

Inspection of Lighthouse (Training and Development) Ltd

Inspection dates: 28 June to 1 July 2022

Overall effectiveness	Good
<hr/>	
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

Lighthouse (Training and Development) Ltd provides standards-based apprenticeship programmes in commercial leadership and management for employers on a local and national basis. They have been providing training for apprentices since 2018.

At the time of the inspection, 354 apprentices were on apprenticeship programmes ranging from levels 3 to 6. Apprentices work for employers throughout England. Leaders work with one subcontractor (Arden University Ltd), and there are no apprentices with high needs.

Apprentices are aged over 19 years. There are 151 studying the level 3 team leader/supervisor apprenticeship, 23 studying the level 3 business administrator apprenticeship, 141 studying level 5 operations departmental manager apprenticeship, 23 studying level 5 coaching professional apprenticeship, 13 studying the level 4 associate project manager apprenticeship and 3 studying the level 6 chartered manager apprenticeship.

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

Apprentices receive high-quality training and support. Expert tutors make learning relevant to apprentices' work roles. Apprentices promptly apply their enhanced knowledge of leadership in their workplace. Tutors' feedback allows apprentices to improve their written work and practical skills effectively. Apprentices apply their skills through workplace assignments. Apprentices quickly become confident in their workplace. They apply their knowledge and skills to new projects and situations adeptly.

Apprentices appreciate the professional and positive relationships they enjoy with staff. They value the high level of support they receive from tutors and workplace mentors. Apprentices learn the skills and behaviours needed to achieve high grades. These skills and behaviours allow apprentices to make progress in their chosen careers.

Apprentices quickly become valued members of their teams. Level 5 apprentices embody their company's values through recruitment, training and communications. Apprentices are responsible and respectful employees. Apprentices engage in projects which extend their behaviours beyond their workplace. Projects include monitoring the take-up of flu vaccinations and monkeypox prevention.

Most apprentices remain in learning and their attendance at learning sessions is high. Apprentices stay with their employers after they complete their programme. Apprentices receive salary rises and increased responsibility as their knowledge and skills grow.

Apprentices are safe in their workplaces. Apprentices understand the risks related to their specific job roles. Apprentices on coaching programmes understand the need to report unsafe or harmful practices.

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

Leaders have a clear vision for the company. They focus on providing high-quality leadership and management training. Leaders work with both public and private sector organisations. These organisations include NHS organisations, local authorities and the banking sector.

Leaders set high expectations for apprentices. Leaders focus the curriculum on both vocational and academic competence. They ensure that good-quality education is provided. Leaders enable apprentices to apply their learning to their specific work roles. Apprentices apply their knowledge of different leadership styles to increase the productivity of their teams.

Leaders ensure that apprenticeship programmes are closely tailored to individual employers' requirements. Leaders sequence units to give apprentices insights into their specific workplaces. Apprentices on level 5 operational and departmental

management, for example, start with learning management styles. They then progress to strategic planning and team dynamics to improve team performance.

Leaders act promptly on feedback from employers and apprentices. They use this feedback to enhance the apprenticeship programme. They enable apprentices to gain additional qualifications and training. They support apprentices to gain registration with the Chartered Management Institute. This additional learning makes apprentices more valuable employees. They become equipped to manage various organisational changes. This prepares them well for future promotions.

Trainers and tutors check apprentices' existing vocational skills and knowledge highly effectively. Staff use this information to ensure apprentices are on the right apprenticeship standard. They support apprentices to understand what they need to learn. For example, they evaluate apprentices' understanding, and application of, emotional intelligence to working practices.

Trainers make good use of a variety of teaching and learning strategies. They encourage professional discussions and use effective questioning to determine apprentices' understanding. Apprentices at level 5 learn to balance leadership and management decisions. They ensure that their teams remain productive while maintaining focus on strategic priorities. Coaching staff support apprentices to build on prior knowledge through powerful group discussions. Apprentices feel at ease discussing and considering new ideas such as when managing conflict in stakeholder engagement.

Trainers and tutors use assessment strategies skilfully to ensure that apprentices secure their knowledge. Staff use suitable assessments that are sufficiently demanding to enable apprentices to build on what they already know and can do. Apprentices are well prepared for their final examinations as a result of the useful and frequent assessment activities.

Too many tutors and trainers of level 5 programmes do not routinely challenge apprentices on the use of appropriate referencing. These apprentices are not prepared well for the next level of study. However, level 6 chartered manager degree apprentices produce work to an appropriate academic standard. Apprentices contextualise their writing based on their experiences at work. Apprentices use appropriate reference sources to analyse the theories they use.

Most apprentices stay on a programme. Most complete and achieve a distinction or merit grade. Leaders have significantly reduced the proportion of apprentices who had taken too long to complete their learning. Many apprentices have been significantly affected by the COVID-19 pandemic, for example those working in the NHS and Public Health England. Tutors and trainers support apprentices to build their confidence and resilience. They support apprentices through workplace and personal pressures effectively. Most apprentices become more self-assured and progress in their careers.

Staff do not ensure that apprentices further their English and mathematics skills in

the workplace. English and mathematics classes focus too much on examination preparation. Essential concepts, such as budgeting, are not covered in sufficient depth within the apprenticeship.

Apprentices do not receive effective, ongoing, impartial careers advice and guidance. Apprentices receive effective guidance at the start of the course. However, their understanding of potential next steps is limited to promotion in their current workplace.

Tutors develop apprentices' understanding of British values effectively in relation to their workplace. Apprentices recognise others' rights to confidentiality. They are considerate of the changing demands of the workforce and are respectful of other beliefs and freedoms.

Subcontracting arrangements for level 6 apprentices on the chartered manager programme have not been effective. The provision failed to meet both the apprentices' and employers' expectations. Too many apprentices left the programme prior to completing their qualifications. Leaders have taken appropriate action to cease the contract once the current apprentices have completed.

Senior leaders have developed effective governance arrangements. They use suitably experienced external peers to provide scrutiny and an independent perspective. However, leaders do not report in sufficient detail on the quality of education and training apprentices receive. Leaders' reports focus too heavily on outcome data and operational matters. Governors do not have a sufficiently deep understanding of the quality of provision across all programmes. As a result, they are unable to challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain a good culture of safeguarding apprentices in learning and at work. Leaders' strong pastoral support for apprentices ensures that apprentices are confident to talk to either their employers or the provider should they have concerns.

Leaders responsible for safeguarding have developed a network of effective links with external agencies in the areas where apprentices are based. Staff work effectively with employers to provide support for apprentices where concerns are identified and frequently monitor their well-being.

What does the provider need to do to improve?

- Leaders need to ensure that apprentices improve their English and mathematics skills beyond the requirements to achieve their apprenticeship in order to better prepare apprentices for promotion.

- Leaders need to ensure that tutors and trainers of level 5 programmes routinely challenge apprentices on the use of appropriate referencing and ensure that apprentices' work is suitably referenced.
- Leaders need to ensure that apprentices receive impartial careers advice and guidance throughout their programmes to ensure that apprentices are aware of the full breadth of careers available to them.
- Leaders need to ensure that governors have a sufficiently deep understanding of the quality of education and training across all apprenticeship programmes. Governors need to challenge leaders to rapidly improve the level 3 business administration apprenticeship and ensure that new programmes are of high quality.

Provider details

Unique reference number	1280357
Address	Unit 10 Riduna Park Station Road Melton Woodbridge Suffolk IP12 1QT
Contact number	03333 239 690
Website	www.lighthouse-group.co.uk
Principal/CEO	Gill Henderson
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Arden University Ltd

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

Shane Langthorne, lead inspector	Her Majesty's Inspector
Michael Worgs	Her Majesty's Inspector
Richard Kirkham	Her Majesty's Inspector
Liz Gormley-Fleming	Ofsted Inspector
Alice Giles	Ofsted Inspector
Teresa Kiely	Ofsted Inspector
Peter Giles	Ofsted Inspector
Nicole Tampin	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 2022