

# Hughes Driver Training

Monitoring visit report

---

**Unique reference number:** 2717165

**Name of lead inspector:** Nikki Brady, His Majesty's Inspector

**Inspection dates:** 6 and 7 March 2024

**Type of provider:** Independent learning provider

**Address:** 284 Gipsy Lane  
Leicester  
LE4 9BX

## Monitoring visit: main findings

### Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Hughes Driver Training limited is a national independent training provider, based in Leicestershire, with learners across England. It is funded to teach Skills Bootcamps in heavy goods vehicle (HGV) driver training, with its first cohort starting in February 2024. At the time of inspection, there were 79 adult learners studying a 16-week Skills Bootcamp for HGV drivers.

### Themes

#### **How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? Reasonable progress**

Leaders have a clearly defined purpose for their Skills Bootcamp, which is to prepare learners for a career in the logistics and transport industry. They rightly recognise the national skills shortage for qualified HGV drivers. As a result, they have developed a valuable Skills Bootcamp, that takes into account the needs of learners and employers, and the requirements of the national economy.

Leaders work with stakeholders and specialist sector groups well. They understand the knowledge, skills, and behaviours that employers value and include these in their curriculum. As a result, learners receive training that is current and relevant to the sector.

Leaders and managers have been proactive in working with a range of appropriate employers to ensure progression routes for learners. Managers work extensively to map opportunities for all learners, based on their locality. They have already secured interviews for almost half of their learners during the early stages of their course. As a result, leaders provide extensive opportunities for learners to gain employment as HGV drivers.

Managers have designed a comprehensive personal development curriculum, to supplement learners' skills, and support work readiness. However, as these sessions have not yet taken place, it is too early to judge the impact of these activities.

Leaders have an accurate understanding of their current provision and correctly identify areas for improvement. They have recently implemented a range of appropriate procedures to monitor and improve the quality of training. While there are early signs of positive impact, it is too soon to judge the full effectiveness of these arrangements.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress**

Leaders have developed an appropriate curriculum that is logically sequenced. They have planned topics thoughtfully. Learners develop a secure understanding of the transport industry, and comprehensive theoretical driving knowledge, before moving on to developing their practical driving skills.

Leaders have planned an extensive curriculum, which includes topics over and above those required to become an HGV driver. They work closely with stakeholders to include 'hot topics' and current themes in the curriculum. For example, completing vehicle walk-around checks, reasons for the rise in bridge strikes, the use of tachographs and drivers' health and well-being. Learners are well informed about current topics and develop extensive new knowledge.

Learners benefit from comprehensive online resources to supplement their learning. For example, learners have access to a bank of unit assessments, and mock tests, that allow them to recap and practise what they learn. Leaders acknowledge that they could use this information better to inform future teaching.

Skills trainers are experienced HGV drivers and have extensive knowledge and experience of the sector. They use this experience to explain complex information well, and make clear links between learning and work. For example, trainers explain the importance of completing vehicle checks thoroughly, and the regulatory consequences to drivers and employers if vehicle checks are not done. Learners have a good understanding of how theoretical topics apply to them as drivers and the impact they have on employers.

Leaders have developed a purpose-built driving academy that provides learners with frequent opportunities to develop their driving skills. Learners benefit from extensive practical resources, such as access to a large fleet of HGVs, and a high-quality simulation suite. This ensures learners develop their skills, competence and confidence in a low risk and safe environment.

Leaders, managers, and skills trainers have high expectations of learners. They continually reinforce positive behaviours, such as professionalism, attendance,

punctuality, communication, and respect. Learners are polite and respectful, and develop work-ready behaviours.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders have suitable policies and procedures in place, which are appropriate for the adult learners they work with. The designated safeguarding lead and deputies are suitably qualified. All staff undertake relevant training to ensure that they can recognise and report incidents if they occur.

Leaders and managers have an appropriate 'Prevent' duty risk assessment in place. They are aware of their duties to ensure the safety of learners. However, leaders acknowledge that this does not yet consider localised risks, covering the range of areas where learners live.

Learners benefit from weekly discussions about safeguarding. Processes and procedures for reporting safeguarding incidents are discussed in all lessons. Learners are well informed about safeguarding, and know who to report concerns to, should they arise.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024