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Ms Sharna George  
Head of Compliance  
Clarkson Evans Training Limited  
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Dear Ms George

### **Short inspection of Clarkson Evans Training Limited**

Following the short inspection on 11 and 12 April 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in November 2013.

### **This provider continues to be good.**

Since the previous inspection, your managers have successfully carried out the recommendations made at that inspection. Consequently, learners continue to receive high-quality support and training. Your managers closely monitor the progress of learners and a high proportion continue to complete their qualifications to a high standard within the expected time.

You have introduced a dedicated management team to support the further professional development of your lecturers and assessors to ensure that apprentices receive the best training for their career. Your managers closely track and monitor your apprentices to ensure that they achieve their qualifications. You have improved your use of technology to support apprentices, by providing them with a virtual learning environment, e-portfolios and videos, to enable them to continue learning outside of the classroom.

### **Safeguarding is effective**

Managers and leaders have been instrumental in developing and maintaining the effectiveness of safeguarding arrangements. Apprentices feel safe, adhere to health and safety expectations and know who to speak to if they have a concern. Apprentices have a good understanding of the risks of extremism and radicalisation; they know what to look for and how to report a concern. Managers identify apprentices who are vulnerable for reasons such as bereavement, being involved in

an accident or experiencing a change of personal circumstances, and ensure they receive appropriate support.

All staff have regular and effective training on both safeguarding and the 'Prevent' duty. Staff are recruited safely and appropriate checks are undertaken in a timely manner. Managers review these checks every three years. Managers responsible for safeguarding handle referrals sensitively and ensure that their apprentices receive the support they require.

## **Inspection findings**

We agreed on seven key lines of enquiry, including safeguarding of apprentices, and the following are the inspection findings from the other six lines of enquiry.

- Managers and leaders have clearly identified the strengths and weaknesses of the provision. Managers have an effective and precise plan to improve the provision for all apprentices. However, managers do not routinely review the impact of actions undertaken.
- Leaders and managers have introduced a comprehensive monitoring system that clearly shows how each apprentice is progressing. This system allows managers to introduce timely interventions to support apprentices who may be starting to fall behind with their studies.
- Leaders and managers have developed good-quality assurance procedures to monitor and drive improvement in teaching, learning and assessment. Managers' feedback to assessors helps them improve their practice and, as a result, apprentices receive good support and guidance from them frequently. Lecturers receive valuable feedback on their performance and clear actions to improve their teaching, but managers do not always revisit or check to see if the actions have improved the teaching for the apprentices.
- All apprentices receive particularly beneficial support from their assessors and employers. As a result, learners work to a high standard and gain additional qualifications and skills. All apprentices undertake first aid at work qualifications and additional manufacturer qualifications together with inspection and testing accreditation.
- Apprentices make good progress towards their qualifications. They enjoy their learning in the training centre and can clearly articulate the links between their theoretical training and working on-site. Currently, lecturers are not ensuring that the most able apprentices extend their skills; some sessions do not stretch these very able apprentices. Managers and lecturers are further developing a useful online resource to provide support and guidance for apprentices and team leaders.
- Lecturers receive regular and effective training to assist in their professional development; this training is of a high quality and targeted to meet their needs.
- Apprentices develop and demonstrate high levels of mathematical skills in theory sessions and can apply these skills well in the workplace. Apprentices produce a good standard of written work and extend their use of technical language well

both during taught sessions and at work. Those apprentices who need to undertake functional skills receive good individualised support to help them achieve these qualifications.

- Lecturers and assessors do not focus sufficiently on monitoring apprentices' wider personal, social and reasoning skills. Apprentices are gaining some of these skills, such as problem solving, but they do not know how to improve them further.
- Apprentices' understanding of equality of opportunity, diversity, radicalisation and extremism is very good. Assessors and lecturers throughout their programme frequently reinforce these topics, along with fundamental British values. The employer promotes fundamental British values through a company magazine that also goes to all of its sites and subcontractors.
- Former apprentices who are now qualified electricians and team leaders are very good role models; their understanding of the programme supports current apprentices extremely well. Apprentices are effective team members on-site and are highly regarded due to the high standard of their work. Apprentices work hard, are respectful of their peers and lecturers in the training centre and have very good interpersonal skills in the workplace.

### **Next steps for the provider**

Leaders and those responsible for governance should ensure that:

- they support apprentices to further improve their personal, social and emotional skills and ensure that apprentices are fully aware of their achievements in these skills
- the most able apprentices are given sufficient opportunities and encouragement to extend their skills and achieve the highest possible standards both in theory sessions and in the workplace
- managers, assessors and lecturers know what to do to improve their performance both in teaching sessions and during assessment and reviews for the benefit of their apprentices.

I am copying this letter to the Education and Skills Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Tracey Zimmerman  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection we were assisted by the head of compliance of Clarkson Evans Training Limited as nominee. We met you and your board member, senior

leaders, lecturers, other members of staff and a director. We visited sessions to collect information about apprentices' progress and the quality of teaching, learning and assessment. We spoke to apprentices during sessions and informally. We reviewed key documents, including those in which Clarkson Evans Training Limited leaders evaluate the quality of provision and standards achieved, the provider's evidence of safeguarding and reports on apprentices' satisfaction with their course.