

Inspection of Salutem Limited

Inspection dates: 13 to 15 December 2022

Overall effectiveness	Good
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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

Salutem Limited is a small private training provider. It was created in 2013 by the owners of McDermott Building and Civil Engineering Limited to teach construction training. In March 2019, they received their own contract to provide apprenticeships. At the time of the inspection, there were 30 apprentices enrolled on the level 2 groundworker apprenticeship, two on the level 2 bricklayer, and two on the level 2 interior systems installer apprenticeship.

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

Apprentices study a broad curriculum that helps them gain a deeper understanding of fundamental British values and 'Prevent' duty. They know the significance of the rule of law, which they link fluently to health and safety working practices. They can hold debates and discuss key topics while maintaining respect for the views and opinions of others. As a result, apprentices become well-informed and respectful individuals.

Apprentices participate in effective, age-appropriate and healthy relationship and sex education sessions. For example, apprentices learn about the importance of sexual consent. They learn about the risks of sexually transmitted diseases and know the impact these can have on their health. As a result, apprentices can speak confidently and clearly on this sensitive subject.

Apprentices display a high standard of professional behaviour. They have a positive attitude to their studies and are motivated to learn. They are polite, courteous and display a range of positive personal attributes.

Apprentices learn about the importance of staying mentally and physically healthy. They know why they need to eat a well-balanced diet and the need to stay hydrated. They can securely identify features of declining mental health and know who to go to if they need support.

Apprentices do not receive the career advice and guidance they need. While many understand future career paths in construction, a few are not aware of the wider opportunities available to them.

Apprentices benefit from working and studying in calm, orderly environments that are free from bullying or harassment. They understand how to keep themselves and their peers safe. For example, they know why, when and how to use safety control equipment when undertaking groundworks.

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

Leaders' intention for the curriculum is to teach apprentices how to have a successful career in groundwork. This results in the curriculum going above the expectations of the apprenticeship. For example, apprentices learn how to use cable avoidance tools, signal generators and abrasive wheels, which allow them to make an effective contribution to their employers' businesses. Consequently, all apprentices who complete their apprenticeship gain full-time employment.

Leaders set high expectations for apprentices. They aim for all apprentices to achieve distinction grades. They promote this expectation in teaching sessions and when marking work. As a result, most apprentices have high aspirations for themselves.

Teachers plan and teach a curriculum that is sequenced effectively, building in complexity over time. For example, initially, apprentices learn to lay ducting for electrical cables at the correct depth. They then progress to more complex tasks, such as locating and excavating buried utility services. This results in apprentices developing their knowledge and skills proficiently.

Teachers successfully link on- and off-the-job learning. They work closely with employers to identify and agree the skills that apprentices need to practise in the workplace. For example, apprentices learn basic skills in class. They then perfect these skills while in the workplace. As a result, apprentices quickly become skilled in their job roles.

Teachers check apprentices' knowledge and understanding effectively. They regularly review apprentices' written work and identify the improvements apprentices can make. They use one-to-one sessions with apprentices to challenge misconceptions and, where needed, provide more teaching to ensure apprentices have secured the knowledge they need. As a result, apprentices who complete their apprenticeship pass, many with high grades.

Teachers do not routinely teach apprentices the mathematics skills they need to progress in their job and career. Apprentices who need to sit tests in English and mathematics are taught by an expert teacher. However, many other apprentices struggle to complete the complex mathematical calculations they will need in the future.

Teachers are experts in the subjects they teach. They work hard to maintain and update their subject competence by completing a range of professional development activities relating to the trades in which they teach. For example, they attend construction shows and work closely with local providers to share best practices. As a result, apprentices develop the knowledge and skills they need to be successful.

Leaders do not concentrate enough on the craft of teaching. As part of their quality assurance processes, they complete lesson observations. However, they do not use this opportunity to evaluate the practice of teaching. As a result, leaders do not know if the strategies teachers use are the most effective to ensure that apprentices meet their potential.

Leaders ensure that apprentices receive the support they need to progress. They regularly discuss and review each apprentice. They take into consideration a range of aspects, such as apprentices' attendance. Where needed, they provide appropriate support. As a result, most apprentices make good progress.

Governors use their expertise and experience to make sure the curriculum meets the needs of the industry. They receive general reports that present an overview of the provision. They know apprentice numbers, pass rates and those who pass with high grades. However, the report lacks detail and does not sufficiently concentrate on aspects such as the quality of education that apprentices receive. Consequently,

governors cannot be sure that they have the information they need to hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and deputy are appropriately qualified. They record safeguarding concerns diligently, monitor their progress and quickly respond to them to achieve a satisfactory resolution.

Managers follow safer recruitment practices. They carry out appropriate pre-employment checks on new staff. Staff undertake mandatory safeguarding training. They supplement this with additional guidance and updates.

Learners receive useful information that helps them to stay safe. They know to whom they should report concerns, if necessary. Apprentices have a good understanding of how to be safe at work. For example, apprentices recognise and use correct personal protective equipment when on site.

What does the provider need to do to improve?

- Leaders should make sure that quality assurance processes have a robust emphasis on the quality of teaching. This is to ensure that leaders swiftly identify the teachers who may need help in providing high-quality lessons.
- Leaders should ensure that they provide ongoing career advice and guidance. This is so that apprentices recognise the differing career paths available to them.
- Leaders should ensure that all apprentices have the opportunity to continually develop their English and mathematics skills. This is to make sure they are fully prepared for their job and their career.

Provider details

Unique reference number	2625234
Address	Catherine St Aston Birmingham B6 5RS
Contact number	01212364150
Website	https://www.salutem.co.uk/
Principal, CEO or equivalent	Malcolm McDermott
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

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

Bev Ramsell, lead inspector

His Majesty's Inspector

Ian Goodwin

Ofsted Inspector

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