

Inspection of Summerhouse Equestrian and Training Centre LLP

Inspection dates:

23–26 November 2021

Overall effectiveness**Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Summerhouse Equestrian and Training Centre (SETC) was established in 2011 and is based in Gloucester. SETC has one subcontractor, Winnovation Limited, based in the North East of England. Leaders in the North East work with employers locally to decide on what qualifications to offer. The equestrian provision is based in Gloucester and comprises equine and senior groom apprenticeships.

At the time of the inspection, SETC had 44 apprentices studying equine apprenticeships at levels 2 and 3, and 22 adults studying beauty therapy courses. Winnovation Limited had 14 trainees and 17 apprentices studying health and social care or childcare at levels 2 or 3.

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

Students speak warmly of the training they receive and how it prepares them well for their chosen careers. Highly experienced, knowledgeable assessors and tutors provide effective and developmental training which apprentices value. The vast majority of apprentices develop significant new knowledge, skills and behaviours.

All students benefit from working with highly supportive employers who help them relate their studies to their work environment. They quickly develop their confidence and demonstrate real pride in their work. SETC staff ensure that students fully understand the importance of regular attendance and being on time for their sessions and work. Students' attendance is consistently very good.

Trainees and adult students benefit from specialist training and support which helps them find employment. For example, trainees are supported to develop their curriculum vitae and adult beauty students have had the curriculum tailored to meet their individual aspirations.

Students demonstrate a conscientious attitude to their training and work. They emulate the professional standards displayed by the staff they work with. They develop good knowledge of health and safety at work and how to keep themselves safe.

Students with additional learning needs or disabilities do not always benefit from being directly involved in planning how their support needs can be met. Students and trainees do not have sufficient opportunities to visit other businesses and broaden their industry knowledge.

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

Leaders have reviewed their curriculum to better focus on their areas of expertise and meet local needs more effectively. Leaders work closely with their subcontractor to ensure that its students gain relevant skills that match local job vacancies.

Leaders have developed strong partnerships with employers which enable students to gain skills at the highest levels and have access to additional qualifications that their employers offer. For example, apprentices gain British Horse Society coaching qualifications.

Trainees benefit from a well-constructed curriculum. Managers arrange high-quality placements which enable them to quickly gain confidence and knowledge. Trainees are supported to seek and gain relevant employment or further training at the end of their programme. As a result, the vast majority of trainees go on to further education, apprenticeships, or full-time work when they have successfully completed their courses.

The beauty therapy curriculum is adapted carefully to meet adult students' individual needs. For example, managers have established additional training for those students who want to set up their own business or specific nail units for those who want to concentrate on nails. As a result, all students rightly feel the course is helping them achieve their future career goals.

The curriculum for all students is taught in a logical order so that they can build their learning progressively. However, tutors do not always help students understand wider issues, such as individual liberty in their particular sector, or help them understand all of their future career options. For example, students do not all have a clear understanding of fundamental British values or equality, diversity and inclusion. Apprentices lack the opportunity to visit other workplaces and learn from former apprentices' experience.

All tutors and assessors have extensive sector knowledge and use it well to motivate and enthuse students. Most apprentices' assessors currently work in the industry. They share this experience so that apprentices gain up-to-date and realistic insight of the sectors they work in. For example, assessors and apprentices discussed the anatomy of a horse's hoof and the horseshoes they can wear before going into the yard and looking at what the horses were actually wearing.

Assessors work closely with employers so students can develop and practise their new skills in the workplace. For example, assessors work alongside students in nurseries to better understand the needs of the children the students are supporting. Consequently, tutors target training to meet the students' and children's specific needs. A small number of apprentices are not receiving their full entitlement to off-the-job training and senior leaders have not been monitoring this effectively.

Students produce work of a good standard which demonstrates their new skills, knowledge and behaviours. Staff provide positive and constructive feedback that helps apprentices improve their English and mathematics skills. For example, students are encouraged to reflect on their written answers to tasks and improve their ability to construct complex sentences.

Assessors and tutors work closely with their students to help them write tailored job applications and prepare them well for interviews. As a result, the majority of students are rightly confident that they are being readied effectively for the next stage of their career. However, a small minority of students are not able to recall having career discussions with their assessors or tutors. As a result, they are not fully aware of potential opportunities in the sector beyond their current roles.

Staff ensure learners attend work and training regularly and are punctual. Staff check trainees' attendance daily, including when they are on placements. This ensures that apprentices are committing to their programme and can demonstrate essential employability skills to prospective employers.

Learners benefit from having access to high-quality online resources which are linked well to their chosen industries. However, not all students access these online

resources routinely. Managers are not always checking whether students are using the online resource or that they understand its content.

Staff are passionate about providing effective support for their students. Senior leaders use monthly meetings to check what support students with additional learning needs are receiving. If necessary, they run additional sessions or find different ways for students to complete work. However, students do not always understand their own learning needs and are not being helped to initiate appropriate self-help strategies.

Leaders and managers have a very close relationship with their subcontractor and both providers benefit from each other's expertise. Leaders and managers have implemented robust systems and processes to ensure there are high-quality teaching and support which meets students' needs. Leaders frequently share good practice, such as how best to check students' understanding. Managers test the extent to which any good practice is being applied through observations of and feedback to tutors.

Staff at SETC and Winnovation feel well supported by their leaders. They rightly appreciate the routine communications that keep them well informed about any organisational developments or changes. Managers provide support for the mental health of staff through training and routinely check that staff workloads are manageable.

The vast majority of students achieve their qualifications. They gain new skills, knowledge and behaviours and go on to work in their chosen careers after completing their courses. Many equine apprentices gain promotion at the equestrian yards where they work. Most trainees move on to an apprenticeship or full-time work at the end of their course. Adult beauty therapy students value that the qualifications they achieve are widely recognised and respected in their industry.

Governance arrangements are improving. Governors now have adequate knowledge of the further education sector and realistic expectations about funding. However, senior leaders plan to strengthen the board to ensure there are sufficient numbers of experienced people present at every meeting. In the interim, senior leaders have appointed a consultant to join their board to provide them with the support and challenge that they require.

Safeguarding

The arrangements for safeguarding are effective.

Staff and employers ensure that health and safety is a high priority for all students. This is particularly so for equine apprentices where the risk of an accident is highest. Equestrian yards are well kept. All apprentices have a thorough health and safety induction at the start of their programme which apprentices adhere to and work safely throughout their apprenticeship.

Students have a good understanding of what safeguarding and the 'Prevent' duty means in their work lives. Trainees could clearly explain what constitutes a healthy relationship and relate it to their friends and their younger selves. However, not all students can relate safeguarding and particularly Prevent to their personal lives and that of the communities where they live. All students and assessors would communicate concerns to a trusted adult at the provider or in their workplace.

The designated safeguarding lead (DSL) has good oversight of all issues or concerns that have been raised by staff and the subcontractor. Governors and senior leaders routinely challenge the DSL during monthly meetings to ensure that appropriate actions are being taken and that all students are well supported.

What does the provider need to do to improve?

- Tailor the curriculum to ensure that it extends beyond the expectations of the qualification and prepares all students for life in modern Britain.
- Ensure all students receive effective and impartial careers information, advice and guidance.
- Check routinely that all apprentices receive their full entitlement to off-the-job training.
- Ensure those students who require additional support understand and are involved in that decision and know how the support helps them work more independently.

Provider details

Unique reference number	54664
Address	Bath Road Hardwicke Gloucester GL2 2RG
Contact number	01452 720288
Website	https://summerhousetraining.co.uk/
Principal/CEO	Helen Gallop
Provider type	Independent learning provider
Date of previous inspection	18–21 September 2018
Main subcontractors	Winnovation Limited

Information about this inspection

The inspection team was assisted by the Chief Executive Officer, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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 students' work, seeking the views of students, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Tracey Zimmerman, lead inspector	Her Majesty's Inspector
Tina Pagett	Her Majesty's Inspector
Matt Gower	Ofsted Inspector
Sarah Houghton	Ofsted Inspector
Gavin Murray	Ofsted Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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Textphone: 0161 618 8524
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