

Summerhouse Equestrian and Training Centre LLP

Independent learning provider

Inspection dates

18–21 September 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Adult learning programmes	Good
Quality of teaching, learning and assessment	Requires improvement	Apprenticeships	Requires improvement
Personal development, behaviour and welfare	Good		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Outstanding	

Summary of key findings

This is a provider that requires improvement

- Leaders have not managed the growth of the company well enough. They have not put in place the people or processes required to ensure that the quality of education and training for apprentices and adult learners is good enough.
- Leaders provide insufficient challenge to managers. Leaders' monitoring of the quality of teaching, learning and assessment has been ineffective. Therefore, the quality has declined.
- Leaders and managers do have a firm grasp of the strengths and weaknesses of their subcontractors' provision. They are unclear what improvements are required.
- The effectiveness of leadership and management has declined. Managers do not have an effective plan for improving the quality of teaching and assessment.
- Outcomes have declined since the previous inspection. Managers do not use all available information sufficiently well to identify the progress of learners or analyse the achievement or destinations of different groups of learners.
- The quality of teaching is too variable. Not enough is of a good quality. Consequently, outcomes also vary too widely across different subcontracted provision.
- Not enough apprentices with subcontractors achieve their qualifications or do so quickly enough. Too many apprentices with subcontractors are making slow progress.

The provider has the following strengths

- Staff provide effective information, advice and guidance. Learners understand their career options and what steps they need to take to achieve them.
- Summerhouse Equestrian manages its own apprenticeships well. A high proportion of equine apprentices successfully complete their apprenticeships.
- Managers have good relationships with subcontractors and external agencies. Together they provide valuable training to long-term unemployed people and other vulnerable adults. Most adults achieve well.
- Learners have positive attitudes to their training.

Full report

Information about the provider

- Summerhouse Equestrian and Training Centre (SETC) is based in Gloucester. Initially it was a specialist equine apprenticeship provider. Since 2011 SETC has partnered with subcontractors to expand the number of apprenticeship subjects and to provide traineeships and adult courses.
- At the time of the inspection SETC worked with seven subcontractors, mostly in Greater Manchester, Newham in London, Swindon and Wiltshire. Approximately three quarters of apprentices and two thirds of adults undertake apprenticeships and courses via these subcontractors. The largest number of apprentices follow health and social care apprenticeships. Most adults follow diplomas in health and social care, or in nail technology and beauty. A small number of trainees aged between 16 and 18 recently completed their traineeships; none were on courses during the inspection.

What does the provider need to do to improve further?

- Improve the quality and impact of leadership and management by:
 - ensuring that managers are challenged to improve their performance through greater scrutiny
 - identifying the strengths and weaknesses of the whole provision and developing precise action plans to address areas for improvement
 - analysing data to identify groups of learners who are performing less well and implementing actions to help them improve
 - ensuring that tutors and assessors continually improve their teaching and assessment.
- Rapidly improve the progress that learners with subcontractors make by:
 - setting targets that focus on the development of skills, knowledge and behaviours and ensuring that learners achieve them
 - identifying which learners are behind with their studies and helping them to catch up
 - ensuring that tutors and assessors extend learners' English, mathematics and digital skills.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders at SETC have been slow to halt a decline in performance. They have not recognised and acted to improve weaknesses in teaching, learning and assessment or outcomes for learners, particularly in subcontracted apprenticeship provision.
- Leaders did not manage the rapid expansion of subcontracted provision well. Insufficient resources were available to manage the number of subcontractors effectively and the dispersed locations of their learners, in geographically and economically diverse areas of the country. Consequently, too many apprentices with subcontractors do not achieve their qualifications or take too long to do so.
- Historically, leaders and managers have not identified the strengths and weaknesses of the whole provision accurately because they focused too narrowly on SETC's own provision. SETC managers lack the capacity needed to use subcontractors' information and identify areas for improvement, or actions required to make improvements. SETC leaders recognised these shortcomings and took a strategic decision to reduce the numbers of subcontractors from 13 in 2016/2017 to seven at present. They intend to continue subcontracting arrangements for adult learning but not for apprenticeships.
- Managers do not use data well enough to identify and analyse the performance of different groups of learners, for example by gender or ethnicity, particularly in subcontracted provision. Consequently, they do not develop actions to help groups of learners who are performing less well than others to achieve equally well.
- Recently, managers have introduced regular meetings with SETC assessors to monitor and support learners who are at risk of falling behind. This is ensuring that assessors are being held more to account for their learners' progress. However, such steps do not yet extend to subcontractors.
- Managers have recently acted to improve the quality and management of the subcontractors that SETC intends to keep as partners. Audits are now being used to help ensure that subcontractors raise their standards. When a small number of subcontractors ceased trading in the last two years, SETC managers worked diligently to transfer apprentices into SETC or another subcontractor. As a result, around two thirds of apprentices previously with Stella Maris Limited (Ltd) or Independent Training Ltd were able to continue their apprenticeships.
- Leaders and managers have a well-considered focus on training and skills development in the care sector and working with long-term unemployed and disadvantaged adults.
- Leaders and managers, both at SETC and in subcontractors, recruit staff who are well qualified with extensive experience in their sectors that benefits learners. Managers at SETC provide relevant staff development to ensure that they maintain up-to-date knowledge of their sectors. However, insufficient importance is placed on the continuous development of teaching and assessment. Managers do not provide effective guidance for tutors and assessors on how to improve their teaching and assessment practices.

The governance of the provider

- Leaders have not implemented suitable governance arrangements for the expanded organisation. As a result, managers do not receive sufficiently constructive challenge and scrutiny to help them improve the quality of training and experience for learners.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers have suitable checks in place when recruiting new staff.
- Staff at SETC and their subcontractors receive regular safeguarding training and updates, including online safety and 'Prevent'. Designated safeguarding officers are suitably trained and qualified. They keep comprehensive records of safeguarding issues and refer learners appropriately if required.
- Managers have developed a basic 'Prevent' action plan but this does not yet focus sufficiently well on specific potential regional or sector-specific risks. Consequently, learners do not always appreciate how radicalisation and extremism are relevant to them at home or at work.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is too variable across the provision. Leaders and managers do not have the capacity or systems in place to effectively monitor teaching and use the information to bring about improvements. Consequently, not enough teaching is of a good enough standard.
- Too many current learners are not making fast enough progress, particularly in subcontracted provision. Tutors and assessors do not use assessment information available to them to set learning goals that help learners develop their skills and knowledge rapidly.
- Assessors' use of assessment information is not routinely good. Too much focus is placed on apprentices completing units and meeting minimum qualification standards and not on developing new skills, knowledge or behaviour. Most subcontractors' assessors do not provide sufficiently useful feedback on apprentices' written work. Consequently, not all apprentices are clear about what they need to do next, or how to improve, and do not make the progress of which they are capable.
- Assessors in most subcontracted provision do not develop apprentices' skills in English and mathematics well enough. Assessors do not use assessment information to set useful work or targets for apprentices to improve these skills. Too frequently assessors direct learners to online tests to assess their English and mathematics knowledge rather than teaching them new skills.
- Staff plan and teach functional skills lessons well at SETC and Vista Training Solutions Ltd (Vista) for adults and apprentices. These learners gain useful knowledge, such as working out the cost of a mortgage. Equine apprentices develop their mathematics skills effectively when calculating feed for different breeds of horses.

- Not all apprentices and their employers recognise links between training at work and off-the-job training because assessors have not made this clear. For example, a few health and social care apprentices with Ashley Hunter Ltd repeated work they had previously completed, which slowed their progress.
- Most tutors and assessors develop learners' vocational skills and knowledge well. Staff use their relevant qualifications and experience to provide learning that reflects industry expectations. Tutors adapt courses based on feedback from learners and include a variety of activities to ensure that all learners can learn appropriately. Most tutors and assessors check learners' understanding and assess apprentices' skills in line with expectations.
- Some learners make stronger progress as a result of the support and guidance they receive. Tutors at Vita Ltd, Vista and SETC skilfully extend learners' knowledge when using effective resources, question and answer techniques and regularly reviews of learners' progress against targets. For example, adult learners apply intricate nail designs or special effects make-up for clients confidently and digital apprentices understand the theory behind logic gates.
- Many staff use up-to-date learning resources that motivate learners and help them to enjoy their learning. Adult learners in Manchester and Newham benefit from well-resourced classrooms. Adult learners in Bristol on spectator safety certificates receive their training in a local football stadium, which provides highly relevant experience of working in the sector. Equine apprentices use high-quality resources such as indoor and outdoor show jumping and dressage arenas at SETC.
- Staff carry out an induction process that identifies learners' learning and pastoral support needs early in their training. They assess learners' previous attainments carefully. As a result, learners are placed on the right course at the right level for them. Staff identify learners' abilities in English, mathematics and digital skills at the start of their courses. However, not all subcontractors use this information effectively to provide relevant training to improve these skills.
- Assessors and teaching staff at SETC provide effective help for learners with personal or learning needs such as dyslexia. Suitable adjustments including additional one-to-one visits to the workplace or the use of coloured overlays and technology to improve spelling are proving effective. As a result, learners with specific learning difficulties and/or disabilities at SETC make good progress. However, not all subcontractors provide such support to learners who need it. Consequently, those learners often make slower progress or do not achieve their qualifications.
- Most tutors and assessors do not teach learners enough about 'Prevent' and fundamental British values so not enough learners understand these concepts and how they impact on their daily lives.

Personal development, behaviour and welfare

Good

- Standards of behaviour are good in lessons and in the workplace. Learners benefit from working in a professional learning environment with good learning resources and are enthusiastic about their learning. They take pride in their achievements and reflect professional standards in their work.

- Most adults and apprentices develop useful new skills and knowledge because of their courses. They use their skills and knowledge effectively in the workplace, which is valued highly by employers. For example, level 3 equine apprentices lunge unmounted horses correctly to ensure that the horse maintains the right posture and position. Health and social care learners use appropriate methods to care for clients showing high levels of anxiety and improve their skills in moving and handling clients.
- A large majority of learners achieve appropriate additional vocational qualifications that improve their future career options and make them better at their job. For example, apprentices and adults on health and social care diplomas complete courses in dementia awareness, administering medicines and food hygiene. Adults on beauty courses gain additional qualifications in eyelash extensions and hot stone therapy.
- Adult learners and apprentices receive effective impartial careers information, advice and guidance. Staff recruit learners onto appropriate courses and provide them with useful advice and guidance throughout their courses. Consequently, learners are well informed to make choices about their career aspirations and further education. Most learners have clear career goals and feel well supported to achieve these. Staff at Vista run effective pre-induction courses for potential apprentices that explain the requirements of health and social care apprenticeships well.
- Attendance is good. Learners are punctual, ready to learn and keen to do well.
- Learners feel safe. They demonstrate and adhere to safe working practices in lessons and in the workplace. Learners know how to report any safeguarding issues. However, too many learners are not aware of how to protect themselves from the dangers of radicalisation and extremism and only have a superficial understanding of fundamental British values. Apprentices with Vista demonstrate a good understanding of these aspects because their tutors have regular discussions on topics such as cyber bullying and modern-day slavery. Vista also shares resources with employers to ensure that they remain up to date and can help apprentices stay safe.
- Not enough learners develop the English, mathematics or digital skills they need to be successful in the workplace because staff do not teach them well enough.

Outcomes for learners

Requires improvement

- The proportion of apprentices who achieve their qualifications has declined over the previous three years and is still not high. For example, it was low for apprentices studying at level 3 in 2016/17. The proportion of apprentices who achieved in the time they were allowed remained too low in 2017/18. Current outcomes vary widely between different courses and subcontractors.
- In 2017/18, almost half the total number of apprentices completing their courses were with The Development Fund and the proportion who achieved was too low. SETC no longer work with this subcontractor. For SETC direct provision, Ashley Hunter Ltd, West Midlands Creative Alliance Ltd and Vista, the proportion of apprentices who achieved their qualifications was high.
- The proportion of apprentices on health and social care and business administration who achieved in 2017/18 remained too low. On equine, creative arts, media and

communications, and sport and digital apprenticeships the proportion of apprentices who achieved their qualifications was high. While it remained high for transport apprenticeships in 2017/18, not enough apprentices completed in the time they were allowed.

- The proportion of adults who achieved their qualifications remained high in 2017/18, especially for subcontracted learners. Most adults on functional skills with Vista, and health and social care courses with Winnovation Ltd, achieved their qualifications. The proportion of those who completed their beauty qualifications was lower as a larger number left their course.
- The proportion of the small number of 16- to 18-year-olds on traineeships who remained on their courses and achieved qualifications was low for the previous two years, although it did improve in 2017/18.
- Differences in the achievement of groups of apprentices and trainees in the previous two years exist because of teaching has been too variable. Work samples demonstrate differences in achievement between genders, ethnic groups, and between learners who have learning difficulties and/or disabilities and those without. There were no major differences between groups of adults in 2016/17 and no data was provided for 2017/18.
- In 2017/18 almost all equine apprentices with SETC went on to higher-level apprenticeships or into employment in the sector. A high proportion of apprentices and adults across all of the provision went into employment or further training but managers do not know if this is in sectors related to their studies. Most adults with Winnovation Ltd on health and social care courses, many of whom had been out of employment for a long time, went onto study at a higher level or went directly into work in the healthcare sector. A high proportion of the small group of adults with Green Inc (EU) Ltd (Green Inc) gained jobs in the security sector with football clubs and other sports organisations.
- A very high proportion of the small number trainees with Winnovation Ltd achieved level 1 childcare qualifications in 2017/18 and went into apprenticeships. A large proportion of trainees on level 1 construction courses with Northern Construction Training passed their courses and went into apprenticeships or employment.

Types of provision

Adult learning programmes

Good

- At the time of the inspection approximately 200 adults were on courses, mostly with SETC, Vita Ltd and Vista. Around half of these were studying at level 2 and a third at level 3. Almost all adults studying level 3 diplomas in nail or beauty, or health and social care, were using advanced learning loans to fund their studies. A small group of adults were following level 2 certificates in the supervision of sporting events with Green Inc. Approximately 100 learners recently completed standalone functional skills courses in English or mathematics with Vista in Newham.
- Leaders and managers of SETC and subcontractors have a strong focus on supporting adults who are least likely to participate in education and training. Most adults stay on their courses and achieve their qualifications. Managers have good links with Jobcentre Plus to help the many adult learners who have been unemployed for long periods of time

get onto relevant training courses in beauty, health and social care or security. Managers provide welcoming and well-resourced training centres in Manchester, Newcastle and Newham in east London. Staff work hard to support learners to help them successfully overcome any challenges they may face, such as low self-esteem, childcare concerns or poor previous educational experiences.

- Staff provide helpful information and careers advice to learners, who understand what is required for them to succeed on their courses. This information is particularly useful to learners returning to study after long absences. Learners understand what career options are available to them. For example, learners on cosmetic and nail technology receive highly relevant information on setting up small businesses and many become self-employed.
- Managers and staff at SETC, Vista and Vita Ltd work effectively with the care sector to design courses to benefit adult learners seeking employment. Employers from the care industry act as guest speakers, and interview learners at the end of their courses. A large proportion of learners on health and social courses find employment or go on to study at a higher level. Subcontractors' managers use short courses effectively as a first step to help adults back into learning; for example, English and mathematics functional skills courses at Vista and level 1 health and social care at Vita Ltd.
- Due to the effective support and teaching they receive most learners gain confidence, are keen to develop their knowledge and demonstrate enthusiasm for their subjects.
- Learners develop a wider understanding of diversity and cultural differences because of their courses. For example, beauty learners discussed the needs and demands of clients who may be in care. Tutors of health and social care learners pay close attention to safe working practices, equality and diversity and safeguarding. Consequently, learners develop a good understanding of how to keep themselves and the clients they work with safe and ensure that clients are treated with dignity and respect.

Apprenticeships

Requires improvement

- Around two thirds of 275 apprentices are following apprenticeships in health and social care, mostly with SETC, Ashley Hunter Ltd and Green Inc. A fifth of apprentices are on equine apprenticeships with SETC. A small number of apprentices are on higher-level digital apprenticeships with Vista. A few are also on business administration or management apprenticeships with Green Inc. Approximately a fifth of apprentices are following new standards apprenticeships, mostly in care work, management or digital. Around half of apprentices are studying at level 2.
- Leaders and managers at SETC do not manage the large proportion of apprenticeships that are run by subcontractors well enough. SETC managers do not set high enough standards for their subcontractors or monitor the quality of their apprenticeships closely enough. Consequently, SETC managers are unable to identify what interventions are required to help apprentices who are falling behind, and too many apprentices with subcontractors take too long to achieve their qualifications.
- Not all apprentices on standards apprenticeships with subcontractors, or their employers, have a good understanding of what the apprenticeship involves. For example, Green Inc assessors of management and care apprentices on standards do not set work that allows

them to achieve higher grades. Apprentices on digital networks and marketing with Vista and those on care apprenticeships with SETC are much better informed; for example, they understand how to prepare for their end-point assessments.

- A few apprentices and employers do not fully understand the requirement for off-the-job training as subcontractors' staff at Ashley Hunter Ltd and Green Inc have not explained this to them well enough. For example, apprentices in health and social care were uncertain if they were paid for their off-job-training.
- Assessors' reviews of apprentices' progress are not sufficiently helpful. They do not monitor apprentices' progress at work, or their development of skills, knowledge and behaviours well enough. A few assessors do not consistently involve apprentices' employers in reviews or planning learning, so these employers do not know what progress apprentices are making or how they can provide help in the workplace. Reviews conducted by Vista and SETC assessors more successfully involve employers in the planning of learning.
- Most assessors work well with employers to provide relevant, useful training for apprentices. Assessors visit apprentices regularly and often and attend at times when it is least disruptive to employers' businesses. This includes early-morning visits to equine yards and during night shifts for health and social care apprentices. Apprentices respect and benefit from the industry skills and expertise of their assessors.
- Employers value the skills, knowledge and behaviours that apprentices learn and use in the workplace. Apprentices make good contributions to their businesses. For example, digital apprentices communicate well with customers when dealing with software problems. Employers have high expectations of apprentices and encourage them to do increasingly complex work as soon as they are able, which motivates apprentices well. Apprentices take on this additional responsibility with energy and enthusiasm, and gain confidence from their successes.
- SETC's own provision is well managed and most apprentices achieve their qualifications. The quality of equine apprenticeships at SETC is good. Apprentices benefit from work in a variety of settings, from private livery and riding schools to high-profile eventing and competition yards. Apprentices benefit from a wide range of off-the-job training and enrichment, including attending events and shows, preparing competition horses, and teaching people to ride. Apprentices and employers evaluate the impact of this training well.

Provider details

Unique reference number	54664
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,459
CEO	Mrs Helen Gallop
Telephone number	01452 720288
Website	www.summerhouseequestrian.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	25	–	101	–	68	–	1
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	39	100	29	89	8	10		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
At the time of inspection, the provider contracts with the following main subcontractors:	Winnovation Ltd Ashley Hunter Ltd Green Inc (EU) Ltd Vista Training Solutions Ltd Vita Skills Ltd							

Information about this inspection

The inspection team was assisted by the director of operations as nominee. 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 considered all relevant provision at the provider.

Inspection team

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