

Inspection of Runway Apprenticeships Limited

Inspection dates: 29 June to 1 July 2022

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
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Runway Apprenticeships Limited, known as Runway Training, was set up in 2008 to provide functional skills qualifications. In 2013, they expanded the provision to deliver apprenticeships as a subcontractor. The direct provision of levy-funded apprenticeships began in November 2017, and they have been teaching traineeships since 2019.

At the time of the inspection, there were 22 trainees studying level 2 digital promotion for business and level 1 enterprise awards. There were 193 levy-funded apprentices, of whom 28 were on legacy frameworks. Apprenticeships are offered at levels 2 to 5 and cover a wide range of sectors including care, early years, business, education, and finance. There were 105 apprentices studying at level 3 and 49 at level 2. The remainder studied level 4 accountancy apprenticeship or apprenticeships at level 5 for adult care and early years leaders. Apprentices are based mainly across the south-east and London. Runway Training does not work with any subcontractors.

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

Apprentices and trainees enjoy studying with Runway Training. They value highly the support they receive from their teachers, who respond rapidly to any queries they have. Apprentices and trainees are very satisfied with the training they receive, which helps them to progress effectively. In a significant minority of cases, mostly in care, apprentices have been unduly impacted by the COVID-19 pandemic and in these instances are behind their planned end date.

Apprentices and trainees are positive about their studies and well motivated to learn. Most quickly gain the skills and behaviours they need to work independently. Early years apprentices lead carpet-time activities and advise parents on how to encourage literacy through play. Care apprentices become able to carry out health and safety audits competently and efficiently. Trainees learn to review websites and plan marketing campaigns.

Trainees, many of whom have had poor prior education experiences, thrive in a culture of mutual respect and tolerance. As a result, they become rapidly more engaged. They work with their teachers effectively to design shared class rules and values. They have a strong understanding of the expectations around behaviours and attitudes, such as cameras on and no looking at phones during teaching. They steadily develop the skills and confidence they need for employment through focused activities, such as developing business proposals and pitching ideas as part of their enterprise studies.

Apprentices and trainees feel safe and know how to report any concerns. They have a good understanding of safeguarding issues which are relevant to their sector and age group. Business apprentices learn about cyber-crime and password protection. Care apprentices understand their statutory duties around administering and storing medicines. Trainees have a good understanding of online safety. They can confidently describe the dangers of social media and how to keep safe among strangers they may meet online.

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

Leaders have introduced a carefully considered range of courses that meet the needs of their employers, apprentices, and trainees well. Apprenticeship employers value the close working relationship they have with Runway Training, which helps them fill challenging skills gaps. Staff have designed traineeship programmes which successfully build the employability skills of learners not yet ready to access apprenticeships.

Teachers deliver flexible programmes that are responsive and meets the needs of learners efficiently. Teachers in care link with employers' in-house training schedules to deliver relevant topics, such as positive behaviour support, so apprentices can use the knowledge gained in their workplace in a timely way. Trainees who are unable to

attend classroom-based sessions because of geographical, medical or anxiety needs are able to work online with virtual placements and so continue in their learning.

Leaders and managers have produced a clearly planned and logically sequenced curriculum, which builds on what apprentices and trainees know and can do. For example, trainees learn about the use of images to catch the eye, and key words linked to products, before designing online marketing campaigns. Early years apprentices learn about child development and how to plan activities, before learning how to adapt them for children who may have a sensory impairment.

Teachers are experienced and well qualified. They use question and answer sessions appropriately in the classroom, the workplace and online, to check learners' understanding. Feedback is encouraging and designed to keep apprentices and trainees on track. However, teachers do not ensure that apprentices know in detail what they have done well, and feedback does not focus sufficiently on what they need to improve.

Staff have produced helpful workbooks and high-quality resources that support apprentice and trainee learning well. However, teachers in a small minority of courses rely too heavily on apprentices' independent study of given topics and do not provide sufficient teaching for new content. As a result, a small number of apprentices do not make the rapid progress they are capable of.

Apprentices and trainees benefit greatly from substantial support for their health and well-being. They have free access to confidential counselling services and signposting to services, such as Samaritans and domestic violence helplines, which broaden their understanding of healthy lifestyles.

Staff have produced a rich range of resources and calendar of events, such as Pride month and World Vegan Day, which develop a deeper understanding and appreciation of diversity and life in modern Britain. Many apprentices and trainees have become more understanding of those with additional needs or from different backgrounds as a result of their course. Although seasonal and charity events are regularly promoted, few apprentices participate in additional activities outside of their core programme.

Teachers and workplace mentors provide helpful support for apprentices and trainees, when planning their next steps. Apprentices are clear about their progression routes and have a good understanding of how they can move forward to the next stage of their career or education. Teachers support trainees with work experience, CV writing and interview skills, which helps build their confidence to enter the job market. Although no trainees have yet completed their programme, a few have already secured offers of employment as a direct result of their engagement with the scheme.

Leaders are very considerate of staff well-being. Leaders and managers use monthly meetings effectively to enable staff to discuss caseloads and raise areas of concern, which they act on swiftly. Staff rightly appreciate access to counselling and welfare

support, professional development and team building events. They feel fully supported and happy in their roles.

Leaders have implemented a clear structure for governance and oversight. Governors use their industry experience appropriately to hold senior leaders to account. They make an active, positive contribution to quality improvement. For example, governors' challenge to leaders about how to sustain quality with planned growth led to the introduction of a new tier of middle managers.

Leaders and managers maintain a strong and effective focus on improving the quality of education for apprentices and trainees. Leaders are swift to make changes, which lead to quality improvements where they identify weaknesses. However, leaders and governors do not analyse feedback and data of individual courses closely enough. This means they have not identified trends such as too many learners making slower than expected progress on traineeships.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have put in place appropriate policies and procedures, which contribute effectively to keeping learners safe. The well-trained, designated safeguarding lead (DSL) and safeguarding team have a good awareness of local risks. They update staff frequently, so learners can benefit from these insights. Staff are confident reporting safeguarding incidents, which the safeguarding team track and monitor appropriately. The DSL makes referrals to external agencies appropriately and in the best interests of the learners.

Leaders follow safer recruitment procedures. Managers undertake appropriate health and safety checks and ensure that staff are safe to work with trainees before approving new work experience settings.

What does the provider need to do to improve?

- Leaders and managers should improve the quality of feedback, so it is developmental and enables apprentices to know how to improve.
- Leaders and managers should ensure that all apprentices benefit from high-quality teaching to support module workbooks.
- Leaders should review the curriculum to enable apprentices to have the opportunity to participate in additional activities outside of their core programme.
- Leaders and managers should more formally evaluate the quality of training at course level to identify and remedy inconsistencies.

Provider details

Unique reference number	1276533
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Website	www.runwaytraining.co.uk
CEO	Oliver Traylor
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 managing 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

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