

SCL Education & Training Limited

Progress monitoring report

Unique reference number: 1270906

Name of lead inspector: Peter Cox, Her Majesty's Inspector

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Type of provider: Independent learning provider
7 Lakeside Business Park

Address: Swan Lane
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Monitoring visit: main findings

Context and focus of visit

SCL Education & Training Limited received a new provider monitoring visit in December 2018. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Significant progress

Leaders have made significant progress towards the recommendations identified at the previous inspection.

Leaders and managers now have a very secure understanding of the quality of education. They understand and help apprentices and learners to make rapid progress. Leaders have strengthened the management and oversight of apprenticeships and support for learners with education, health and care plans. Consequently, they are able to intervene so that apprentices and learners catch up

quickly. Leaders have further developed the quality of governance. Highly experienced and well-informed governors support and challenge leaders and managers effectively. Governors speak frequently with both staff and learners to better understand the quality of provision.

Leaders and managers have made considerable improvements to how they recruit staff. They complete rigorous checks to ensure that staff are suitable to work with young people and vulnerable adults. The experienced designated safeguarding lead (DSL) ensures that staff are appropriately trained, are aware of safeguarding arrangements and know current risks. The DSL monitors safeguarding incidents closely and, where required, works well with external agencies. Staff teach apprentices and learners how to keep safe. Apprentices and learners understand how to stay safe online and from extremism and radicalisation. They feel safe and know what to do if they have a safeguarding concern.

Leaders have improved the teaching of English and mathematics. They help staff develop their understanding and teaching of these subjects. Learners and apprentices are now taught more frequently and by specialist teachers of English and mathematics. Vocational staff embed mathematics and English into lessons to support learners in these areas. As a result, learners and apprentices improve their English and mathematics, become more fluent in their writing, and pass their examinations. However, staff do not help apprentices at higher levels to develop their professional report-writing skills.

Leaders and managers are passionate about supporting learners and apprentices to become increasingly confident, reflective and competent in their chosen career. Staff provide apprentices and learners with detailed careers information, advice and guidance. They help learners develop employability skills, such as the proper use of digital media, social networking, and with interviews. They provide opportunities, such as external speakers, for learners and apprentices to learn about potential careers. For example, staff arranged for an individual learner to speak with a professional sports commentator about this role. Apprentices and learners who spoke with inspectors have a clear understanding of their possible next steps.

With the exception of a few vulnerable learners who are taught face to face, the vast majority of apprentices and learners are taught remotely. Leaders trained staff to plan and teach remotely effectively. Leaders put in place appropriate resources to allow apprentices and learners to continue in their studies and to make rapid progress. For example, level 2 fitness instructor learners were given gym equipment so they could complete practical assignments while studying at home.

Staff plan and design curriculums with considerable care. For example, staff have adapted level 2 and level 3 sports courses for learners to become increasingly analytical and aspirational. Staff benefit from training and individual coaching that meet their individual needs and improve their teaching. Learners prepare work of a high standard. Staff now give more useful feedback.

Leaders ensure that the requirements of apprenticeships are met. Apprentices develop new knowledge and skills. Consequently, they become better at their jobs and many achieve promotions. Employers speak highly of the impact that apprenticeships have on their employees and organisations. For example, employers of sports apprentices told inspectors about how apprentices are developing the analytical, tactical and reflective skills they need as elite sportspeople. However, some employers do not have sufficient understanding of their role in the planning of the final assessment for apprentices.

Staff support apprentices and learners very well. Staff have a strong understanding of apprentices' and learners' needs and abilities. They provide highly individualised support and teaching. At the start of the pandemic, staff risk assessed apprentices and learners and established effective individual support plans. Leaders have put additional measures in place so that staff check frequently on apprentices' and learners' well-being and progress. Staff work closely with external agencies to support learners. For example, staff worked with a national bereavement charity to help apprentices and learners struggling with the pandemic. The small number of apprentices and learners whom inspectors spoke with appreciate the support they receive. They feel highly supported, more confident and resilient, and have passed examinations as a result. Where vulnerable learners continue to learn on site, staff have put in place appropriate measures to keep learners and staff well.

Leaders and those responsible for governance should take further action to:

- make sure that employers know and understand their roles and responsibilities in the planning of final assessment for apprentices
- help apprentices at higher levels in their continuing development of professional writing.

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