

Tesco Stores Limited

Employer

Inspection dates		27–31 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Success rates for the majority of the learners are good and considerably higher than the national average.
- Learners develop good vocational skills and improve their Functional English and mathematics skills well.
- Tesco provides good progression opportunities and a considerable number of learners were promoted last year after completing their apprenticeship.
- Teaching, learning and assessment are good and learners engage well with all aspects of the apprenticeship.
- Managers and assessors share their very good occupational knowledge with learners during training and coaching sessions, helping them to develop good job skills.
- Leaders place a high priority on staff development and the apprenticeship programme is a key part of the company's career development routes.
- Store teams take great responsibility for the success of the apprenticeship programme and they support learners particularly well.
- The apprenticeship programme meets the business needs and the learners' careers aspirations very effectively while responding well to national employment priorities.

This is not yet an outstanding provider because:

- The new fresh food counters apprenticeship programme requires further development to deliver high quality learning.
- Some variation in progress and achievement across a few different groups of learners exist.
- The provider's quality assurance systems require further development to ensure consistency in teaching, learning and assessment practice.

Full report

What does the provider need to do to improve further?

- Improve the use of available data to set challenging targets that ensure success rates continue to increase for all groups of learners, in particular, for those joining newly launched programmes.
- Fully develop a system of observations of teaching, learning and assessment of the programme to improve learning and the consistency of all assessment activities.
- Further develop learners' knowledge of equality and diversity by engaging them in interesting discussions during workshops and progress reviews.

Inspection judgements

Outcomes for learners

Good

- Outcomes for learners are good. Since the last inspection, Tesco has increased considerably both its range of apprenticeship programmes and the number of learners that undertake them. Success rates for the provision overall are high.
- In the retail area which accounts for the vast majority of the learners, achievement rates continue to be substantially higher than the national average. Last year, the percentage of learners who achieved their apprenticeship within the planned time was almost 20% higher than the national average.
- For the small proportion of learners undertaking an apprenticeship in the fresh food manufacture and preparation areas, success rates were high in the first year but fell last year to below the national average. The percentage of learners who finished their programme by their expected completion date also declined and fell below the national average.
- The strong emphasis Tesco places on providing stretch and challenge to its learners ensures they make good gains in relation to their starting points in English and mathematics. Last year, approximately, thirty per cent of the learners increased their mathematics knowledge by at least one level and a quarter of them also improved their English by a level. Notably, many undertake these functional skills at a higher level than the one required by their qualification.
- The provider has accurately identified some variation in the progress and achievement of a few different groups of learners. A plan is in place to address these variations; however, it does not contain all the necessary targets to rectify these issues effectively. Tesco has also implemented, in the last year, a comprehensive strategy to address the lower performance of some of its learning programmes in the London area. However, it is too early to evaluate its impact.
- Learners develop their vocational skills well and increase their confidence. In the fresh food counters, they are beginning to develop good technical skills. Apprentices become multi-skilled across different areas of the store and explore the retail principles that underpin their jobs. As a consequence, they gain great job satisfaction. In the latest learner survey, for example, a learner proudly highlights that they have become the expert on produce in their store.
- Learners benefit from good career progression opportunities. Although Tesco does not deliver an advanced apprenticeship programme, it offers employees its own clearly-structured development routes. Last year, over a third of the learners that completed their apprenticeship continued to further their careers within Tesco. More impressively, over half of them were promoted to supervisory or managerial roles.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good as reflected by the good outcomes for the vast majority of learners, and the good development of learners' knowledge and personal and job skills.
- Tesco has a very strong focus on staff development, providing learners with several pathways for career progression. Learners benefit from very high expectations from managers at all levels who show good leadership and involvement, helping learners to succeed. Learners are enthusiastic and demonstrate good commitment and motivation to progress in their employment and apprenticeship programmes.
- Managers and assessors have very good occupational experience and use this well to provide very effective on-the-job training for learners, who develop good skills and knowledge. Off-the-job training workshops for learners provide good opportunities to share knowledge and develop understanding which they use to complete their workbooks. They produce a good standard of work both in their job roles and in their workbooks.
- Tesco places particular importance on multi-skilling learners, who relish the opportunity to work in different departments and improve their longer-term employment opportunities. Assessors use the 12-weekly reviews of progress to discuss progress in the job role and in the apprenticeship programme effectively.
- Assessment practice is generally good. Learners have a good understanding of their programme and their progress. Assessors monitor target dates for the completion of workbooks closely to ensure learners are on track. Most assessors undertake assessment well, with good observations and very effective use of questioning to check learners' understanding. However, a small minority of assessors do not clearly separate coaching and assessment activities, providing consistently thorough questioning at assessment and ensuring they involve all learners sufficiently in feedback on assessment decisions.
- Initial assessment is effective in identifying learners' levels of English and mathematics and assessors provide good challenge by encouraging learners to undertake these qualifications at a level above the requirements of their framework where appropriate. Diagnostic assessment leads to effective signposting to online learning resources.
- The development of English and mathematics skills is good. Assessors routinely monitor and correct learners' spelling and punctuation. Functional skills trainers plan sessions well, providing some practical activities that learners enjoy as well as prepare them for tests effectively. Trainers, assessors and managers share information well to ensure learners receive good support throughout. Where learners make slow progress, trainers provide good individual support. However, there is no formal strategy or specialist resource to support learners with specific learning difficulties such as dyslexia.
- Learners receive good information and advice at the start of their programme to ensure they undertake the most relevant apprenticeship, with a clear focus on job progression. Where a learner wants to progress to another department, for example clothing, planning is effective to ensure they will have the opportunity to work in this area. Induction is effective in giving learners a good understanding of how the apprenticeship fits into Tesco's overall staff development programmes. At the end of the apprenticeship, learners receive an effective exit interview to discuss opportunities for progression, either to other training programmes or for suitable job opportunities such as team-leader roles.
- The promotion of equality and diversity is good. A very good ethos runs throughout Tesco that effectively promotes equality, with high levels of mutual respect. Learners have a good understanding of the policies that are applied well to ensure they receive protection from discrimination, bullying or harassment. They are fully aware of what to do, should they ever have any concerns. At the initial job induction, and again at the apprenticeship induction,

learners receive good information on aspects of equality and diversity. However, trainers and assessors do not further develop these topics during workshops and progress reviews.

Manufacturing technologies

Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment requires improvement as reflected in last year's success rates, which declined significantly from 2011/12.
- The planning of learning when introducing the food manufacturing apprenticeship was not fully effective. The programme was too short and there were significant issues with ensuring that it met all the external requirements so that learners could obtain certification for all elements of the apprenticeship they had undertaken. Tesco has implemented substantial recent changes including extending the duration of programme where required and working closely with the awarding body to develop the programme. The revised strategy is beginning to effect improvement but it is too early to evaluate its full impact.
- All learners are at an early stage of their apprenticeship. Assessors set learners challenging targets which clearly motivate them well. They use their newly developed knowledge to share creative meat and fish recipes with customers. They set high standards for themselves and are now beginning to work on more complex tasks.
- Assessors and verifiers are very experienced Tesco's employees, and in many cases are line managers to the apprentice. This enables them to maximise the opportunities to coach learners outside of the formal apprenticeship programme. Learners receive regular verbal and written feedback from assessors. However, assessment practice is variable and there are examples of assessors giving too much guidance to learners during assessment.
- Most stores, particularly those with a smaller number of learners, are aware of the progress each learner is making but not all use the comprehensively available data to monitor and benchmark progress and achievement.
- YMCA Training delivers well-planned functional skills training sessions and learners are enthusiastic about developing their mathematics and English skills. Initial assessment is effective and informs assessors and tutors appropriately. Learners with dyslexia and dyspraxia receive adequate support. However, the assessors' level of understanding of these additional needs is inconsistent and there is no overall guidance available on how to support them in the most effective way.
- The teaching of Functional skills relates well to the workplace. For example, learners are encouraged to calculate the cost of wastage and discounting. Learners' written work is of a good standard and spelling and grammar are corrected where necessary. The provider uses resources well, such as computers, to support apprentices of differing ability levels.
- Learners receive good information, advice and guidance. They are fully aware of all the career pathways within Tesco. Staff can pursue their career aspirations well and a number of staff has received support to undertake apprenticeships in other skill areas such as Security.
- Equality and diversity are embedded within the Tesco culture with many stores having a rich cultural and ethnic mix of both staff and customers. These topics are regularly promoted during training and assessment. However assessors do not maximise opportunities such as progress reviews to develop further the learners' knowledge of equality and diversity.

Retailing and wholesaling**Apprenticeships**

Good

- Teaching, learning and assessment are good as reflected in the high success rates which are significantly above national averages. Learners make considerable gains in confidence and produce high standards of work.
- Tesco sets high expectations for developing staff through the clear internal progression routes, often promoting learners who have completed their apprenticeship. Learners are well known in the stores, they feel well supported and are able to seek help and advice from managers. Weekly workshops take place and learners benefit from well-designed workbooks that vary according to the content of the learning units and encourage learners to carry out independent research. Each store has a dedicated training room equipped with a wide range of learning resources. Learners enjoy good recognition of their achievements, which Tesco celebrates well both in its stores and at external venues.
- Training is good in group and individual sessions. In most cases the assessor is also the line manager and they skilfully weave their experience and practice into the learning sessions. Training is linked closely to learners' everyday work. They enjoy their training and appreciate gaining a clearer understanding of their retail and customer service roles.
- Assessment is good and well trained and occupationally competent assessors use their skills very effectively. Assessors plan well to confirm competence and identify areas for development, monitoring the agreed action plans frequently. Line managers contribute well to observations by including their own daily operational comments. However, in a few instances, the managers' assessment and training functions are not sufficiently differentiated and learners are not always appropriately involved in the feedback process.
- Learners undertake a screening process that appropriately identifies if they are suitable for the apprenticeship programme, which is matched well to their job roles. A comprehensive and very informative induction follows which clearly advises learners and assessors of what the programme entails and what is required of them.
- The 12 weekly progress reviews are effective and staff use these well to monitor learners' progress against workbook targets. Individual Learning Plans (ILPs) are identical for most learners and do not record the individual's occupational experience and the expected skills development.
- The training and development of Functional English and mathematics skills are good. YMCA Training tutors carry out initial assessment of learners' starting points that includes diagnostic testing followed by an effective induction. Learners appreciate the opportunity to achieve qualifications and improve these essential skills. Tutors motivate and encourage learners and set regular and challenging targets.
- Initial advice and guidance are good and ensure that learners are on the appropriate programme. There is a wide-range of learning options available and learners are able to pursue additional retail training and development through the internal progression programme.
- Close adherence to safe working practices ensure that young people are appropriately restricted from undertaking some activities such as using dangerous machinery.
- Tesco promotes equality and diversity well. It has a strong anti-bullying and anti-harassment culture. Staff are highly supportive of each other and team work is excellent. However, equality and diversity topics are not included in the review process and learners' knowledge in this area is very variable.

The effectiveness of leadership and management

Good

- Leadership and management are good. Tesco's leaders and managers at all levels place a high priority on providing good quality training and the company ensures very effectively that accountability for the success of the programmes rests with the store teams. This provides a particularly supportive learning for the apprentices who benefit from their managers' high expectations. Apprentices access good teaching learning and assessment; they gain skills which help them do their jobs more effectively and a high proportion of them progress quickly in their careers.
- Tesco has made a substantial investment in training since the last inspection, throughout a particularly difficult economic climate for the retail sector. The range of programmes has grown extensively, responding promptly to the business needs and the number of learners on programme has increased substantially. The apprenticeship programmes form part of the company's arrangements to ensure that staff are appropriately trained to meet its future expansion plans.
- Comprehensive, useful management information is readily available to the apprenticeship programme manager and allows any areas of concern to be identified quickly and resolved. This information needs to be shared more effectively with assessors to ensure timely and appropriate action is taken at store level. For the retail programme this careful management has enabled very high success rates. However, target setting for different groups of learners or in areas such as the more complex and recently introduced bakery, fresh counters and produce programmes, requires further development to ensure a high number of apprentices succeed and complete their programmes within planned timescales.
- The apprenticeship programmes are one of the key career development routes for Tesco's employees and have been developed in close consultation with government, relevant sector skills councils, awarding bodies, unions and other stakeholders. As a result, the programmes meet the learners' aspirations and the needs of the employer well. The national priorities to develop vocational and key employability skills such as English and mathematics are also covered well in the apprenticeship programmes.
- Performance management to improve teaching, learning and assessment is generally good. Tesco's managers carry out the verifier, assessor and training roles along with their broader operational management duties and their performance is assessed as an important element within their appraisal process. Where improvement is required appropriate support is provided.
- The subcontractor manages the performance of its English and mathematics tutors very effectively. As a result, learners are well supported in developing their English and mathematics skills and the quality of their work is high. Quality assurance of the subcontracted provision of functional skills is appropriate and effective. However, Tesco has recognised that the process for observing and monitoring the quality of its own vocational teaching, learning and assessment is underdeveloped and requires improvement.
- Tesco provide good training opportunities and development opportunities to its assessors. Their knowledge and experience has been recently enhanced through further training in assessment practice. English and mathematics tutors hold the appropriate teaching qualifications.
- Managers gain a very clear understanding of the quality of the apprenticeship programmes by ensuring wide and regular involvement of staff and contractor in evaluating strengths and identifying areas for improvement. The overall assessment of the provision and the areas for improvement closely reflect the views of inspectors. An improvement action plan exists although some areas do not contain sufficient targets to bring about improvement effectively.
- Communications and opportunities for apprentices to provide feedback have improved in the last year and are particularly good. The contractor has gathered comprehensive learner feedback about each stage of the learning process. The robust analysis of qualitative and quantitative

information has allowed Tesco to implement changes that have strengthened the quality of the apprenticeship programme, swiftly and effectively.

- Tesco promotes equality of opportunity and diversity within the apprenticeship programmes extremely well. The 'Everyone Welcome at Tesco' strapline was well supported in the wide range of stores visited during the inspection. Tesco ensures equality of access to apprenticeships by providing programmes for its employees who are not eligible for government funding in Scotland and Wales. All staff gain a good awareness of equality and diversity during induction programmes, however opportunities to deepen apprentices' understanding are not always taken during learning sessions and progress reviews.
- Tesco meets its statutory requirements for safeguarding young workers including apprentices. The robust application of the young worker policy ensures safe working practices are adhered to in stores. The YMCA trainers and assessors are all appropriately checked in accordance with government legislation.

Record of Main Findings (RMF)

Tesco Stores Limited

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Manufacturing Technologies	3
Retailing and Wholesaling	2

Type of provider	Employer								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	Full-time: N/A								
	Part-time: 4,234								
Principal/CEO	Phillip Clarke								
Date of previous inspection	November 2007								
Website address	www.tesco.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	N/A	N/A	N/A	N/A	N/A	N/A	
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+			
	192	3,741	N/A	N/A	N/A	N/A			
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)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> YMCA Training. 								

Contextual information

Tesco was established in 1919 and became a limited company in 1932. Based in Hertfordshire, it operates as a global retailer offering a wide range of products and services from food to finance, both online and directly to its customers. In the UK Tesco employs 300,000 staff and delivers publicly-funded training in 858 stores across England.

The programme is managed by the Tesco Apprenticeship Manager, who is accountable for all aspects of the programme including the management of the subcontractor. The training programme is delivered in stores by staff who are also the learners' assessors and verifiers. Learners are based in different geographic areas and the impact of socio-economic forces affects some learners more than others.

Information about this inspection

Lead inspector	Maria Navarro Her Majesty's Inspector
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the apprenticeship 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 relevant 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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