

Inspection of Moor Training Limited

Inspection dates: 18–20 February 2020

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

Information about this provider

Moor Training Limited (Moor Training) is a subsidiary company of Barkwell Plumbing and Heating Limited, based at Okehampton in Devon. Moor Training was established in April 2016 and started delivering apprenticeships in April 2017. The company provides apprenticeships in plumbing and gas engineering across South West England.

At the time of inspection 20 apprentices were studying plumbing framework apprenticeships at either level 2 or 3. The remaining six apprentices were enrolled on level 3 gas engineering standard apprenticeships. All apprentices are employed by Barkwell Plumbing and Heating Limited.

At a new provider monitoring visit undertaken in March 2019, inspectors judged that the company had made insufficient progress against two of the themes evaluated. A subsequent monitoring visit in July 2019 confirmed that Moor Training had made reasonable progress in ensuring the effectiveness of safeguarding arrangements.

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

Apprentices enjoy their apprenticeships and value the technical knowledge and skills they gain. They achieve very useful additional qualifications, such as gas safe certificates, that make them more versatile in their role. This also enhances their chance of future employment to potential employers. Apprentices progress into well-paid careers in the plumbing, heating and gas industry.

Apprentices work with industry-standard resources on new-build sites across the South West of England. As a result of their training, apprentices can use sustainable technologies such as district heating systems and air source heat pumps. They increase their future value as employees within the new-build industry, and develop skills aligned to environmentally friendly priorities.

Apprentices appreciate the contribution of many industry experts to their training. This includes boiler manufacturers, employers and charitable organisations. Apprentices develop confidence and increase their awareness and understanding about wider aspects of health and well-being in their industry and in everyday life. As a result, apprentices have a good understanding of how to keep themselves and others safe and healthy.

Teacher–assessors use their extensive industry experience well to ensure that apprentices have a deep understanding of the skills and knowledge which they need. Apprentices develop professional behaviours and positive communication skills which enable them to work well as a team and engage effectively with other trades.

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

Teacher–assessors plan a well-designed curriculum for apprentices. The curriculum focuses carefully on developing apprentices' knowledge of safe working practices, regulations, the correct use of materials, and tools used in plumbing and gas installation. The curriculum design allows apprentices to gain new knowledge and skills in a logical way and regularly practise what they have learned.

Teacher–assessors work closely with workplace mentors to coordinate the training which apprentices receive. Both help apprentices apply the skills they develop in increasingly complex situations. Apprentices benefit from learning in a variety of situations and practising their skills until they are able to do them confidently. For example, apprentices start by undertaking basic tasks such as preparing and hanging radiators. They quickly master the use of tools and techniques needed before progressing to more complex aspects of installing full heating systems.

Teacher–assessors plan activities that develop apprentices' problem-solving skills effectively. As a result, apprentices develop deeper knowledge that can then be applied in real installation situations, such as diagnosing the cause of pressure loss in district heating systems.

Staff provide apprentices with good advice about future career and training options. Teacher–assessors include activities which link to broader industry progression opportunities: for example, activities to price domestic plumbing jobs support apprentices who may consider becoming self-employed. Almost all apprentices complete their training within the expected timescale and remain within the plumbing or gas services industry.

Managers promote strongly the importance of well-being. Managers provide a range of welfare-related, extra-curricular activities. This includes those relating to mental health and suicide support, drugs and alcohol awareness, safe driving and healthy relationships. These workshops prepare apprentices well to maintain healthy lifestyles.

Leaders and managers arrange additional help to support most apprentices in achieving their apprenticeship. As a result, many learners who need extra help continue to develop industry-standard skills that will support their future career development. However, managers and teachers are not wholly effective in identifying apprentices who may have special educational needs and/or disabilities (SEND). As a result, a small number of apprentices lack the personalised support in their training which they need.

Leaders and managers do not have effective enough quality assurance processes in place. For example, staff do not use the online portfolio system to capture how well apprentices develop their underpinning knowledge. As a result, staff do not have the means to evaluate the extent to which the curriculum is supporting the development of apprentices' knowledge and skills. Staff cannot identify effectively where they could refine the curriculum to further improve the quality of training. In addition, managers' observations of training do not routinely lead to better training for apprentices.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding has completed appropriate training and is supported by a well-trained deputy. Leaders have developed a culture of promoting safeguarding, and ensure all staff have a good understanding of safeguarding and their responsibilities to the apprentices.

The provider has a 'Prevent' duty risk assessment and action plan in place, although this needs a greater focus on local priorities. Teacher–assessors routinely discuss relevant hypothetical safeguarding and 'Prevent' duty related scenarios as part of apprentices' reviews, which develops their understanding of how to stay safe. Apprentices feel safe. They work on safe sites where they use and wear appropriate personal protection equipment.

What does the provider need to do to improve?

- Identify apprentices with SEND more swiftly to ensure they receive the appropriate support early enough to overcome any potential barriers to learning.
- Improve quality assurance procedures so that leaders and managers can identify areas for improvement and enhance aspects of the curriculum to further develop apprentices' knowledge, skills and behaviours.

Provider details

Unique reference number	2495242
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Website	www.moortraining.co.uk
Principal/CEO	Andy Pollard
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the centre 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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Her Majesty's Inspector

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