

Inspection of She Compliancy Limited

Inspection dates:

10 to 12 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

SHE Compliancy Limited (SHE) is an independent learning provider based in Romford, Essex. SHE began teaching apprenticeships under a direct contract in December 2020. At the time of the inspection, SHE had 42 apprentices studying level 2 and 3 standards-based apprenticeships in health and safety, early years and construction trades.

There were 16 apprentices studying the level 2 early years practitioner standard, seven studying level 3 safety, health and environment technician standard and nine on the level 3 early years educator standard. A further 10 apprentices were training across five level 2 construction apprenticeships, including groundworker, bricklayer and carpentry and joinery. Most apprentices were adults, with 16 aged between 16 to 18 years old.

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

Most apprentices learn in a nurturing and supportive environment. For example, early years tutors provide one-to-one support sessions that help apprentices build their knowledge well. Tutors are sensitive when apprentices have personal issues or high workloads. For example, they adjust deadlines so that apprentices can manage their work–life balance effectively.

Apprentices on different programmes do not have a uniformly good experience. Those on early years and safety, health and environment apprentices have a coherently planned course. Those studying construction-related subjects do not benefit from well-planned off-the-job training. Tutors do not make coherent enough links between the theory taught and its application in practice. In a few cases, apprentices do not attend their training sessions.

Apprentices are taught by tutors with extensive vocational experience. Most tutors use their knowledge of their sector well to teach apprentices the skills and knowledge they need for work. Consequently, the majority of apprentices gain the skills, knowledge and behaviours they need for work.

Most apprentices develop in confidence as a result of their training. For example, safety, health and environment technician apprentices swiftly become assured in carrying out a variety of tasks at work. They make sure, for example, that staff at their workplace adhere to high standards of health and safety. They identify discrepancies in site reports and make sure that training is provided to mitigate health and safety risks.

Most apprentices are motivated by their studies. SHE apprentices have high aspirations to succeed and achieve high grades, and their attendance at workshops is good. However, a few construction apprentices do not experience a sense of belonging or receive support frequently enough and, as a result, lose motivation to study.

Apprentices are well prepared for their next steps because they have the knowledge and skills they need. Those who complete their training secure positive outcomes, including promotion at work, a new job or becoming self-employed.

Apprentices feel safe. They know who to turn to if they have any concerns. Apprentices know how to keep safe at work. For example, construction apprentices wear the correct personal protective equipment and carry out risk assessments of the areas in which they work. They keep hydrated and wear sun cream in hot weather.

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

Tutors sequence the curriculum effectively for most apprentices so that they build their knowledge and skills in a logical way. For example, safety, health and

environment technician apprentices study health and safety legislation before learning about specific risks, such as those posed by asbestos, manual handling and working at heights. Most apprentices gain additional qualifications during their training, such as in site management and first aid.

Leaders do not ensure that apprentices training on construction standards benefit from well-planned off-the-job training. A small number of construction apprentices complete underpinning theory work and assignments in their own time. Consequently, a few do not complete their studies. Apprentices studying on early years and safety, health and environment standards benefit from well-planned training where they attend classes and workshops. They enjoy interacting with their tutors and peers in sessions and achieve well.

Tutors mostly use a range of appropriate teaching techniques in classroom sessions that help apprentices to remember what they have learned. For example, they use role plays, peer discussions and presentations effectively. However, too often, apprentices training in construction trades do not receive the same quality of education.

Employers make a positive contribution to apprentices' training, including helping them to build on the skills they learn in their training sessions. For example, construction apprentices learn from their colleagues how to measure and cut plasterboard in an efficient way. Safety, health and environment technician apprentices are given opportunities to shadow colleagues so they can see, for example, how what they have learned about incident tracking theory is applied in the workplace.

Tutors use a range of suitable assessment methods to check apprentices' knowledge of what they have been taught. For example, they make good use of written assignments, online quizzes and mock examinations. They correct apprentices' misunderstandings and provide one-to-one support to make sure that apprentices' knowledge is secure. As a result, most apprentices develop their knowledge well.

Tutors mostly provide detailed and constructive feedback to apprentices on their written assignments. This helps apprentices understand what they need to do to improve further. Consequently, apprentices improve the quality of their written work over time. However, tutors do not consistently provide apprentices with feedback that helps them improve their written English. As a result, a small number of apprentices continue to make the same mistakes.

Tutors provide effective support to apprentices who need to develop their knowledge and use of English and mathematics. Tutors use their assessment of apprentices' knowledge in these subjects at the start of the course to good effect. They accurately identify gaps in apprentices' knowledge. Apprentices attend weekly sessions and complete practice examination papers and mock tests before taking examinations. As a result, the majority develop their knowledge and skills well and pass their exams at their first attempt. Many feel a great sense of personal achievement in doing so.

Tutors make sure that apprentices are aware of their immediate next steps once they complete their training. However, leaders do not consistently provide apprentices with information about the longer-term opportunities available to them in their sector.

Tutors prepare safety, health and environment technician and early years apprentices well for their final assessments. For example, apprentices benefit from regular opportunities to develop and practice their presentation skills. As a result, the majority of these apprentices achieve high grades.

Leaders do not scrutinise and evaluate the quality of the provision thoroughly enough. They do not collect or use data effectively to analyse the strengths and the areas that require improvement. They have been slow to fully implement governance arrangements to effectively support the development of the training they offer. This inhibits leaders from having effective oversight of all aspects of the training they provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a suitable range of safeguarding policies and processes in place including a 'Prevent' duty risk assessment. The safeguarding policy outlines clearly what staff should do should they identify and report a concern. Designated safeguarding leads are suitably trained in safeguarding. Staff take part in regular training to update their safeguarding knowledge in, for example, trauma-informed practice.

Leaders follow safer recruitment practices and make sure that staff are suitable for their roles to work with apprentices.

Leaders make sure that apprentices have a basic awareness of the dangers of extremism and radicalisation. However, leaders do not make sure that apprentices have sufficient awareness of threats of extremism and radicalisation in the areas in which they live and work.

What does the provider need to do to improve?

- Leaders must make sure that construction apprentices benefit from well-planned off-the-job training.
- Leaders must make sure that construction apprentices have sufficient time to complete all aspects of their training.
- Leaders must make sure that they have sufficient capacity to carry out their governance functions effectively to be able to improve the quality of the provision.
- Leaders must make sure that they collect and use data effectively to analyse the

provision overall so they can make the improvements needed.

- Leaders must make sure that tutors consistently provide apprentices with feedback that helps them improve their written English.

Provider details

Unique reference number	2654195
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Contact number	01708751222
Website	www.shecompliance.co.uk
Principal, CEO or equivalent	Debby Hicks
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 head of quality, 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

Jon Bowman, lead inspector	His Majesty's Inspector
David Baber	Ofsted Inspector
Kelley Malthouse	Ofsted Inspector

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