

# Inspection of Deere Apprenticeships Ltd

Inspection dates: 19 to 21 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Deere Apprenticeships Limited is an independent learning provider based in Newark, Nottinghamshire. At the time of the inspection, there were 118 apprentices in learning. Most apprentices were studying the level 7 senior leader, level 3 transport and warehouse operations supervisor, level 3 team leader and supervisor or level 3 safety, health and environment technician apprenticeships. Fewer than 10 apprentices were studying each of the other apprenticeships in supply chain warehouse operative, operational and departmental manager, improvement practitioner, supply chain practitioner, business administrator, customer service specialist, and customer service practitioner.

There were five apprentices under the age of 18. The provider does not work with any subcontractors.

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

Tutors offer frequent support to apprentices to build their confidence and develop their knowledge. Level 3 transport and warehouse operations supervisor apprentices rapidly make changes to improve their workplace. They develop confidence to challenge current practices and drive improvements at work. As a result, employers recognise their greater value to the organisation.

Tutors create a professional learning environment for apprentices. Tutors set high targets for apprentices' attendance and carefully monitor apprentices' progress. If apprentices fall behind in their studies, or miss a planned activity, tutors contact their employers to put support in place to improve. The majority of apprentices make strong progress.

Apprentices enjoy their studies. They are committed to completing an apprenticeship which allows them to gain promotion within their organisation. Those apprentices past their planned end date are being appropriately supported to complete. Leaders help them to see the impact their training has on their workplace and to their ability to progress.

Tutors ensure that apprentices feel safe in online lessons, with agreed ways of working together. Apprentices are confident that, should they have any issues, tutors would support them rapidly. However, too many apprentices do not know the risks that are local to their home and workplace. While tutors discuss local risks at the start of the apprenticeship, they do not revisit this often enough for apprentices to recall what they have learned.

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

Leaders have selected courses that meet skills gaps in key shortage areas, such as logistics and health and care. They work with employers to understand the skills that are most needed for business development. For example, the level 3 transport and warehouse operations supervisor apprenticeship develops leadership skills specific to the workplace. A large number of apprentices move into promoted roles within a year of completing their studies.

Course plans are logical with apprentices' needs in mind. Level 7 senior leader apprentices have flexible starting points, so they do not have to wait to begin their studies. Tutors meet frequently with apprentices to check for gaps in apprentices' knowledge and understanding. However, this process is not systematic enough and does not use established starting points to identify gaps before they become problematic. A small number of apprentices struggle to understand new ideas.

Leaders and tutors create individualised courses for apprentices and offer additional learning support, should apprentices request it. However, tutors do not check frequently enough that interventions for apprentices with additional learning needs remain adequate. Leaders do not plan and monitor additional support. As a result, a

small number of apprentices with additional learning needs do not have the support they need to ensure they are successful in their studies.

Tutors discuss key concepts with apprentices to check understanding and tackle misconceptions. In level 3 transport and warehouse operations supervisor, tutors help apprentices develop their ideas with questions and unpick plans and processes within their workplace project. Apprentices swiftly develop their knowledge and understanding and are able to apply it to the workplace.

Tutors give positive feedback and identify how apprentices can correct their work. Level 7 senior leader apprentices learn how to improve their referencing and structure to improve the professionalism of their work. However, in a small number of cases feedback does not allow apprentices to understand how to improve the standard of work over time, or how to achieve high grades.

Tutors give apprentices useful advice and guidance on their next steps within their organisation. Level 7 senior leader apprentices identify and develop the skills needed for higher roles in management. However, tutors do not plan careers education, information, advice, and guidance to ensure all apprentices understand alternative pathways and options for their next steps.

Leaders and managers have high ambitions for the organisation and their apprentices. They have recently reviewed and changed the strategic direction, introduced a new curriculum model and improved quality processes. As a result, apprentices' retention, attendance and achievement, particularly for those recruited more recently, are good.

Those responsible for governance challenge leaders to drive improvements across the organisation. They understand the provider well. In a few cases, there are gaps in the process, such as the oversight of updates to policies, retention of information relating to recruitment and tracking of learner support needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Minor administrative errors in safeguarding documentation were rectified during the inspection.

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

- Improve recording and reporting of data to governance.
- Develop a plan for careers education, information, advice, and guidance for all apprentices.
- Ensure that learning is planned and tracked from apprentices' starting points.

- Ensure additional learning support is tracked and monitored.

## Provider details

<b>Unique reference number</b>	1276263
<b>Address</b>	Hexgreave Hall Upper Hexgreave Newark NG22 8LS
<b>Contact number</b>	01623372025
<b>Website</b>	<a href="http://www.deereapprenticeships.com">www.deereapprenticeships.com</a>
<b>Principal, CEO or equivalent</b>	Carl Hardwick
<b>Provider type</b>	Independent learning
<b>Date of previous inspection</b>	28 to 31 January 2020
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the managing 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

Helen Morgan, lead inspector  
Julie Gibson

His Majesty's Inspector  
Ofsted Inspector

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