

System People Limited

Progress monitoring report

Unique reference number:	1276419
Name of lead inspector:	Alex Lang, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Skiddaw House Carlisle Airport Business Park Carlisle CA6 4NW

Monitoring visit:

Context and focus of visit

System People Limited received a new provider monitoring visit in October 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 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?

Reasonable progress

Leaders and managers have focused their attention on improving the weaknesses identified at the previous monitoring visit. However, because of COVID-19 restrictions, the pace of improvement has slowed.

Since the previous monitoring visit, senior leaders have introduced additional standard-based apprenticeships in childcare, teaching assistants and business to meet local employers' needs. They have recruited staff who are appropriately qualified and experienced to teach in these subjects. The largest proportion of their provision remains in logistics.

Governors and leaders work with both large and small employers who are carefully selected to ensure that apprentices are well trained and supported. Leaders recruit apprentices with integrity. They use their experienced recruitment team, and the recruitment team matches the skills and interests of apprentices to employers. Employers are highly complimentary about the knowledge and skills that apprentices bring to their businesses.

Governors have an accurate understanding of the provision. Leaders have recruited an additional governor to the board. Governors receive detailed information on the progress apprentices make. They provide support and advice to leaders, while also holding them to account for the quality of training that apprentices receive. Governors and leaders use feedback from staff to make improvements to the quality of the provision. Staff are now involved in identifying the strengths and weaknesses of the provision and planning improvements.

Leaders ensure that apprentices are prepared well for their apprenticeships. They attend taster sessions and have a thorough induction. As a result, apprentices remain on their courses, develop substantial new knowledge, skills and behaviours and achieve their qualifications.

Leaders, managers and assessors have improved how they use the results of assessments completed by apprentices at the start of the programme to plan the curriculum. They collect information in a 'skills radar' which records apprentices' prior knowledge, skills and experience. Assessors use this information to plan and adapt the curriculum so that apprentices can develop substantial new knowledge, skills and behaviours.

Leaders have improved the coordination of on- and off-the-job training. They have introduced and trained workplace mentors who help to coordinate training. For example, after learning about safe and fuel-efficient driving, apprentices work with their mentors to plan routes that reduce fuel usage. Employers value the contribution that apprentices make to their business.

Managers and assessors plan and teach the level 2 logistics curriculum in a logical order. This allows apprentices to develop their knowledge before practising these skills in the workplace. For example, apprentices initially learn the required knowledge and skills to allow them to pass their practical driving test. They build on this by learning about the legal requirement of maximum driver hours, record-keeping and health and safety. Finally, they learn how to carry out essential vehicle checks and the importance of being aware of vulnerable road users. This learning ensures that apprentices gain the knowledge, skills and behaviours they need for their work.

Leaders acted rapidly to ensure that learning continued for all apprentices throughout the period of COVID-19 restrictions. They moved all on-site face-to-face teaching online, within a week of restrictions being put in place. Leaders supported

apprentices who had limited access to technology by providing them with laptops, computers and tablets. Currently, there is no on-site teaching.

Staff have been trained and feel confident to teach remotely. They have supported their apprentices to improve their skills in the use of technology. The vast majority of apprentices are happy with the changes to the way that they now learn. Apprentices are grateful that they are able to continue with their learning remotely. At the time of the visit, no apprentices have been made redundant or left their programme due to the pandemic.

Apprentices are well prepared for their future; they take part in career sessions where they develop job application writing skills and learn interview techniques. Apprentices build an 'aspirations wall' that identifies their transferable skills and the qualifications they need to achieve. This helps apprentices map their future career options.

Leaders are committed to supporting apprentices' welfare throughout the pandemic. They have trained staff in mental health first aid and have developed a specialist well-being module for all apprentices. Apprentices feel safe and know who to report safeguarding-related concerns to. They are less sure about how to keep themselves safe online or how radicalisation and extremism relates to their role.

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

- ensure that apprentices have a secure understanding of how to keep themselves safe online and understand the risks of radicalisation and extremism in their sector.

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