

Inspection of Haddon Training Limited

Inspection dates: 14 to 17 June 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Outstanding

Information about this provider

Haddon Training Limited (HTL) is a national training provider which offers apprenticeships in: equine, animal care and welfare, business administration, operational managers, and sporting excellence. It trains apprentices with almost 300 employers based across England. In addition, HTL offers a small number of apprenticeships in saddlery training, provided through a highly specialist subcontractor.

At the time of inspection, 545 apprentices were studying with HTL. Of these, 520 were studying on standards, with the remaining 25 apprentices studying on frameworks. The vast majority of apprentices study at levels 2 or 3 within the equine specialisms and most apprentices are employed at stables.

In December 2021, HTL was purchased by the Educ8 training group. HTL retains a separate senior leadership team and governance structure.

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

Apprentices speak confidently and positively about their learning environments and how they are taught. They are particularly positive about the personal and professional support they receive from their trainer coaches (TCs) and how this helps them to focus on their studies. TCs use their social skills effectively to build positive professional relationships with each apprentice. Apprentices recognise the quality and value of the support and encouragement they receive because it helps them develop personally and professionally.

Apprentices train in exciting and challenging environments. Many equine apprentices work in nationally renowned stables and yards, with top race and dressage horses. TCs work carefully to build apprentices' confidence by helping them reflect on what they have learned. As a result, apprentices relish the challenges they face, are highly motivated and take full advantage of the exceptional learning and working environments.

Apprentices are highly ambitious. They value the professional culture which TCs have established and want to be the best employees they can. They acknowledge with pride, the increased additional workplace responsibilities that they take on, as their skills and knowledge grow. TCs effectively challenge the vast majority of apprentices to develop swiftly these new skills. However, a small minority of level 2 apprentices, with extensive prior knowledge of the equine industry, are not supported to develop new skills as quickly as they should. Apprentices feel safe at work.

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

Leaders have aligned the vast majority of their apprenticeships to address the high level of skills gaps within the equine and animal care industries. They have established a culture of aspiration and believe strongly in the value of vocational training to offer life-changing opportunities to their apprentices. TCs promote these high aspirations throughout their interactions with apprentices. As a result, apprentices strive for excellence and feel rightly proud of the progress they make in developing substantial new knowledge and skills. They achieve highly and almost all go on to more senior roles within their chosen industry.

Leaders are aspirational for what their apprentices can achieve and routinely expect them to develop skills beyond those identified in the apprenticeship standards. Apprentices on the racing pathway gain additional qualifications in transporting horses. Equine level 3 apprentices are supported to take part in point-to-point races just six months into their apprenticeships and others qualify for national dressage championships.

Leaders ensure that the employers they work with share their value and vision for high-quality training. They are uncompromising in their high expectations and consider carefully the value of the training environment which employers are

offering. As a result, many apprentices have access to exceptional workplace resources and work with and learn from industry experts. For example, animal care apprentices, at a large safari park, work alongside numerous species experts and in doing so, they gain an exceptional breadth of knowledge. As a result, they apply their learning well, and work with a diverse range of animals, making them highly employable in both the zoo keeping and wider animal care settings.

Leaders and governors have established useful processes to continuously improve the training experience of learners. They are well versed in the strengths and areas of development of the provider. Governors use their extensive knowledge of pedagogy and modern training methods to support in-depth discussion around intervention, challenge the senior management team, and ultimately improve apprentices' experiences. For example, the decision to introduce a team of functional skills specialists was a result of discussions between governors and members of the SLT. As a result, most apprentices now receive effective skills development in mathematics and English, and the proportion who pass their exams first time is increasing rapidly.

TCs on business apprenticeships, include discussions of current affairs in training sessions. They encourage apprentices to reflect on the impact these have on their personal and professional lives. As a result, apprentices explore difficult themes positively and develop their resilience, particularly those who are employed within the national health service and managing the impacts of COVID-19.

TCs share their high expectations with apprentices from the beginning of enrolment and require them to be upheld throughout the apprenticeship programme. Apprentices understand and meet these standards. They are polite, courteous and highly respectful. They develop industry-specific employability skills and are considerate of both other people's needs, and those of the animals in their care. For example, level 2 equine apprentices often support the teaching of riding lessons for the public. They recognise when people are nervous and communicate with empathy and positivity, developing the rider's confidence.

TCs plan effective training which quickly enables learners to move on to more-complex tasks and take on new workplace responsibilities. They ensure apprentices understand the relevance of what they are learning. As a result, most learners develop new skills and knowledge quickly. For example, level 3 apprentices, with no prior experience or knowledge of turning out for high-level competition, are swiftly able to prepare horses for international travel and competitions. However, TCs rely too heavily on a small number of generic teaching and assessment strategies to support learners with specific learning difficulties. They do not plan or adapt their teaching well enough to ensure all learners needs are met. As a result, a small number of learners do not develop new knowledge as quickly as they should, although they do ultimately achieve their qualifications and realise their goals.

TCs use their excellent industry knowledge as practitioners very well to assess and develop apprentices' knowledge and skills. They give apprentices timely feedback, highlight gaps in apprentices' learning and identify clear actions and targets to

improve. This motivates apprentices to complete their assignments to the best of their ability. However, a small minority of the business administration apprenticeships TCs do not check apprentices' understanding of new knowledge well enough. As a result, the pace of training for these apprentices is often too fast, and they do not fully understand important key concepts before the TC introduces new curriculum content.

TCs discuss radicalisation and British values with apprentices during induction. However, they do not revisit these topics in sufficient depth, or contextualise them well enough. As a result, too many apprentices only have a limited recollection of these topics and cannot link them to their jobs.

TCs talk to apprentices about their potential career paths, normally during the latter stages of their course. This helps apprentices feel prepared for what happens next. However, TCs' advice is mainly focused on what apprentices might do in the context of their current employment. They often fail to provide a broad view of opportunities available within apprentices chosen industries. As a result, not all apprentices understand the wider options available to them.

Safeguarding

The arrangements for safeguarding are effective.

Learners know how to keep themselves safe. Leaders have established helpful processes which staff use to support apprentices. Managers responsible for safeguarding have appropriate experience and undertake swift actions in response to any identified concerns.

Managers and TCs monitor apprentices' work environments closely. TCs build time into apprentices' reviews, to discuss key themes which link to personal safety. They regularly review the apprentices' work environment to ensure it is safe and that learners are aware of how to avoid potential dangers in the workplace and online. However, TCs do not revisit radicalisation well enough, to ensure all apprentices develop a deep understanding.

What does the provider need to do to improve?

- Ensure that TCs have the pedagogical skills and knowledge to support effectively all learners, including those with special educational needs and/or disabilities.
- Ensure that all apprentices received sufficient timely, impartial careers advice for them to make informed decisions about their careers and next steps.
- Ensure that all apprentices have a secure understanding of the dangers associated with radicalisation and life in modern Britain.

Provider details

Unique reference number	52093
Address	1, Leverton Farm Buildings Leverton Hungerford RG17 0TA
Contact number	01672 519977
Website	https://www.haddontraining.co.uk
Principal/CEO	Jude Holloway
Provider type	Independent learning provider
Date of previous inspection	July 2011
Main subcontractors	The Saddlery Training Centre

Information about this inspection

The inspection team was assisted by the Quality lead, 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.

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