

Inspection of System People Limited

Inspection dates:

17–20 August 2021

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

System People Limited is an independent recruitment and human resources consultancy based in Carlisle, Cumbria. It also offers apprenticeship training in the logistics, education and business sectors to provide trained staff to clients across England and Scotland.

At the time of the inspection, there were 233 apprentices in learning. Apprentices study across eight apprenticeship standards. 176 apprentices study the level 2 large goods vehicle (LGV) apprenticeship. 22 apprentices study level 3 business administrator, 11 study level 3 teaching assistant and 10 study level 2 early years practitioner. The remaining few apprentices study other supply chain, early years and teaching apprenticeship standards. Apprentices studying the LGV apprenticeship are spread across England. The provider works with eight subcontractors across England who provide practical driver training for the LGV apprentices.

What is it like to be a learner with this provider?

Apprentices enjoy their studies at System People. LGV apprentices enjoy the practical experience of driving lorries. The training centre offers a supportive environment to practise their driving skills before driving on public roads.

Apprentices increase in confidence and character during their apprenticeship. Early years apprentices develop the confidence to communicate with parents. They feel confident discussing the progress and welfare of children they care for. LGV apprentices are more confident when speaking to colleagues and customers. A few

LGV apprentices describe the programme as 'life-changing' and are proud to be a key worker.

Apprentices benefit from mathematics and English training and use these skills at work. For example, LGV apprentices use mathematics to work out the volume capacity of the lorry. LGV apprentices who speak English as an additional language improve their English skills. They are better able to interpret driving documentation.

Apprentices feel safe. They learn how to protect themselves from bullying and harassment online and at work. Apprentices learn to be assertive and feel confident raising a concern if they witness bullying of colleagues. LGV apprentices are more aware of road hazards and vulnerable road users when driving their own vehicles due to the training they receive.

What does the provider do well and what does it need to do better?

Leaders have a clear defined purpose and strategy for their apprenticeships. For LGV apprenticeships, leaders identified a significant skills shortage which has increased during the pandemic. Early years and teaching assistant apprenticeships have been developed in response to schools and nurseries who have difficulty recruiting to these posts in the Cumbria area.

Leaders develop the curriculum to meet the needs of employers. For example, in LGV apprenticeships, they include 'driver first assist' training for an employer. This trains drivers how to assist at the scene of a road traffic collision, such as treating people for shock and first aid. For other employers, they include additional training on safe loading, unloading and transportation of dangerous goods. Apprentices quickly become an asset to their employer.

Most tutors plan and deliver the curriculum in a logical order. In LGV apprenticeships, tutors focus on the theory of driving and hazard perception in the first few months so that apprentices are prepared for their driving test. However, in business administration, the curriculum is less well planned. Apprentices join the programme at varying points in the year and do not always study the topics they would most benefit from first.

Tutors use a range of assessment strategies to check apprentices' understanding. In early years, apprentices take part in discussions and debate. They receive useful feedback to help them develop their confidence. Most early years apprentices achieve high grades in the discussion part of their final assessment. In contrast, apprentices in business administration do not receive timely feedback on submitted work. Only a small minority of business administration apprentices achieve high grades in their knowledge test.

Leaders and subcontractors provide additional support for LGV apprentices who do not pass their driving test on their first attempt. Apprentices receive an action plan detailing the areas they need to improve on. They attend further training before

their next attempt. The backlog of driving tests due to the pandemic has slowed apprentices' opportunities to resit their test. A few apprentices have not completed their programme on time.

Tutors set clear expectations for apprentices. They teach apprentices about appropriate behaviour and professional standards. For example, teaching assistant apprentices learn to carefully consider posts on social media and how they may reflect on themselves and their employer. LGV apprentices understand the importance of dress codes and following their employers' professional standards policies. Early years apprentices conduct themselves professionally in nursery and school settings.

Employers told us that most LGV apprentices have better driver statistics than their other drivers. These include safety when turning corners, fuel efficiency and customer service skills. They attribute this to the training they have received as part of their apprenticeship.

Careers advice and guidance are not effective across all apprenticeships. LGV apprentices do not receive ongoing careers advice to inform them of their next steps. They have a limited awareness of promotion opportunities or roles in other sectors.

Leaders do not have an accurate oversight of the quality of all apprenticeships. Monitoring of the business administration apprenticeship is not effective. Leaders recognise that they need to intervene earlier so that issues are dealt with swiftly.

Leaders do not use the outcomes of visits to learning sessions to identify the training needs for staff. When observing learning, leaders focus too much on what the tutor is doing and do not identify the impact of learning on apprentices. As a result, tutors do not get appropriate targeted support and training to improve the quality of education that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow appropriate policies and procedures to safeguard apprentices. The designated safeguarding lead and staff complete training to carry out their roles effectively. Staff have recently been trained in mental health first aid following an increase in referrals.

Apprentices feel safe and know whom to contact for support. Leaders ensure that any safeguarding concerns are recorded and dealt with swiftly.

Most tutors relate safeguarding training to the industry apprentices are working in. For example, LGV apprentices learn how to prevent their lorries from becoming a weapon in the event of a terrorist attack.

What does the provider need to do to improve?

- Leaders should improve the oversight and monitoring of business administration apprenticeships, so that issues are identified and dealt with swiftly.
- Leaders should identify the individual training needs of teaching staff, so that they receive targeted professional development to improve the quality of education that apprentices receive.
- Leaders should improve careers advice and guidance, particularly for LGV apprentices, so that they are fully informed of the wider opportunities available to them through promotion and in other sectors.

Provider details

Unique reference number	1276419
Address	Skiddaw House Carlisle Airport Business Park Carlisle CA6 4NW
Contact number	01228 530132
Website	www.system-people.co.uk
Principal/CEO	Robin Brown
Provider type	Independent Learning Provider
Date of previous inspection	Not previously inspected
Main subcontractors	2 Start Ltd Mainstream Merlin Academy Somax @ Weston College Teesside LGV Training Transport Training Academy Viamaster Training Ltd Wallace School of Transport

Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit reports. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff, subcontractors and other stakeholders, and examining the provider's documentation and records.

Inspection team

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