a small number of learners in customer service, information technology, hospitality and catering, warehousing and retail. Groups of learners reflect the different local populations that it serves. Staff backgrounds similarly reflect the variations in types of learners. Hawk Training is based in Twickenham and operates primarily throughout the Greater London area.

Information about this inspection

Lead inspector

Neil Edwards HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Operations Manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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