

# Inspection of Nationwide Energy Training Services Ltd

Inspection dates:

29 November to 2 December 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

Not previously inspected

## Information about this provider

Nationwide Energy Training Services Ltd (NETS) is a national independent learning provider, trading as Impact Academy. The company's head office is based in Warrington in the north west of England.

At the time of inspection, there were 84 apprentices on a range of energy, digital and business apprenticeship standards. The largest areas of provision have 19 apprentices on level 3 junior energy manager, 19 apprentices on level 3 digital marketer, 13 apprentices on level 5 operations or departmental manager (departmental manager), seven apprentices on level 4 community energy specialist, and five apprentices on level 3 housing and property management. The remaining apprentices are on level 3 junior content producer, level 4 sales executive, level 3 team leader or supervisor and level 3 content creator apprenticeships.

Fourteen apprentices are aged 16 to 18. The provider does not subcontract any provision.

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

Apprentices have a positive attitude to their studies. They routinely attend their training sessions. Apprentices benefit from a calm, inclusive and welcoming online learning environment. They listen carefully to each other's views and wait their turn to speak. Apprentices feel comfortable to express their opinions.

Apprentices develop the professional knowledge, skills and behaviours they need to be successful at work. They are eager to apply the knowledge that they learn in training at work. For instance, level 3 housing and property management apprentices efficiently resolve common housing problems such as repairs to clients' homes.

Apprentices develop their confidence as a result of their apprenticeships. Level 3 digital marketer apprentices learn how to manage marketing campaigns for customers, which they confidently put into practice in the workplace.

Most apprentices are ambitious to achieve promotion or go on to further learning. They are aware of the range of progression routes available to them outside of their employer's organisation once they have achieved their apprenticeships.

Apprentices feel safe and know who to go to if they need to report any safeguarding concerns. Most apprentices know how to keep themselves safe from the risks of radicalisation and extremism. They know the tell-tale signs to look out for in colleagues or friends, such as changes in mood or appearance.

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

Leaders and managers have a sound rationale to meet the skills requirements of employers. They work closely with employers to provide an ambitious apprenticeship curriculum that meets the needs of their businesses and the needs of apprentices. This ensures that most apprentices are challenged to achieve their full potential.

The curriculum is ordered in a way that apprentices can incrementally build their knowledge, skills and behaviours. For example, level 5 departmental managers learn how to self-reflect. They apply this when leading and managing their own teams. Level 4 community energy specialists apply critical thinking to solve problems and make incisive decisions when managing projects. Consequently, apprentices build their knowledge over time in a meaningful way.

Most tutors use assessment effectively to check apprentices' understanding in order to inform teaching. Apprentices complete written assessments and take part in discussions. This identifies any gaps in apprentices' knowledge. Consequently, most apprentices make at least the progress expected of them.

Leaders recruit industry professionals who have the appropriate experience and qualifications to teach apprentices. They provide tutors with a range of effective

training. This helps tutors to improve their teaching skills, for example how to use assessment effectively. However, a significant number of staff, apprentices and employers find it difficult to use the online learning platform. They would like more training to help them use the system more effectively.

Employers value the contribution that apprentices make to their businesses. Level 3 junior energy managers efficiently investigate energy performance. From this, they improve their business's energy efficiency and reduce costs. Apprentices become valued members of their employers' teams.

Most tutors provide helpful feedback to apprentices. They tell apprentices what they have done well and what they need to do to improve their work. Tutors often challenge apprentices to expand their answers. As a result, apprentices improve their work over time. However, the few apprentices who study level 5 departmental manager and level 4 community energy specialist apprenticeships receive very brief feedback. This means that apprentices do not know specifically what they need to do to improve their work.

Tutors routinely support most apprentices to develop their English and mathematical skills. This helps apprentices to develop the skills they need to be successful at work. Level 3 business administrators accurately produce professional letters and emails. They confidently and articulately answer customers' queries. Level 4 community energy specialist apprentices accurately analyse complex financial planning documents.

Tutors are passionate about the success of their apprentices. They prepare most apprentices effectively for their final assessments. Tutors routinely provide opportunities for apprentices to practise mock assessments to support their understanding of the types of assessments they will encounter at the end of the apprenticeship. Consequently, most apprentices achieve distinctions. However, a minority of apprentices do not have a full understanding of what they need to do to achieve higher grades.

Tutors do not plan and coordinate on- and off-the-job training well enough. They do not consistently and routinely plan and agree with apprentices' line managers the opportunities for apprentices to practise and master their skills at work. Too many line managers do not routinely attend their apprentice's progress reviews. This means that line managers do not know what they specifically need to do to help their apprentices improve their skills.

Leaders use a range of information to gain a thorough and accurate oversight of apprentices' progress. They set staff challenging targets to achieve, for instance timescales for feeding back on apprentices' work. Leaders routinely monitor their progress against these targets. As a result, most apprentices are on target to complete their apprenticeships on time.

Senior leaders care about the work-life balance and well-being of their staff. They provide flexible working arrangements for staff with personal and family

commitments. All staff have an additional holiday on their birthday. Through an employee assistance programme, staff have access to a range of help, including finance, counselling, and mental health well-being. Staff are proud to work at NETS.

Governors receive appropriate information from managers. This helps them to understand the strengths and areas they need to improve. They closely monitor actions for improvement. Governors hold leaders to account to make the necessary changes to improve the quality of apprentices' training.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers support a culture of safeguarding and protection within their organisation. Leaders have put in place appropriate policies and processes to ensure that staff know how to keep apprentices safe. The designated safeguarding lead and deputy have the appropriate experience and training to carry out their roles effectively. They maintain up-to-date knowledge of safeguarding through the links they have developed with external agencies such as the police and local authority designated officers.

Leaders complete a range of appropriate checks when appointing new staff to make sure they are suitable to work with learners and apprentices. All staff receive appropriate training on safeguarding and the 'Prevent' duty.

## **What does the provider need to do to improve?**

- Leaders should ensure that tutors receive appropriate training and subsequent support to enable them to plan and coordinate on- and off-the-job training for apprentices consistently and effectively. This includes ensuring that line managers routinely attend apprentices' progress reviews, in order to identify the opportunities for apprentices to practise and hone their skills at work.
- Leaders should ensure that all apprentices receive effective feedback that helps them to know what they have done well and what they specifically need to do to improve. This is so that apprentices' work improves over time, including what they need to do to achieve high grades in their final assessments.
- Leaders and managers should ensure that they provide staff, apprentices and employers with sufficient and effective training to help them use the online learning platform more effectively.

## Provider details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 2554078  |
| <b>Address</b>                     | Impact Academy<br>302 The Base<br>Dallam Lane<br>Warrington<br>WA2 7NG |
| <b>Contact number</b>              | 01925386045  |
| <b>Website</b>                     | <a href="http://www.impactacademy.uk">www.impactacademy.uk</a>         |
| <b>CEO</b>                         | Paul Conroy  |
| <b>Provider type</b>               | Independent learning provider  |
| <b>Date of previous inspection</b> | Not previously inspected   |
| <b>Main subcontractors</b>         | Not applicable   |

## Information about this inspection

The inspection team was assisted by the chief executive officer, 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

|                               |                         |
|-------------------------------|-------------------------|
| Kim Bleasdale, lead inspector | His Majesty's Inspector |
| Dilys Taylor                  | Ofsted Inspector        |
| Fionnuala Swann               | Ofsted Inspector        |
| Maura Cummins                 | Ofsted Inspector        |
| Maria Rayworth                | Ofsted Inspector        |

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