

# Vogal Training

Monitoring visit report

---

**Unique reference number:** 1276460

**Name of lead inspector:** Christine Sherwin, Ofsted Inspector

**Inspection date(s):** 26–27 February 2019

**Type of provider:** Independent learning provider

**Address:** Helpston Road  
Ailsworth  
Peterborough  
PE5 7AE



## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Vogal Training (VT) is part of Vogal Group Limited. It provided apprenticeship training in engineering for some years as a subcontractor for West Anglia Training Association. It also provides commercial training in engineering. In 2017, VT was awarded a contract to deliver apprenticeships.

At the time of the monitoring visit, 18 apprentices were in learning. Seven are enrolled on level 2 apprenticeships in improving operational performance and 11 are enrolled on level 3 apprenticeships in engineering manufacture. All apprentices are on frameworks.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Managers effectively plan and provide apprenticeships to meet apprenticeship requirements. For example, employers recruit apprentices into permanent employment. Managers work with employers who meet their high expectations for health and safety. Apprentices develop the substantial new knowledge, skills and behaviours demanded of their job role. Leaders have provided a well-equipped and resourced training centre. Apprentices benefit from training that covers a broad range of engineering disciplines.

Managers and staff have good links with employers. Employers benefit from an individually planned programme that meets their training needs well. For example, apprentices attend extra training to gain more job-specific units. They develop broader skills for employment, such as fire warden training and manual handling training. At the training centre, apprentices extend their skills using components supplied by their employer. The high-quality products they manufacture using these components go directly to their customers.

Managers are diligent in tracking the progress of apprentices. They ensure that apprentices complete and achieve all aspects of their framework. They take prompt action when apprentices fall behind. Therefore, most apprentices complete and achieve their apprenticeship on time. Apprentices studying English and mathematics qualifications receive good support. They develop their skills to the required level. However, other apprentices do not improve their English skills well enough.

Governance arrangements are not effective across the full range of responsibilities. Senior leaders have effective oversight of the provider's financial position. They also check and advise on compliance with health and safety legislation. However, they lack ambition to further improve the quality of teaching, learning and assessment. They do not check that any improvements identified by managers have taken place. They do not identify how apprentices could make better progress in their learning.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?**      **Reasonable progress**

Trainers gather detailed information on the prior qualifications and experience of apprentices. Apprentices are on programmes matched appropriately to their skills and the employers' requirements. Apprentices receive good support in the centre and the workplace. They feel able to report any academic or personal concerns to trainers, who are quick to respond. Trainers provide regular and helpful verbal advice for improvement. Apprentices are quick to act on this feedback, improving their understanding and progress. Current apprentices are making at least good progress. Most apprentices who complete intermediate apprenticeships progress to advanced apprenticeships.

Trainers utilise their robust subject knowledge and experience to deliver lively sessions. They link training effectively to the world of work. This leads to high levels of engagement and good behaviour by apprentices. Trainers communicate well with workplace mentors. They ensure that apprentices reinforce their skills in the workplace. For example, apprentices rotate through work-based departments to practise their learning. A dedicated mentor supports the apprentice in each area. Apprentices make a valuable contribution to their workplace.

Apprentices arrive on time for their off-the-job training. The majority attend well. Trainers challenge non-attendance and report absence to employers straight away. Apprentices enjoy their learning and grow in confidence. They develop problem-solving skills and learn to work more independently. Apprentices develop good practical skills in well-structured off-the-job training. For example, in a fast-paced electrical installation session, apprentices designed and operated complex circuits.

Trainers do not develop apprentices' English skills well in vocational sessions. Trainers only correct errors in apprentices' vocational language. As a result,

apprentices do not improve their written English skills. In contrast, apprentices improve their mathematical skills appropriately. For example, advanced apprentices can quickly and accurately calculate resistance when revising for an external assessment in electrical installation.

Trainers do not use reviews of apprentices' progress effectively. They do not challenge apprentices to make more rapid progress. Apprentices do not prepare for reviews or take responsibility for their own learning.

Apprentices do not have a good understanding of how equality and diversity is relevant to their work and life. Limited discussion of wider life issues occurs when assessors review apprentices' progress. Assessors do not challenge apprentices to reflect on their practice. As a result, apprentices have limited knowledge of the impact of gender stereotyping and racial discrimination in their everyday lives.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?      Insufficient progress**

Safeguarding arrangements are not effective. Safeguarding policies are out of date. Managers have not reviewed these recently to ensure that they are fit for purpose. Policies in place to safeguard staff, apprentices and visitors are not sufficiently detailed. Staff have a limited understanding of how to manage disclosures. Managers' arrangements in place to follow disclosures through to resolution are insufficient. Senior leaders have no oversight of safeguarding arrangements.

All staff have received training in safeguarding and the 'Prevent' duty. A member of staff has recently completed the training for designated safeguarding leads. Despite this training, a culture of vigilance about safeguarding is not yet embedded. Staff do not have an appropriate awareness of their safeguarding responsibilities. As a result, apprentices themselves have only a very basic understanding of safeguarding and how to protect themselves from risks in their everyday lives. For example, they do not know who to report any concerns to.

Leaders and staff have put appropriate risk assessments in place to cover all aspects of practical work at the training centre. Assessors ensure that apprentices follow safe working practices. Staff complete highly detailed reviews of employers' premises with employers. They ensure the physical safety of apprentices in the workplace. Apprentices have a good understanding of health and safety. They use tools and machinery safely both at the training centre and in work premises. For example, advanced apprentices increase their understanding of worksite prohibitions and their legal responsibilities. Staff promote safe working well throughout the training centre.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Learner View**

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019