

# Inspection of Eastern Region Roof Training Group Limited

Inspection dates: 12 to 14 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Eastern Region Roof Training Group Ltd (ERRTG) is a specialist provider for apprentices in roofing. At the time of inspection, there were 27 apprentices studying roofer standard-based apprenticeships at level 2. Eleven apprentices were aged under 19. Three apprentices were funded by the apprenticeship levy. Two apprentices were in receipt of high needs funding. Off-the-job learning takes place at ERRTG's premises in Ipswich. The provider works with no subcontractors.

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

Apprentices develop high levels of technical skill. Apprentices take pride in their work and make good progress towards gaining their qualification. They confidently use wind-mapping charts to determine the correct fixings for tiles on roofs in different locations.

Apprentices value ERRTG's good off-the-job training resources. Apprentices make good use of well-designed roofing rigs to practise skills they are unable to develop at work. They use, for example, wet materials to complete hips, ridges, and verges to a range of roof pitches.

Apprentices develop excellent professional behaviours and are superb ambassadors for their employers. They communicate clearly and politely with clients. Apprentices routinely ensure that clients have safe and clean access to their homes and that tools and materials are stored neatly and safely.

Apprentices value ERRTG's open and inclusive culture. They are confident to discuss with staff and each other personal and financial concerns. Staff have created a broad and effective curriculum of personal development. This includes learning about topics including equality and diversity, the risks of radicalisation and the objectification of women. Apprentices have a good understanding of what constitutes consent within relationships. They confidently challenge peers who use discriminatory language at work.

Apprentices are exceptionally well supported by staff to become active citizens. Apprentices benefit from a broad range of experiences, including visits overseas and a student ambassador scheme, and they undertake charitable work for families in need.

Apprentices feel safe and enjoy learning new skills to keep themselves and others safe.

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

Senior leaders have designed a curriculum that meets the needs of national and regional roofing employers. Senior leaders have extensive knowledge of roofing and are active members of professional bodies. These include the National Federation of Roofing Contractors and the Institute of Roofing. Their expertise ensures that apprentices develop appropriate core knowledge and skills. As a result, they become effective and efficient employees in the roofing sector and the construction industry.

Leaders have worked with employers to develop a carefully considered curriculum that prepares apprentices appropriately for their work roles. Apprentices benefit from useful additional qualifications that support them in the workplace. These

qualifications include how to use abrasive wheels, asbestos awareness and first aid at work.

Leaders and managers are ambitious for their learners. Apprentices with physical and mental health conditions benefit from individual plans of learning that staff co-create with employers and parents. As a result, these apprentices develop confidence, make progress in line with their peers and become valued employees.

Apprentice outcomes are good. Most apprentices achieve their qualifications, with half of these achieving the highest grade of distinction. Apprentices demonstrate a high level of practical skills at work. Several apprentices have competed and achieved highly in national skills competitions. Most apprentices progress to jobs in roofing and are fully prepared for the sector in which they gain employment.

Leaders and managers have created a supportive culture for staff and promote their well-being effectively. Staff are well managed and feel well supported and valued. Leaders encourage staff to pursue training that is meaningful to them in their job roles. This includes training to support neurodiverse learners, those who have experienced early trauma, or those who are leaving care. Staff use the strategies they have learned to good effect with apprentices.

Tutors build good relationships with apprentices. Tutors create a positive learning environment and facilitate collaboration. They provide constructive feedback, which helps apprentices to understand and embed new knowledge. This includes how to install insulation and ventilation products for warm and cold roof construction. Tutors make good use of technology to support authentic and purposeful learning. Apprentices learn how to use scan codes for manufacturers' instructions and relevant codes of practice. As a result, apprentices are highly involved in relevant and interesting learning activities.

Apprentices develop good mathematical skills that are highly relevant to their work. Apprentices apply their mathematics skills successfully in the workplace. They learn how to use roof areas and tile overlaps to work out the number of tiles required on a roof. As a result, they avoid waste and work efficiently.

Apprentices are very well prepared for their next steps in employment or education. They develop the reflective skills needed to evaluate how their transferable skills can be used in their future careers. Apprentices can identify the transferrable skills they are gaining. They know those they are yet to develop, and they are aware of the work needed to enhance their skills. They are clear about how to progress along future career paths.

Senior leaders have a good understanding of the strengths and areas for improvement of their provision. Leaders recognised that the organisation of learning needed improvement. This included creating closer links with employers, resulting in the restructuring of apprenticeship courses. Leaders have implemented new quality management systems in the past six months. Although the impact of these measures is evident, they are not yet fully embedded across the provision.

Senior leaders have put in place useful governance arrangements. A new governing body includes governors with relevant educational, financial and roofing experience. Governors support and challenge leaders' strategic planning effectively. However, the governing body is new and is yet to have an impact on improving teaching and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Apprentices have a good understanding of the importance of safeguarding and its relevance to them. They implement their learning from specialist speakers on issues such as knife crime. They have a good understanding of the risks presented by radicalisation. This includes the risks associated with extremist views and single-voice social media platforms.

Staff ensure that apprentices look after their physical health. They check the safe working practices of employers. Staff ensure that apprentices understand how to protect themselves from sunburn and dehydration. Apprentices are well informed about potential workplace hazards and know how to keep themselves safe.

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

- Senior leaders must ensure that new quality assurance arrangements are embedded so that they can continue to provide a high-quality curriculum.
- Senior leaders must ensure that their new governance arrangements are effective in providing the support and challenge needed for continuous improvement to teaching and learning.

## Provider details

<b>Unique reference number</b>	2654158
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<b>Principal, CEO or equivalent</b>	Clive Coote
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the apprenticeships and schools lead, 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

Chris Bealey, lead inspector	Ofsted Inspector
Kevin Williams	Ofsted Inspector
Ian Goodwin	Ofsted Inspector

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