

Inspection of Port of Tilbury London Limited

Inspection dates: 1 to 3 December 2021

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| Overall effectiveness | Good |
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| 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

The Port of Tilbury London Limited is based in the UK's third largest port. It is part of the Forth Ports Group, which owns and operates eight ports across the UK. It began delivering directly funded standards-based apprenticeships at intermediate level in June 2017. At the time of the inspection, there were 12 apprentices employed by the Port on the level 2 construction plant operative standard. One apprentice is employed by an external organisation on the level 2 supply chain operatives standard.

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

Apprentices quickly become proficient in learning about and handling specialist port equipment. This allows them to become invaluable members of the teams with which they work. Apprentices recognise and value the excellent employment and career opportunities they can have in port operations.

Apprentices are highly motivated and enjoy learning new and complex skills of operating specialist large machinery and equipment. They quickly become proficient in handling machinery confidently, such as reach stackers, terminal tractors and cranes used to load and unload goods at Tilbury Port.

Apprentices benefit from the effective support they receive from very experienced and supportive trainers and port supervisors. This helps them to stay on and progress through their careers at the Port.

Apprentices are safe and know whom to report any concerns to. They understand to look out for any signs of concerns at the Port from the very beginning of their qualification.

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

Leaders and managers carefully plan and design an apprenticeship curriculum that meets their current and future business needs effectively. Leaders and managers collaborate effectively with external sector bodies and assessment organisations to carefully adapt the curriculum and assessment practice to the individual roles at the Port. Managers include additional, industry-specific qualifications within the apprenticeship. This helps apprentices to quickly become proficient in their job roles and become invaluable to the teams with which they work.

Leaders and managers recruit apprentices with integrity to the right job roles. Leaders and managers recognise that the workforce profile is an ageing one and that they need to modernise working practices at the Port. Leaders and managers take time to liaise with partners and external stakeholders to select the right apprentices to the roles required. This ensures that new apprentices have the right attitude and willingness to learn quickly and stay at the organisation.

Managers have good oversight of the progress that apprentices make with their education and training. Managers have frequent, clear and open communication with trainers, workplace supervisors and apprentices. This ensures that managers intervene in a timely manner to provide additional and personalised learning to apprentices where necessary.

Trainers have high aspirations for apprentices. They ensure that training and assessments challenge apprentices beyond the requirements of the programme. This ensures that apprentices are confident in using their new skills and knowledge quickly and are given additional responsibilities by their workplace supervisors.

Governance arrangements are insufficient to hold leaders and managers to account for the quality of education and training. Leaders have identified this and are currently taking steps to rectify it.

Apprentices benefit from a carefully planned course that enables them to learn in logical and achievable steps. This enables apprentices to gain highly specialised new knowledge, skills and behaviours that are important for the Port's business. Apprentices learn how to operate complex industrial fork-lift trucks safely before they are trained to load large pallets onto lorries. Apprentices benefit from a wide range of additional courses that improve their productivity at work. These include courses in topics such as occupational health, manual handling and first aid. This enables apprentices to have a wider understanding of the workplace beyond the jobs and duties that they perform.

Apprentice value highly the expertise of their trainers, who help them to learn the knowledge and practical skills required to be competent operators at the Port. Trainers use good questioning techniques and discussions to help apprentices to understand new concepts, such as operating machinery safely. Trainers encourage apprentices to consider, for example, the risk of sharp turning when operating fork-lift trucks when they carry pallets of goods that are slippery. Supervisors arrange particularly good coaching sessions for apprentices by skilled operators. Apprentices develop their skills on the job and become skilled operators of complex and specialist port equipment.

Apprentices and their workplace managers have a thorough understanding of the requirements of the end-of-course examinations. Managers and trainers work closely and effectively with the examination organisation to adapt the assessment elements appropriately to meet the business needs of the Port. Apprentices are confident about the skills and knowledge they learn on their apprenticeship and what they need to do to achieve high grades.

Trainers do not provide effective support to apprentices on how to improve their written English, including their use of grammar in their theory work. When apprentices make errors in spelling and grammar, trainers do not correct these or help apprentices understand how to improve these skills. As a result, apprentices do not value the use of English in their work or see the relevance of it to their future career plans.

Managers and trainers have high expectations of apprentices. This is reflected in the standard of their work and work-related behaviours. Managers and trainers commend apprentices on their attendance and punctuality at work. This has resulted in managers and trainers being proud of the development and contributions that apprentices make to the Port's operations soon after they start their apprenticeship.

Apprentices have a very good understanding of what it means to live and work harmoniously in a multicultural work environment. Trainers, supervisors and managers reinforce a strong ethos of inclusivity that permeates their work and the support that they offer apprentices. This enables apprentices to understand how to

work effectively with the broad range of people they meet during the course of their everyday work.

Apprentices demonstrate good levels of motivation to complete their apprenticeship. They recognise the opportunity that the qualification offers them to support their future career options and the opportunities to work in a specialist industry. They have a broad understanding of how the apprenticeship helps them to gain other jobs after completion of their qualification.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that apprentices have regular and ongoing training on how to keep themselves safe at work and in their personal lives. Apprentices have helped the Port Police and border security forces by notifying them about illegal human trafficking activities. This has protected vulnerable individuals and stopped them from being victims of people smugglers.

The designated safeguarding lead and trainers take decisive actions to keep apprentices safe. They deal with any safeguarding incidents that are brought to their attention swiftly. When apprentices have found themselves in difficult circumstances due to their social media activities, the designated safeguarding lead has taken the necessary steps with the support of other agencies, such as the Port Police, to deal and resolve such situations. This has resulted in apprentices being confident to disclose and discuss any safeguarding matters with their trainers and relevant authorities as they are confident that the right actions will be taken.

What does the provider need to do to improve?

- Leaders and managers need to ensure that they have appropriate governance arrangements in place to provide appropriate support and challenge to further improve the quality of education and training that apprentices receive.
- Trainers need to ensure that apprentices develop good-quality English skills to further improve their future employment and career options.

Provider details

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| Unique reference number | 2510866 |
| Address | Leslie Ford House Tilbury RM18 7EH |
| Contact number | 01375 852200 |
| Website | www.forthports.co.uk/our-ports/tilbury-london |
| Principal/CEO | Paul Dale (Asset and Site Director) |
| Provider type | Independent learning provider |
| Date of previous inspection | Not previously inspected |
| Main subcontractors | None |

Information about this inspection

The inspection team was assisted by the head of academy, 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 learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sambit Sen, lead inspector

Her Majesty's Inspector

Shahram Safavi

Ofsted Inspector

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Piccadilly Gate
Store Street
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