

# Projecting Success Limited

Monitoring visit report

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**Unique reference number:** 2626841

**Name of lead inspector:** Russell Shobrook, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** Woodspring  
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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 the Education and Skills Funding Agency 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.

Projecting Success Limited (PSL) is an independent training provider with a registered address in Wiltshire. However, it does not train on its own premises and normally uses online training or hired venues. Since March 2020, PSL staff have only been providing training online.

PSL has been an apprenticeship provider since February 2020, offering the level 4 data analyst standards-based apprenticeship, principally to the construction industry. A central part of this programme is an extended project called a hackathon or 'hack'. This takes place four times a year and involves teams of apprentices working competitively over a two-day period to solve data challenges or problems devised by employers. At the time of the monitoring visit, 94 apprentices in England were at various stages of their apprenticeship.

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?**

#### **Significant progress**

Senior leaders have implemented an ambitious curriculum for apprentices that enables leaders to exceed the requirements of the apprenticeship. They carefully integrate additional sessions and opportunities for apprentices to work and learn from academic and industry experts. For example, apprentices develop data software applications that they can use within their workplace and also receive training in first aid and mental health awareness.

Apprentices benefit from being taught by very well qualified tutors with relevant and contemporary industry expertise. Leaders and managers recruit staff carefully to ensure

that they have the qualifications and skills to support apprentices in achieving their learning outcomes. For example, tutors also work in the commercial element of the business and bring their current industry knowledge to the apprenticeship.

Employers are highly committed to supporting their apprentices and fully understand the commitment this involves. They see the benefit of the apprenticeship for their business. Apprentices recognise and rightly value the support and commitment from their employer in developing their skills. Consequently, the employer and the apprentice gain valuable skills and each apprentice is highly motivated to develop their career.

Leaders and managers have developed a strong culture of continuous improvement. Using their data analytics expertise, they have effective systems to assure the quality of the provision. They are aware of their strengths and weaknesses, can implement effective improvement action plans and make swift changes to their provision, all of which combine to help apprentices make rapid progress.

Governance is effective. Senior staff are held to account by a management board that sets the strategic direction of the company and ensures that it meets its statutory responsibilities. Reviews include health and safety and safeguarding. However, leaders recognise that their arrangements for continuous improvement are not focusing tightly enough on apprenticeships.

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

Apprentices rapidly gain new and substantial skills, knowledge and behaviours. They apply these well to support their employer and hone them further while at work. As a result, apprentices are showcasing the power of data analytics and how such analysis can transform a business.

Apprentices engage in their apprenticeship enthusiastically. The 'hacks' programme provides opportunities for apprentices to apply their new skills and knowledge and learn from others as well as from industry experts. For example, they have developed an application that analyses and reports on health and safety data. Others have developed an application to report on CO2 emissions generated by travel.

Tutors assess apprentices' knowledge well, using highly effective technology that allows apprentices to revise, test and reinforce their learning. Tutors' feedback shows apprentices clearly how their work and knowledge can be improved further. As a result, apprentices are being prepared well for their end-point assessments.

Tutors monitor apprentices' progress highly effectively, working in close collaboration with employers. Tutors make effective use of individual learning plans, using these dynamic documents well to drive apprentices' progress. Tutors meet with apprentices and conduct comprehensive reviews, including discussion of personal aspects that may impede

progress. Most apprentices are making at least expected or better progress compared to their planned learning aims.

Apprentices feel very well supported while on their apprenticeship. Tutors run drop-in sessions where apprentices are encouraged to bring work-based problems to discuss and devise solutions.

Apprentices benefit from focused career information and guidance sessions. Tutors use their in-depth industry knowledge, expertise and wider networks to engage apprentices in career planning. Consequently, apprentices can control and steer their future careers by making use of the most up-to-date sources and information.

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

Leaders and managers have developed a strong culture of safeguarding across the provision. Apprentices report that they feel safe and are supported well by the provider's staff. The designated safeguarding lead is well qualified and experienced, providing regular updates on safeguarding issues, which the apprentices value. Tutors are alert to apprentices' mental health and well-being because of the effective review process and taught sessions. Apprentices feel confident about reporting concerns and issues, knowing that they will be listened to and that appropriate support and guidance will be provided.

Leaders have ensured that appropriate safeguarding policies and procedures are in place and that learners feel safe. However, policies need to be more detailed and specific in how they are to be implemented.

Staff are recruited safely and with appropriate checks undertaken. However, the employee reference form should be developed further, by incorporating elements from key safeguarding publications and policies, such as Keeping Children Safe in Education.

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