

Short inspection of Resources (NE) Limited

Inspection dates:

6–7 February 2020

Outcome

Resources (NE) Limited continues to be a good provider.

Information about this provider

Resources (NE) Limited is an independent learning provider which delivers training to learners and apprentices across the north east. Currently, there are 86 apprentices, 34 of whom study directly with Resources (NE) Limited. Twenty-four of these apprentices study construction frameworks and standards at level 2. The remaining 10 apprentices study various frameworks and standards at levels 2, 3 and 5. These include warehousing and storage, business administration and care. Resources (NE) Limited subcontracts provision for 35 apprentices to North East Education and Training Agency Ltd. These apprentices study hairdressing and beauty therapy frameworks and standards at levels 2 and 3. A further 12 apprentices study motor vehicle maintenance frameworks at level 2 and level 3 with Northumbria Youth Action, and a very small number of apprentices study with Barnardo's Employment, Training and Skills. There are 38 young people and two adult learners on construction traineeships. A further 20 adult learners study work-based learning programmes in care and 20 follow study programmes that prepare them for employment in the security industry.

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

Learners and apprentices enjoy the practical work that they do and demonstrate a good attitude to their studies. They behave well and respect the environments that they study and work in. As a result, they develop the skills that they need for employment, and employers benefit from apprentices who display a strong work ethic.

Learners and apprentices benefit from a safe learning environment. They feel safe and demonstrate good safety skills at the centres and in the workplace. For example, hairdressing apprentices exhibit safe working practices in clean and tidy salons.

Tutors provide good support for learners and apprentices to build their confidence and overcome personal difficulties. They work closely with learners and apprentices

to identify their personal strengths and provide strategies to help with their well-being. For example, motor vehicle apprentices are encouraged to take up hobbies to build their mental health. As a result, learners and apprentices increase their resilience and become more optimistic about their future and employment.

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

Leaders and managers make good use of external partnerships to develop programmes that meet local needs. They work with Jobcentre Plus and local employers to inform the curriculum on offer. For example, the traineeship programme provides learners with a valuable first step into the construction industry. The majority of learners on this programme progress successfully to an apprenticeship with local construction employers. Learners who study the security programme benefit from an additional retail qualification that helps to meet local employment demands.

Leaders and managers take appropriate steps to maintain and improve the standard of the experience that learners and most apprentices receive. They carefully select the subcontractors that they work with to ensure that apprentices who study with them benefit from high-quality programmes. Leaders and managers are clear about most of the strengths and weaknesses of their provision, but they do not focus sufficiently on the quality of planning or assessment. As a result, weaknesses are not identified quickly enough, and tutors do not receive the training that they need to improve these aspects of their teaching practice.

Most tutors use their extensive industry experience to deliver a well-structured curriculum. Consequently, learners and most apprentices develop new, industry-relevant knowledge, skills and behaviours in a coherent way. For example, learners on the traineeship programme progress from building simple single-skin brick walls to curved cavity-wall construction.

Tutors on the care programme carefully negotiate the curriculum with individual learners, according to their workplace and experience. For example, learners working with the elderly study units on palliative care. Learners working with service users who have particular learning difficulties receive guidance on managing challenging behaviour.

Tutors do not provide the small minority of apprentices on construction programmes with a well-planned programme of off-the-job training. Apprentices on these programmes routinely attend their day release sessions to meet the requirements of their apprenticeship. However, too often this training is ad hoc and not sufficiently challenging. Although construction apprentices develop new knowledge, skills and behaviours, the tasks that they complete do not support them to achieve their full potential.

Tutors provide learners and apprentices with useful feedback on their practical work which helps them to improve their workplace skills and confidence. For example,

hairdressing apprentices receive clear feedback on how to hold hair at the correct angle when using scissor-over-comb cutting techniques. Learners on the traineeship programme receive support to improve their brush techniques before moving on to the application of gloss paint.

Tutors in construction skilfully include mathematical techniques in the activities that learners and apprentices complete. For example, learners and apprentices accurately measure and set out different wall types to meet industry standards. However, too few learners and apprentices on directly delivered provision receive the support that they need to improve their English skills. Tutors do not identify specifically enough what individual learners and apprentices need to do to fill the gaps in their English knowledge and skills. As a result, mistakes are often repeated, and progress is too slow. Apprentices on subcontracted provision receive effective individual coaching and support to improve their English and mathematics skills.

Learners and apprentices receive useful information, advice and guidance at the start of their programme. They understand the requirements of their programme well, and the opportunities available to them. However, for a small minority of apprentices, the advice is not as clear at the end of their programme and these apprentices are not fully aware of further study opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement appropriate policies to safeguard learners and apprentices. All staff, including those with subcontractors, undergo appropriate background checks and receive suitable training. Learners receive good support when they experience difficulties.

Managers have a strong awareness of local risks. They use networks well to keep themselves up to date. Consequently, learners receive guidance to develop a good understanding of how to keep safe from threats such as county lines.

What does the provider need to do to improve?

- Leaders and managers should improve the way in which they identify training needs so that all tutors receive the necessary guidance to improve their teaching practice.
- Tutors must improve the planning of off-the-job training for construction apprentices so that individuals receive a suitably ambitious curriculum.
- Tutors should make better use of the information that they have about learners' and apprentices' English skills and use this to inform the support that individuals need to improve their skills.

Provider details

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|------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Unique reference number | 58800 |
| Address | Unit 6b Southwick Industrial Estate North Hylton Road Sunderland SR5 3TX |
| Contact number | 0191 536 6867 |
| Website | www.resourcesnortheast.co.uk |
| Principal/CEO | David Watson |
| Provider type | Independent learning provider |
| Date of previous inspection | 3–6 November 2015 |
| Main subcontractors | Barnardo's Employment, Training and Skills North East Employment and Training Agency Ltd Northumbria Youth Action |

Information about this inspection

The inspection was the first short inspection carried out since Resources (NE) Limited was judged to be good in November 2015.

The inspection team was assisted by the managing director, 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

| | |
|---------------------------------|-------------------------|
| Andrea Shepherd, lead inspector | Her Majesty's Inspector |
| Simone Collpitts | Ofsted Inspector |
| David Sykes | Ofsted Inspector |
| Bev Cross | Ofsted Inspector |

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