

Raytheon Professional Services Ltd

Independent learning provider

**Inspection dates**

19–22 April 2016

Overall effectiveness**Good**

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for learners

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Good

Summary of key findings

This is a good provider

- Senior managers provide effective challenge to all staff and have maintained high-quality provision.
- Senior managers understand the business requirements of their stakeholders well and provide a well-designed curriculum that meets these needs.
- Senior managers monitor performance robustly in order to improve outcomes for all apprentices.
- Senior managers and leaders promote the importance of English and mathematics skills very strongly to ensure that apprentices develop their skills well compared with their starting points.
- Teachers motivate learners well by planning interesting and lively lessons and ensuring that on- and off-the-job training are clearly linked.
- Employers and workplace mentors provide very effective guidance and support that helps apprentices make good progress with their learning.
- The proportion of learners who achieve their apprenticeship frameworks has improved over the previous year and is now high.
- Learners make good progress, develop a wide range of personal and employability skills and enjoy their learning.

It is not yet an outstanding provider

- The observation of teaching, learning and assessment is insufficiently frequent and does not cover all aspects of the learner's journey.
- Written feedback following assessment of learners' work is insufficiently detailed and does not help apprentices understand what they need to do to improve further.
- Apprentices do not receive clear and impartial careers advice and guidance throughout their training to plan their next steps in learning.
- Learners demonstrate good respect for others, but do not clearly understand how their behaviours reflect British values.
- Success rates for the minority of apprentices on the intermediate apprenticeship in motor vehicle parts operations programme require improvement.

Full report

Information about the provider

- Raytheon Professional Services Ltd (Raytheon) provides apprenticeships primarily in the automotive and telecommunications industries, across England and Wales. It has 269 learners on apprenticeship programmes in motor vehicle, business administration, customer services, information and communication technology and telecommunications. Motor vehicle apprentices attend off-the-job group training sessions at the training centre located in Ruddington, Nottingham. However, the majority of the training, coaching and assessment is carried out in apprentices' work settings. The majority of current learners are following apprenticeships in vehicle maintenance and repair.

What does the provider need to do to improve further?

- Senior managers should ensure that the formal arrangements for observation of teaching, learning and assessment include all aspects of the apprenticeship programme, including induction, virtual learning sessions and progress reviews.
- Senior managers and leaders should investigate the reasons for the lower outcomes on the intermediate apprenticeship in motor vehicle parts operations programme, and ensure that all learners receive good-quality support that helps them to succeed.
- Ensure that written feedback following assessment of apprentices' work is comprehensive and enables them to understand what they have to do to improve.
- Ensure that all apprentices receive clear and impartial careers advice and guidance throughout their training in order to make informed decisions about their future.
- Ensure that learners clearly understand the links between the development of their personal and employment-related behaviours, wider equality and diversity topics and their relationship to traditional British values.

Inspection judgements

Effectiveness of leadership and management

is good

- Senior managers and leaders have ensured that, since the previous inspection, high-quality provision has continued to provide good outcomes for the large majority of apprentices.
- Leaders and managers provide clear strategic direction for the company to provide high-quality training, primarily in the automotive and telecommunications industries. Senior managers use their detailed and specialist knowledge of the automotive industry very well to plan a curriculum that meets the needs of the sector.
- Performance management arrangements are very effective. Appraisal arrangements are effective and ensure that staff at all levels meet the company's expectations. Staff who give cause for concern receive appropriate support and a performance improvement plan to help them meet the company's standards.
- Senior leaders robustly manage the performance of the vocational learning team through frequent meetings to analyse a range of performance and quality reports. These include scrutiny of data on learner recruitment, retention and progress towards completion, as well as budgeting and resourcing.
- The self-assessment report and quality improvement plan identifies key strengths and weaknesses accurately. Managers accurately monitor progress against the actions identified in the improvement plan.
- The company's observation of teaching and learning scheme ensures that all trainers receive robust observations of their practice. Action plans arising from observation reports are generally satisfactory, though arrangements for monitoring the completion of actions are weak. The observation process does not cover all aspects of the learner's journey such as induction, reviews and sessions delivered remotely through the company's virtual learning resource.
- Managers make good use of feedback to improve aspects of the provision. They carry out surveys at each key stage of the learner's journey and take appropriate action, such as providing more up-to-date computers and vehicles for learners to use in the automotive workshops.
- Senior managers strongly promote the development of good English and mathematics skills by all apprentices. An appropriate functional skills strategy and a detailed action plan for implementing it are in place. All apprentices are required to study English and mathematics, including those who have already achieved a GCSE at grade A* to C in these subjects. Managers have introduced learning sessions that the functional skills tutor delivers remotely, which is a promising initiative though managers acknowledge that attendance at these sessions requires improvement.
- Partnerships are good and include collaborative arrangements with large multinational automotive retailers and a major telecommunications company. Apprentices work in small groups in work settings across England and Wales. As a result, Raytheon's links with local enterprise partnerships are limited, though its collaborative work with industry partners is good.
- Managers actively promote motor vehicle apprenticeships to young women and a detailed plan to increase the number of female learners is in place. Early indications suggest that this approach is having some success. Managers acknowledge that actions taken to increase the number of learners from minority ethnic groups are yet to have sufficient impact.
- Senior managers use appropriate data reports to ensure contract compliance and manage the performance of staff. They meet regularly to monitor the progress of individual learners. Managers make good use of data to support improvement plans, although they acknowledge that the implementation of a new learner management information system is not yet complete.
- **The governance of the provider**
 - Governance arrangements are well developed. The managing director and operational manager have a close, detailed knowledge of the progress of different groups of learners.
 - Senior managers monitor the progression and destination of learners well to measure the impact of the apprenticeship programme and leaders provide very good challenge to managers to maintain the high quality of the provision.
 - The company's director of operations provides appropriate support and challenge for the head of vocational learning through weekly and monthly performance management meetings.
 - The company's performance is also scrutinised regularly at the quarterly meetings of the education and training board of its largest apprenticeship customer.

■ The arrangements for safeguarding are effective

- Safeguarding arrangements are well managed. A designated officer is in place. All staff that come into contact with learners are required to pass an appropriate security clearance to confirm their suitability to work in the sector.
- Learners understand who they can complain to if they feel unsafe or threatened.
- All staff have received appropriate safeguarding training, including online training on the dangers of radicalisation and extremism.
- The company has an appropriate strategy to meet its obligations under the government's strategy for protecting learners from the risks of radicalisation. Relevant risk assessments and action plans are in place. Training staff have a basic awareness of how to keep learners safe from extremist ideologies.
- The promotion of British values through training and assessment practice needs further improvement.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is consistently good and supports apprentices to make good progress and succeed well.
- Raytheon provides good off-the-job training, for the large majority of apprentices, in well-resourced facilities. Apprentices benefit from a good range of high-quality web-based training resources that they use well to enhance their learning. Motor vehicle apprentices develop good technical theory knowledge and improve their English and mathematics skills by completing useful learning activities in the workplace, at home and during their residential training weeks using resources including e-books and online learning packages.
- A range of employers, many of whom support apprentices well through formal mentoring arrangements, provide good-quality on-the-job training. Employer premises provide professional environments, which help apprentices make good progress in their job roles. Good communication between Raytheon and employers ensures apprentices benefit from good on- and off-the-job training linked well with the workplace.
- Teachers and apprentice development coaches use their industrial experience well to effectively plan good individual coaching and group learning sessions. These highly motivate and interest apprentices. Business administration apprentices, who learn solely in their workplaces, greatly appreciate the level of knowledge and understanding of their job role held by their apprentice development coach.
- The vast majority of employers offer a good range of additional technical training and provide very effective workplace supervision to ensure that apprentices understand the relevance of their training to their job roles and how this supports the needs of their customers. They also attend manufacturers' training courses to develop their skills in subjects such as air conditioning and vehicle diagnostics.
- Regular and thorough progress reviews ensure that the majority of apprentices make good progress towards their apprenticeship framework and are able to complete their training within the planned timescale. Apprentices value the very close one-to-one support that they receive from their apprentice development coaches. Employers have a high level of involvement in the progress reviews. Apprentice development coaches make frequent and regular visits to the workplace, including on-demand assessment when particular activities are taking place, and this helps them to progress more quickly.
- Highly effective initial assessment clearly identifies individuals' levels of English, mathematics and ICT skills. Apprentice development coaches and the functional skills tutor use the results of accurate initial assessment to ensure apprentices work towards the qualification levels that correctly match their job roles.
- All apprentices extend their understanding of English and mathematics beyond the minimum requirements of their programme. Apprentices develop good skills in these subjects compared with their starting points. Teachers integrate English and mathematics well during off-the-job training sessions and they correct errors in spelling, punctuation and grammar in apprentices' written work. The introduction of a virtual learning platform supports learners well in preparing for external functional skills tests.
- Apprentice development coaches monitor apprentices' progress very well. Almost all apprentices know the progress they are making and the tasks that they must undertake between progress reviews in order to complete their training within the planned timescale. Apprentice development coaches identify apprentices who make slow progress quickly and take effective action to help them catch up and move on with their learning.
- Feedback to apprentices following assessment of academic assignments and examination of work products, such as job cards, requires improvement. Apprentice development coaches' written comments indicate successful demonstration of competence but fail to indicate what the apprentices can do to

improve their academic and employability skills.

- Although trainers introduce apprentices to the subjects of safeguarding and British values during their training, apprentice development coaches do not adequately reinforce these topics at progress reviews and apprentices' understanding of these topics is not thoroughly tested.
- Apprentice development coaches take prompt action to prevent bullying, including cyber bullying, and ensure that inappropriate language and behaviour in lessons is challenged successfully so that all learners are kept safe. However, e-safety is insufficiently reinforced throughout the programmes.

Personal development, behaviour and welfare

are good

- Apprentices engage well in training sessions and have positive attitudes to learning. They develop their employment-related skills well and understand how these will help them improve their employability or progress to higher-level training. Apprentices enjoy their learning and talk confidently about the good progress they have made since starting at Raytheon. Apprentices are rightfully proud of their achievements.
- Apprentices develop their confidence well and are quick to acquire new practical skills and technical knowledge. They apply their learning well to complex tasks in the workplace to a good standard. Examples include vehicle technicians involved in engine diagnostic testing, telecommunications apprentices working independently in financial institutions and business administration apprentices handling significant amounts of cash takings and carrying out banking activities.
- Apprentices' attendance is high and managers closely monitor attendance at both off-the-job training and in the workplace. Apprentices demonstrate high standards of behaviour and professional conduct that are recognised and highly valued by their employers.
- Apprentices feel safe during their residential training and in the workplace. Good arrangements are in place to support apprentices staying away from home and to ensure their well-being. Apprentices have developed and routinely apply good safe working practices throughout their training programme and in the workplace.
- Apprentice development coaches provide insufficiently clear and impartial careers advice and guidance to apprentices. Apprentices receive support to help them to progress onto advanced apprenticeships within their current work settings and the overwhelming majority secure good-quality long-term employment. However, a minority of apprentices approaching the end of their programme do not receive sufficient timely support to explore alternative career pathways or consider higher-level training options.
- Apprentices have an insufficient understanding of aspects of equality and diversity, radicalisation and extremism. Apprentices know how to access support if they have concerns about their safety or well-being. However, they have too little understanding of the issues in these areas to enable them to confidently identify potential risks.
- The additional skills and qualifications that apprentices gain through their programmes help the overwhelming majority to secure long-term employment and, for a few, to gain greater responsibility in their workplace.
- Apprentices' work is of a good standard and in both English and mathematics most apprentices successfully improve their skills. Apprentice development coaches regularly reinforce the importance of correct spelling and carefully explain new work-related terminology. Motor vehicle apprentices produce clear job cards, which they use to compile customer accounts.
- Learners are polite, behave well and act appropriately. They demonstrate good respect for other learners and staff, make suitable contributions to discussions and build productive relationships. Learners are safe and feel safe. They understand the importance of staying safe when using the internet.

Outcomes for learners

are good

- Success rates on most apprenticeship programmes dipped in 2013/14 but recovered well in 2014/15 and are now above national rates. This improvement has been maintained in the current academic year. Success rates on information and communication technology apprenticeships are very high. However, success rates for a minority of apprentices who are on the intermediate-level motor vehicle parts operations programme require improvement.
- Retention rates are very high and the large majority of learners achieve their qualifications within the planned timescales.
- Most apprentices gain a good range of additional work-related qualifications to enhance their training.

Telecommunication apprentices gain qualifications in harness fixing, working at heights and mains electrical safety. Vehicle technician apprentices progress to the manufacturer's academy through the different levels and on to master technician.

- Achievement by all groups of apprentices is high. The proportion of motor vehicle apprentices who progress to higher-level training programmes is very high.
- Apprentices make good progress with their learning and develop highly valued work-related skills, including English and mathematics. Almost all apprentices progress to further training and sustained employment.
- The very few learners who do not achieve all elements of the apprenticeship framework attain the main qualification.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	340
Principal/CEO	Mr Mark Oliver, managing director
Website address	www.raytheon.com/ourcompany/rps/

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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	0	0	0
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	162	31	28	40	0	8		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	■ None							

Information about this inspection

Inspection team

Gerard McGrath, lead inspector	Her Majesty's Inspector
Jai Sharda	Her Majesty's Inspector
Timothy Hanson	Ofsted Inspector
Jason Lancaster	Ofsted Inspector
Ralph Brompton	Ofsted Inspector

The above team was assisted by the operations manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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