

Lawtonash Training Services Ltd

Monitoring visit report

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

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Type of provider: Independent learning provider
Lawtonash Training Services
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Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Lawtonash Training Services Ltd is an independent learning provider. The company provides training to the construction sector. Prior to gaining approval to deliver levy-funded apprenticeships, Lawtonash Training Services Ltd had experience as a private training provider. At the time of the monitoring visit, Lawtonash Training Services Ltd had ten standards-based apprentices studying level 2 highways maintenance skilled operative. All apprentices were over the age of 19 years old.

As a result of the pandemic, all apprentices were required to take a short break in their learning from February to March 2021.

The impact of COVID-19 (coronavirus) has been taken into account in the findings and progress judgements below.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have a clear vision to meet the skills and recruitment needs of employers within the construction sector. They have used their significant experience of the sector to design the curriculum well. Consequently, apprentices become increasingly adept at highway repair, confident, and they develop leadership skills.

Leaders have evaluated the curriculum carefully. They now involve employers closely in designing useful courses that fit their business needs well. For example, staff adapted the curriculum to account for the different schedules of employers, which ensures that apprentices are able to learn all the necessary skills over time.

Employers value the positive impact that apprentices have on their businesses. Leaders communicate effectively with employers. They provide frequent and useful

feedback about apprentices' progress. Leaders recognise the need to give more tailored feedback to help employers support individual apprentices better.

Leaders ensure they meet the requirements of apprenticeships, which supports the vast majority of apprentices to make good progress. They check that employers recruit apprentices with integrity. All apprentices receive their entitlement to off-the-job training by the end of their programmes.

Leaders ensure that apprentices benefit from good quality on- and off-the-job training. They work closely with employers to plan, coordinate and evaluate both on- and off-the-job training. Where gaps in apprentices' knowledge or skills are identified, staff put in place measures to help them catch up quickly. As a result, apprentices make good progress.

Leaders have recently improved their quality oversight processes. They now have a reasonable understanding of the strengths and weaknesses of provision. Leaders have appropriate quality improvement plans in place.

Leaders and managers make sure that staff are appropriately qualified and highly experienced. Leaders support staff to ensure they remain well informed of latest industry practice through frequent workplace training.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Reasonable progress

Apprentices are enthusiastic about their training. The vast majority of apprentices have no experience of the construction sector prior to their training. They develop the knowledge and skills they need to become better at their jobs quickly. Apprentices learn how to complete highway repairs safely and with due diligence. They become increasingly able to complete repairs in a logical and systematic manner. Apprentices are ambitious and look forward to gaining promotions as a result of their studies, which many do.

Staff have reasonable arrangements in place to identify apprentices' prior knowledge and experience. Staff speak frequently with employers to understand apprentices' individual needs and roles. They use this information well to personalise learning, so that apprentices make good progress.

Well-qualified and experienced staff provide high-quality and appropriately sequenced off-the-job training. For example, staff teach apprentices the theory and practice of cable detection logically. As a consequence, apprentices are more confident and able to complete this technique. Staff question apprentices carefully to assess and consolidate their understanding. Staff make training relevant by using apprentices' current job roles to illustrate theoretical concepts skilfully. They provide

apprentices with useful and constructive feedback. Consequently, apprentices improve their work and become better at their jobs.

Staff use examples from apprentice's job roles to improve their numeracy and literacy skills. For example, apprentices calculate loads for back filling, excavation, and laying out string lines. Staff do not sufficiently support apprentices who need to prepare for assessments in English and mathematics. As such, these apprentices make slow progress in the development of these key skills.

Staff do not check sufficiently that all employers understand how apprentices will be assessed at the end of their apprenticeship. Consequently, some employers feel ill-prepared to support apprentices prepare for these assessments.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers have recently improved their safeguarding procedures. They have now put in place reasonable arrangements to support the safety of apprentices. The appropriately qualified designated safeguarding lead (DSL) uses suitable policies and processes to help keep apprentices safe. The DSL checks that all staff are suitable to work with apprentices.

Staff teach apprentices how to keep safe, including online safety such as phishing and identity theft. They have appropriately prioritised topics that are relevant to the construction sector. For example, staff have recognised the prevalence of mental health issues within construction. As such, apprentices benefit from mental health first-aid training. Staff support apprentices to develop core British values. Apprentices value learning about mutual respect which helps them work within their teams.

Apprentices feel safe. They know who to report concerns to. Apprentices do not know enough about how to keep safe from radicalisation and extremism.

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