

Inspection of Banham Academy Limited

Inspection dates:

8–10 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Banham Academy Limited is a private training provider, part of the Banham Group, that specialises in the security and fire systems sector. Banham Academy Limited gained a contract to provide apprenticeships and started training in September 2017. The company is based in Earlsfield and works with employers nationally. The apprentices attend week-long blocks of training throughout their programme. The majority of training is taught face-to-face, with some taking place online.

Currently, 113 apprentices are on apprenticeship programmes, all studying the fire, emergency and security technician standard at level 3. The majority of apprentices are over the age of 18 years. The provider does not work with any subcontractors.

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

Apprentices benefit from high-quality training to help them start their careers as professional engineers. Staff use their links with industry well to teach apprentices specific knowledge and skills to help them work in the sector. Apprentices have access to a good range of professional equipment. They take part in prestigious skills competitions, where a notable proportion of finalists are from Banham Academy Limited.

Staff are committed to raising the standard of work completed by security and fire systems engineers. They enrol all apprentices on to an additional qualification with the Institute of Engineering and Technology. Apprentices can use the professional title of EngTech TMIET on completion. As a result, apprentices feel privileged to be on the programme.

Staff set high expectations and frequently check apprentices' development of professional behaviours. Apprentices show improvements in confidence and personal effectiveness as the programme progresses. They develop excellent self-esteem and contribute valuably to the work of their employers. Apprentices are respectful. They arrive to lessons on time and ready to learn.

Apprentices feel safe. There is a strong emphasis on health and safety and the necessity of following procedures. Learners learn why they need to follow guidelines, not just how to comply.

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

Leaders and managers have planned an apprenticeship that effectively meets the demand to train new entrants to the security and fire systems industry. Leaders and managers have a sound working knowledge of the industry. They adapt the programme to meet the needs of employers expertly. Leaders have strong relationships with employers, who sponsor and train apprentices to use specialist equipment and emerging technologies.

In most cases, managers and tutors work with employers commendably closely to review apprentices' progress. For example, tutors inform employers of what apprentices have learned during their training. Based on this, employers plan the work they set for apprentices. As a result, apprentices' on- and off-the-job training align. However, in a few instances, apprentices are limited in the breadth of activities they can practise in the workplace. Consequently, they lack the full range of experience needed to achieve their qualifications.

Tutors are highly technically skilled. They teach apprentices useful knowledge and skills to rapidly be effective in the workplace. For example, tutors teach learners new ways of terminating copper wire and have updated safety documents which they use to improve practice in the workplace. In the first few days of training, tutors teach apprentices how to calculate cable sizes and use safety device reaction times and

electrical multimeters to test circuits. As a result, apprentices contribute quickly when working with engineers. Over time, employers trust apprentices to work unsupervised.

Tutors teach new concepts to learners effectively. For example, they use multiple examples that apprentices encounter in their daily lives. They make good use of resources, such as visual diagrams and scales. Tutors carefully check that learners understand each topic before moving on to more complex applications. When teaching online, tutors use quizzes and polls to check what apprentices can remember. Where tutors identify a lack of understanding, they revisit topics to ensure apprentices gain in-depth knowledge. For example, when tutors identify gaps in apprentices' understanding of the safe isolation of electrical installations, they teach it again. As a result, most apprentices gain a thorough understanding of essential knowledge and skills.

The first cohorts of apprentices were not fully prepared for their end-point assessments and too few achieved at the first attempt. Leaders have started to remedy this, and more recent apprentices are clearer on the requirements for their assessments. Tutors teach apprentices about their final assessments from the beginning of their course and set tests each week. As a result, the proportion of learners passing and achieving distinctions has risen markedly.

Leaders and managers provide a range of resources to help apprentices with additional needs. For example, they provide hearing loops for apprentices with hearing impairments. As a result, learners with additional needs make the same progress as their peers.

Staff train apprentices excellently to improve their professionalism and confidence. Tutors teach all apprentices, regardless of their previous qualifications, the speaking and listening aspect of English, which benefits apprentices who work in client-facing roles. As a result, apprentices quickly learn to communicate clearly with clients and colleagues.

Governors support leaders thoughtfully to offer valuable, industry-focused training. However, they do not have the education and teaching expertise to challenge managers rigorously about the quality of teaching. As a result, leaders and managers do not sufficiently evaluate the effectiveness of teaching to make further improvements.

In a few instances, managers recruit apprentices who are not ready to commit to the 36-month duration of the programme. In some of these cases, learners' level of English and mathematics is low. As a result, a few learners make slow progress, or leave the programme early.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a culture of safety. Staff teach apprentices to protect themselves in and outside of work. They teach apprentices about specific risks they may face at work, for example bribery. As a result, apprentices know how to keep safe at work and when in training.

Leaders conduct appropriate checks on staff. They have robust procedures for learners to report safeguarding concerns. Safeguarding staff take swift and effective action when concerns are raised. They involve employers, parents and other suitable agencies where necessary to resolve issues. As a result, apprentices feel comfortable reporting any concerns.

What does the provider need to do to improve?

- Governors should ensure that they are suitably informed about the quality of teaching on the apprenticeship and have the expertise to provide suitable challenge to leaders to ensure further improvements.
- Staff should ensure that all apprentices know and can practise what they need to achieve all parts of their final assessments so that the proportion who achieve their assessments at the first attempt, and achieve distinctions, improves further.
- Staff should ensure that all apprentices are suitably recruited on to the programme.

Provider details

Unique reference number	1278639
Address	20 Thornsett Road London SW18 4EF
Contact number	020 7622 5151
Website	https://www.banham.co.uk/academy
Principal/CEO	Kevin Faulkner
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the operations director, 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

Rebecca Jennings, lead inspector	Her Majesty's Inspector
David Baber	Ofsted Inspector
Maureen Gilmartin	Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021