

Inspection of Deere Apprenticeships Ltd

Inspection dates: 28–31 January 2020

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Deere Apprenticeships Limited (Deere) is based in Newark, Nottinghamshire. Leaders and managers at Deere work with 35 employers to offer apprenticeship programmes in adult care, health and safety environmental technician, management and leadership, team leader, operations manager, business administrator, supply chain warehouse operative, and customer service.

Most apprentices are on standards-based apprenticeships, with a small number completing apprenticeship frameworks ranging from level 2 through to level 5. Deere subcontracts approximately one third of the provision to Tempest Management Training Limited (Tempest) and HYA Training Limited (HYA).

At the time of inspection, there were around 143 apprentices. This includes 49 apprentices with Tempest and seven apprentices with HYA.

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

Apprentices are respectful of each other and staff. They enjoy a safe and secure working and training environment and have good knowledge of how to keep themselves and their colleagues safe.

Most apprentices, including those in the subcontracted provision, are well motivated. They enjoy learning and are keen to learn new skills and behaviours likely to improve their prospects of promotion, career development or further learning.

Apprentices develop significantly in confidence and build their self-esteem. They learn to take responsibility for their own learning. For example, apprentices on the team leader apprenticeship become more confident in managing teams, monitoring performance and dealing with workplace conflicts.

Apprentices develop new knowledge and skills that employers value. Many gain promotion or enhanced responsibilities. Employers are supportive and provide apprentices with sufficient time away from their normal duties to work on their apprenticeship. Most apprentices who complete their programme gain a distinction.

Health and care tutors in the provision subcontracted to Tempest are well qualified and experienced. They equip apprentices with the skills and behaviours essential to work as care support staff or as managers in the care of older people and vulnerable adults.

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

Apprentices benefit from a curriculum that meets the needs of employers well. Provision in health and care and team leadership reflects regional shortages and demand for skilled staff in these areas.

Leaders and managers offer flexible delivery models and individualised coaching and support. Most apprentices receive enough time off the job to work on their apprenticeship studies. Apprentices are motivated and become independent learners. For example, level 5 management apprentices and their managers describe improved professional writing skills, such as in report writing.

Skills coaches are well qualified and have good vocational knowledge and experience. They use their knowledge well to deliver good-quality training through a logical and coherent curriculum that links theory very well to the workplace. For example, apprentices identify the wide range of skills and behaviours essential to working with elderly and vulnerable adults in domiciliary care work.

Leaders and managers do not provide sufficient opportunities for skills coaches to develop their vocational expertise and teaching skills further. Currently, staff development focuses on mandatory training such as safeguarding.

Skills coaches use a good range of activities to check apprentices understanding before moving on to the next topic. They use written questions, professional discussions, sharing of ideas, short activities and tasks to check that apprentices comprehend and can remember knowledge and ideas before moving on to new concepts.

Skills coaches plan programmes well to develop the knowledge, skills and behaviours that apprentices need, including those who have additional support needs. For example, level 3 team leader apprentices develop and apply appropriate techniques such as how to listen, communicate and motivate staff with praise and support.

Tempest apprentices make good progress, enjoy learning and quickly gain new skills and knowledge which benefit their employer. However, apprentices studying with HYA make slow progress. Actions to address the slow progress of apprentices have been ineffective, and apprentices are still not progressing as well as they should be.

Leaders and managers do not have effective systems in place to monitor the quality of provision. For example, attendance, progress and destination data is collated in a haphazard way, so leaders and managers cannot easily identify issues and then tackle them.

Most apprentices have a clear idea of their future aspirations. However, skills coaches do not always provide sufficient careers advice and guidance to enable apprentices to make an informed choice about their next steps. For example, a small number of apprentices, currently at risk of redundancy, have not been offered support for their next steps.

For most apprentices, the curriculum does not extend beyond the development of technical and vocational skills. Consequently, most apprentices do not have a well-developed understanding of fundamental British values, the wider risks associated with radicalisation and extremism or how to keep healthy and maintain a healthy lifestyle.

Governors provide effective challenge and support to leaders and managers through recently introduced rigorous performance measures. As a result, they have made the decision not to work with certain employers and subcontractors, to address the poor quality of provision. Prior to this leaders and managers were slow to react.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appropriate policies, systems and processes in place to safeguard apprentices. Staff are appropriately trained, and a designated safeguarding lead oversees the provision. Staff and apprentices are safe and know who to contact to report any concerns.

Governors, leaders and managers fulfil their legal duties and responsibilities under the 'Prevent' duty. For example, there is an appropriate risk assessment in place that takes into account local, regional and national concerns about the dangers of extremism and radicalisation.

What does the provider need to do to improve?

- Leaders and managers should ensure that apprentices have opportunities within the curriculum to develop their wider skills, talents and interests. They should also ensure that all apprentices have access to high-quality careers advice and guidance to enable them to make informed decisions.
- Leaders should urgently improve the underperforming subcontracted provision, so that the apprentices are able to complete their apprenticeships.
- Leaders and managers need to ensure that skills coaches have opportunities to develop their vocational and pedagogical skills.
- Leaders and managers should improve the collection and use of data to support continuous improvement in the curriculum.

Provider details

Unique reference number	1276263
Address	Hexgreave Hall Upper Hexgreave Newark NG22 8LS
Contact number	07729 617916
Website	www.deereapprenticeships.com
Principal/CEO	John Sims
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	HYA Training Limited Tempest Management Training Limited

Information about this inspection

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. 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 apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Joanna Walters, lead inspector	Her Majesty's Inspector
Jo Brodrick	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Debra Gray	Ofsted Inspector
Jai Sharda	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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