

Short inspection of DART Limited

Inspection dates:

14–15 January 2020

Outcome

DART Limited continues to be a good provider.

Information about this provider

DART Limited (DART) is a wholly owned subsidiary of Reaseheath College. It offers training in land-based operations, including agriculture, animal care, horticulture, trees and timber, veterinary nursing and conservation. Three hundred and eighty-three apprentices study with DART and its two subcontractors. Two hundred and fourteen are on standards and 168 are on frameworks. The large majority study at level 2 and 3 in veterinary nursing and animal care. Fifteen learners are on study programmes at level 1, 2 and 3, mainly in agriculture and animal care. The provision was last inspected in October 2015 and was good.

What is it like to be a learner with this provider?

Learners and apprentices behave well and have a positive attitude to their training and employment. They are committed to their learning and have good relationships with their tutor/assessors. Most are highly motivated to achieve their qualifications and progress to the next level. Professional standards are high in most of the provision and are reinforced well both by tutor/assessors and by employers. For example, veterinary nurses are rigorous in ensuring the health and welfare of animals committed to their care.

Learners and apprentices grow in confidence in their workplace. The curriculum is enriched through various industry visits. For example, sports turf apprentices visit Derby County Football Club and St George's Park National Football Centre to broaden their knowledge and understanding. Agriculture apprentices milk herds of cows and horticulture apprentices learn how to identify various plants and trees and to group them appropriately. Study programme learners gain a wide range of skills and knowledge in animal care. Most learners and apprentices enjoy the learning they receive, and the majority make their next step within the land-based sector.

Learners and apprentices feel and are safe.

What does the provider do well and what does it need to do better?

Since the previous inspection, leaders and managers have successfully maintained the good quality of education that learners and apprentices receive. They provide well-focused staff development to ensure that tutor/assessors continue to develop their teaching skills. As a result, most learners and apprentices develop new skills, knowledge and behaviours.

Governors have clear oversight of the provision. Strong representation from Reaseheath College, the business sector and education specialists ensure that high-quality training is delivered to most apprentices and learners. Links with subcontractors are strong and inclusive and provide staff with professional development and sharing of good practice and resources. As a result, achievement rates for apprentices remain high.

Learners, apprentices and staff benefit from a wealth of support provided by Reaseheath College. For example, learners with special educational needs are supported well by DART staff who work closely with the inclusion team at the college to maximise funding and learning support. The well-being team at the college provide learners, apprentices and staff with a range of options, including specialist counselling to support mental health issues.

Leaders and managers have an effective approach to curriculum planning. They identify and design effective programmes to meet local needs and have good contacts with local agencies and employers. The curriculum provides progression routes for learners and apprentices to develop their careers, gain higher qualifications or become more employable.

Tutor/assessors are highly experienced in the land-based sector. They plan, structure and deliver off-the-job teaching sessions that allow apprentices to develop a clear understanding of each topic. Apprentices are prepared well for their end-point assessment. For example, veterinary nurses learn basic anatomy and physiology before they are introduced to more complex systems and practical applications. As a result, apprentices develop the skills and knowledge they need to succeed. However, recording off-the-job training requires improvement.

Learners on study programmes have well-structured individualised learning programmes that enable them to develop a wide range of knowledge and skills. For example, they attend a farm and experience how to care for animals and work on the land or gain work experience in pet shops.

Most employers are highly supportive and provide apprentices with effective on-the-job training that helps them make swift progress. In a very few cases in horticulture, sports turf and animal care, employers are not fully engaged in the apprenticeship and, as a consequence, apprentices make slower progress.

Tutor/assessors use a range of strategies to support and embed learning. This includes regular testing of knowledge or using analogies to enhance recall. For example, in a session on the nervous system, apprentices compared neuron transmission to a train journey and the action of synapses to the flow of a river. As a result, most retain what they have been taught and can repeat correct routine procedures.

Learners and apprentices receive good careers guidance throughout their programmes. They have a good awareness of how programmes meet their aspirations. Progression between programme levels and individual career development are good. For example, veterinary nurses acquire senior positions and study programme learners are encouraged to develop their own businesses.

All tutor/assessors receive continual professional development focused on improving teaching skills. All are set actions for further improvement. As a result, most teaching is interesting and engaging and is appreciated by learners and apprentices.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding team members are well-qualified. Detailed records of safeguarding incidents are kept and closed when finalised or referred appropriately. Leaders follow safer recruitment practices and perform detailed checks on all staff. A 'Prevent' duty risk assessment and action plan and relevant policies are in place. Most learners and apprentices receive equality and diversity, British values and the 'Prevent' duty training and understand how to protect themselves from extremist views and radicalisation.

What does the provider need to do to improve?

- Leaders and managers should ensure that all learners and apprentices receive good teaching and that they are prepared well for their end-point assessment and next steps.
- Tutor/assessors should provide all employers with ongoing information and guidance to ensure that they support apprentices well in the workplace to enable them to make good progress.
- Tutor/assessors should continue to improve the recording of off-the-job training to ensure that leaders and managers have more-detailed and accurate information.

Provider details

Unique reference number	51468
Address	Manor Farm House London Road DE72 2GR
Contact number	01332 216641
Website	www.darttraining.co.uk
Principal/CEO	Marcus Clinton
Provider type	Independent learning provider
Date of previous inspection	6–9 October 2015
Main subcontractors	Bottle Green Training Ltd Abeydale Vetlink Veterinary Training Ltd

Information about this inspection

The inspection was the first short inspection carried out since DART Limited was judged to be good in October 2015.

The inspection team was assisted by the training manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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