

Penshaw View Training Limited

Progress monitoring report

Unique reference number:	1276406
Name of lead inspector:	Cath Jackson, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	11 Ashdale Houghton-le-Spring Sunderland DH4 7SL

Monitoring visit: main findings

Context and focus of visit

Penshaw View Training Limited received a new provider monitoring visit in September 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

<p>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?</p>	<p>Significant progress</p>
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Since the new provider monitoring visit in 2018, leaders have implemented a rigorous recruitment and induction process for apprentices, nearly all of whom are on standards-based programmes. During induction, staff explore the depth of apprentices' existing understanding through skilful questioning. They accurately establish apprentices' starting points and ensure that apprentices are matched to programmes that enable them to develop significant new knowledge, skills and behaviours. As a result, most apprentices stay on their programmes, make a significant contribution in their workplace, and achieve their apprenticeships in line with their expected end dates. A small number of apprentices, however, have not yet

been able to complete their end-point assessment due to the restrictions caused by the pandemic.

Staff involve employers well in apprentices' induction. They ensure that employers thoroughly understand their responsibility to provide the time and support that apprentices need to link their new knowledge and skills to their employment in the workplace. Employers are committed to providing apprentices with their entitlement to off-the-job training. For example, level 3 safety, health and environment (SHE) technician apprentices were supported to research and risk assess the fitting of face masks to develop their knowledge and skills in the context of the pandemic.

Leaders have taken steps to ensure continuity of teaching and training through each stage of the pandemic. They purchased equipment to enable staff to work safely from home, trained tutors in using online teaching approaches, and invested in resources to enable online and remote learning. Managers monitor the quality of teaching well, including online teaching. They join lessons, scrutinise apprentices' work and monitor apprentices' progress closely to ensure that staff deliver a curriculum that meets the needs of apprentices and employers.

Leaders and managers have enhanced the curriculum for functional skills and place great emphasis on the importance of English and mathematics within apprentices' programmes. Apprentices take functional skills examinations as soon as they are ready. Apprentices who have already achieved qualifications in English and mathematics benefit from high-quality resources and support to enhance the English and mathematical skills that they need in their job roles. For example, they develop their ability to scan and understand the information contained in emails and they use percentages effectively to evaluate feedback about training.

Staff are knowledgeable and experienced, and are passionate about the training that they provide. Apprentices appreciate the vocational experience and knowledge that assessors bring to their roles. Assessors have worked with employers to adapt the curriculum of some of the largest programmes, such as the level 3 SHE technician, to respond to apprentices' real work environments. For example, they now include COVID-19 safety and infection control training as part of apprentices' evolving job roles.

Employers are very positive about the online learning resources and remote teaching support that assessors have provided to meet their apprentices' needs. The blended learning model has enabled apprentices to continue to make rapid progress during the pandemic. Assessors use electronic portfolios to monitor apprentices' progress effectively, and provide constructive and developmental feedback on apprentices' written assignments that helps them to improve the standard of their work.

Apprentices value the support that they receive from their assessors. They appreciate how well assessors prepare them for their end-point assessments by setting mock tests and identifying what they need to prioritise for revision.

Staff support apprentices with special educational needs to be effective in their roles and complete their programmes successfully. For example, managers secure additional time for apprentices with dyslexia to complete their knowledge tests as part of their end-point assessments.

Staff provide support to apprentices who were made redundant, placed on furlough or who have faced delays in completing their programmes due to the pandemic. They signpost apprentices to other job opportunities and help them prepare for interviews and assessments. Assessors motivate apprentices to use the knowledge that they have learned on their programmes to apply for new jobs.

Tutors effectively support apprentices nearing the end of their programmes through providing advice and guidance on their next steps. Level 3 apprentices in human resources assistant roles are enthusiastic about progressing to level 5 apprenticeships to enhance their career progression and prospects. A number of former apprentices who recently achieved their qualifications have swiftly gained promotion at work.

Leaders and managers have effective policies and procedures in place to ensure that apprentices and staff are safe. Staff support apprentices working remotely to maintain their mental health and well-being, and they discuss apprentices' well-being during reviews. Apprentices value the care and support that they receive. They know whom to contact if they have any safeguarding concerns.

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

- ensure that the small number of apprentices who have experienced a delay in their end-point assessment due to the pandemic are able to complete at the earliest opportunity.

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