

Inspection of Raytheon Professional Services

Inspection dates:

4 to 7 October 2022

Overall effectiveness**Good**

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

Information about this provider

Raytheon Professional Services provides apprenticeship programmes across England, mainly for the motor vehicle industry. It works closely with a large international employer to provide an apprenticeship programme for light vehicle, motorcycle and auto-care technicians. Apprentices in the parts and servicing department of car dealerships complete customer service apprenticeships. The provider has recently introduced cybersecurity apprenticeships. At the time of the inspection, there were 82 apprentices on programme. There are 24 apprentices on the level 3 motor vehicle service and maintenance technician (light vehicle) programme, 23 on level 2 auto-care technician, 23 on motorcycle technician, seven on level 2 customer service practitioner, and five on level 4 cybersecurity technician.

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

Apprentices are polite, courteous and professional. They support their peers and want them to do well. Apprentices help each other and make relevant suggestions on how to address tasks in training. As a result, they develop professional behaviours that enable them to contribute respectfully in a team environment at training and work.

Apprentices enjoy their programmes, and are motivated and eager to learn. They have positive attitudes and welcome challenges to try new things. Apprentices gain confidence in their own abilities; this is reflected in the tasks they can do and the responsibilities they take on at work.

Apprentices value the training that they receive and appreciate the skills and expertise of their tutors. They benefit from useful additional training that enables them to take on extra responsibilities at work. For example, auto-care apprentices gain valuable first-aid qualifications and are trained to be fire wardens.

With encouragement and support from provider staff and employers, motor vehicle apprentices participate in a range of skills competitions. Employers are proud of how well their apprentices perform in these competitions alongside more experienced technicians. For example, apprentices have won regional and national competitions and have been international runners-up.

Apprentices feel safe in training and at work. Staff work effectively with employers to provide help to apprentices who need it. Where necessary, they refer apprentices to outside agencies that can offer support, such as for mental health and counselling.

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

Leaders and managers have designed and implemented an ambitious curriculum. They provide opportunities for apprentices to gain additional qualifications that equip them with industry-relevant knowledge and skills. For example, motor vehicle apprentices complete a hybrid/electric vehicle accredited courses, and cybersecurity apprentices gain industry-recognised computer certification.

Leaders and managers recruit well-qualified and experienced staff with significant technical knowledge. Tutors use their expertise to inspire apprentices to think deeply about their subjects and help them remember more complex concepts. For example, tutors on cybersecurity programmes use imaginative activities such as pen-testing practice and work on virtual machines to help apprentices make sense of difficult topics.

Senior directors have good oversight of the apprenticeship programme. They effectively scrutinise performance and hold leaders and managers to account for their actions.

Leaders and staff liaise successfully with employers, working together to design effective training. Leaders report frequently to employers on the progress that apprentices make and the level of satisfaction of apprentices and workplace supervisors. This enables senior leaders at employers to evaluate the effectiveness of the programmes in meeting their business needs.

Tutors sequence the curriculum well. They link technical knowledge with practical training activities in the workshop and classroom. For example, motorcycle technicians start with basic servicing and oil changes and then move on to basic electrics. They then use their new skills to operate advanced electronics to enable them to diagnose and fix problems with vehicles. As a result, apprentices are well prepared for their job roles in busy automotive workshops and quickly become valued members of the workforce.

Tutors use questioning skilfully to check apprentices' understanding during practical tasks. They use ongoing assessment to ensure that apprentices apply theoretical knowledge and use technical terminology accurately. For example, motorcycle technicians apply their knowledge of two-stroke engines to work on four-stroke engines and confidently discuss how they work. As a result, apprentices quickly develop new knowledge and skills that they apply at work. Most apprentices remain in employment at the end of their apprenticeship, and many go on to gain promotion at work.

Apprentices take pride in their work. They produce good written work and complete practical tasks to a high standard. Employers value apprentices' new knowledge and skills and consider apprentices to be productive members of the workforce. For example, auto-care apprentices quickly develop the skills to be able to work independently, carrying out simple servicing and tyre-fitting jobs under supervision.

Tutors successfully develop apprentices' English, mathematical and digital skills. They contextualise learning well so that apprentices can apply these skills at work, such as using fractions and decimals to calculate compression volumes. However, staff do not encourage consistent attendance at online learning sessions for the few apprentices who would benefit from extra tuition to prepare them for functional skills examinations.

Most staff carry out valuable reviews in the apprentices' workplace, involving both the apprentice and their workplace supervisor. They discuss apprentices' knowledge and skills, clearly identify areas for development and check on apprentices' well-being. However, staff have not maintained frequent enough contact with the small number of customer service apprentices, or their employers, to keep them informed about whom to contact for guidance during recent staff changes.

Leaders and managers do not use the findings from their evaluations of training well enough to develop work-based teaching practice for assessment and employment coaches (AECs). They do not identify clearly enough what the AECs could do to improve their teaching and have not provided any recent training or development opportunities to improve pedagogy.

Staff provide apprentices with clear advice and guidance at the start of their apprenticeship programme. They ensure that apprentices understand the expectations of their apprenticeship and what training and qualifications are included. However, managers and tutors do not ensure that apprentices are kept informed of up-to-date and locally relevant careers guidance as a routine part of their programme to help prepare them for their next steps.

Safeguarding

The arrangements for safeguarding are effective.

Staff set high expectations of behaviour to ensure that apprentices remain safe on residential training and at work. Apprentices understand that any negative behaviour is taken seriously and will not be tolerated. AECs reinforce key messages well by addressing in reviews topics such as inappropriate behaviour, racism and banter.

Staff work well with employers to identify and address safeguarding concerns in work and training. Managers train staff in first aid at work and mental health first aid, in response to the increase in concerns about apprentices' mental health post-pandemic.

Tutors plan and deliver training for apprentices to help protect them from pertinent risks. They identified an increase in apprentices being targeted by betting companies as a result of their interest in sport. Staff delivered a gambling awareness module to help apprentices understand the risks of developing gambling behaviours.

What does the provider need to do to improve?

- Ensure frequent and consistent attendance at online English and mathematics training sessions for apprentices who need to take their functional skills examinations.
- Ensure that managers use the findings of their evaluations of training to identify clearly what staff need to do to improve their teaching practice, particularly in work-based training.
- Provide careers information, advice and guidance throughout the apprenticeship to help apprentices consider their next steps after completing their programme.

Provider details

Unique reference number	58936
Address	Rands Lane Industrial Estate Armthorpe Doncaster DN3 3DY
Contact number	01302 837080
Website	www.raytheonintelligenceandspace.com
Principal, CEO or equivalent	David Marriott
Provider type	Independent learning provider
Date of previous inspection	19 to 22 April 2016
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the programme manager, 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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