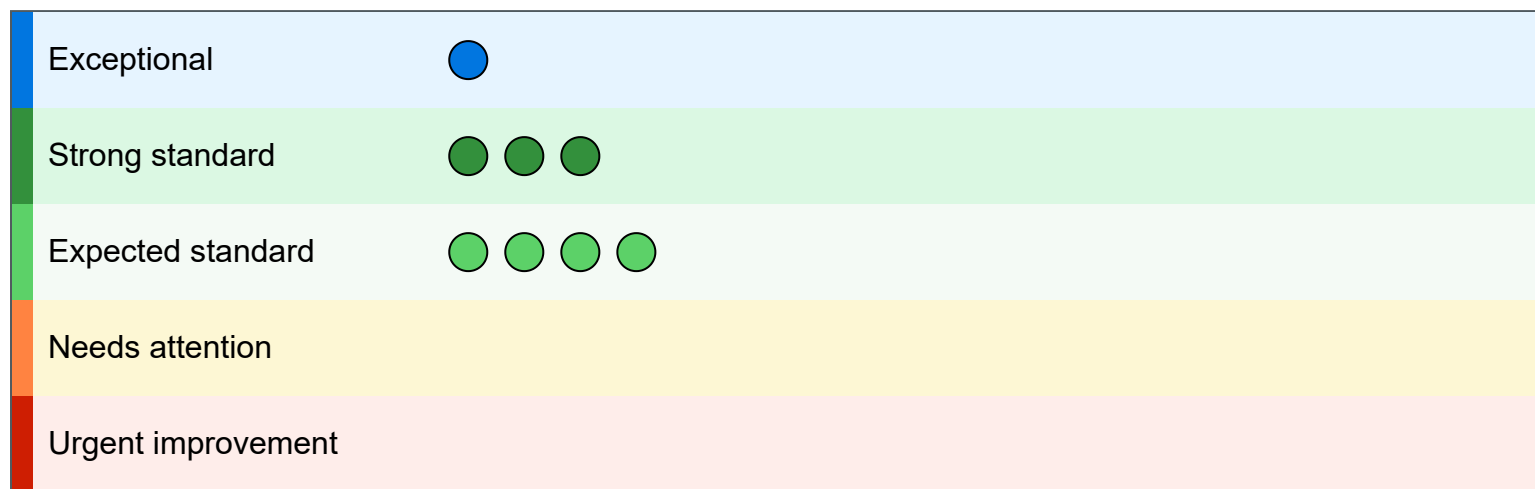


# System People Limited

**Address:** Englishgate Plaza, CA1 1RP

**Unique reference number (URN):** 1276419

## Inspection report: 11 November 2025



### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# 1. Inclusion, and leadership and governance

Expected standard



## Expected standard

### Inclusion

Expected standard 

Leaders have built an effective culture of inclusion. They have in place processes to identify learners' and apprentices' additional needs at the start of their course. Tutors use this information to provide effective support, such as counselling for anxiety, extra time for reading activities and laptop adaptations.

Skilfully trained staff carefully review learning support plans and adapt their teaching to meet the needs of apprentices. Apprentices with dyslexia are supported to use digital tools, such as speech-to-text software so they can write assignments more confidently. When tutors identify that apprentices are becoming more able to work independently, they reduce the support to minimise the risk of promoting over-dependence.

Leaders work with social workers and local authorities to support the very small number of apprentices who are care leavers or those who have education health and care plans. They identify barriers to learning and support learners with bursary applications for equipment, such as laptops.

Learners and apprentices with additional needs are supported well. Apprentices with dyslexia are given structured templates to help them organise their thoughts. Learners for whom English is a second language use translator applications to help them understand terminology. This enables them to adapt quickly to their roles as professional drivers.

### Leadership and governance

Expected standard 

Leaders and managers have developed ambitious curriculums that meet the skills needs of the logistics and education sectors. They have a clear rationale for the use of their subcontracted provision. Leaders have developed effective working partnerships with employers and sector bodies to plan training and new qualifications, such as an eight-month driver training apprenticeship.

Leaders have an accurate oversight of their strengths and priority improvement areas, including for their subcontracted provision. They implement interventions swiftly to make improvements. They have improved significantly achievement on the transport and warehouse operations supervisor apprenticeship.

Leaders have appropriate quality assurance processes in place. They hold standardisation meetings and carry out observations of teaching. These activities ensure that the quality of

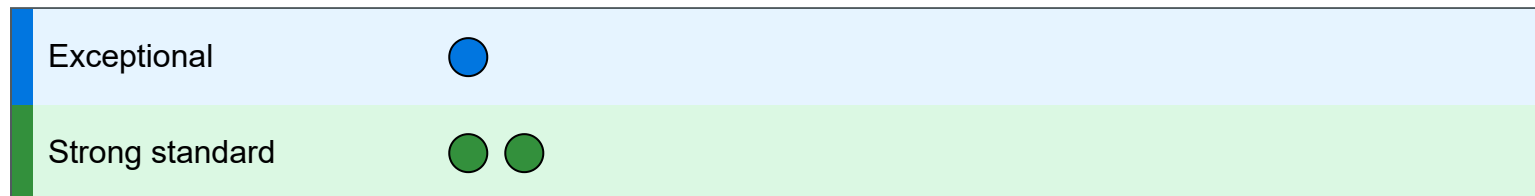
training that learners and apprentices receive is of a high quality. Leaders receive effective scrutiny and challenge from governors, who are suitably qualified and experienced for their roles.

Leaders recruit staff who are highly qualified and experienced. Staff complete extensive industry-related professional development. Tutors in logistics become effective instructors and tutors in early years complete annual industry updating. However, training to develop teaching skills for all tutors and an understanding of special educational needs and/or disabilities for logistics tutors is still to be implemented.

Leaders place a high priority on maintaining the workload and well-being of staff. Staff can work flexibly to enable them to meet their wider commitments. They make use of the mental health first aiders and free counselling that are available.

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## 2. Adult learning programmes



### Exceptional ●

#### Achievement

Exceptional ●

Learners, including those with barriers to learning, achieve highly ambitious career goals in the logistics sector. They consistently make extensive progress from their starting points. Training has a transformational impact on learners' future careers and employability prospects, and on their employers' businesses. For example, learners facing redundancy have rapidly gained the skills needed to secure employment in driving large goods vehicles.

Learners quickly develop the knowledge, skills and behaviours that they need to become highly confident and competent professional drivers. They demonstrate very high-quality practical driving skills that meet exacting regulatory standards. Learners are exceptionally well prepared for their next steps in the transport and logistics industry. Almost all learners progress into sustained employment.

Learners quickly improve their English, mathematical and digital skills. They develop strong communication skills that enable them to interact effectively with customers and passengers. They accurately complete calculations on fuel savings and the working time directive.

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## Strong standard ●

### Curriculum and teaching

Strong standard ●

Leaders teach high quality and ambitious Skills Bootcamps that meet the acute skills gaps in the logistics sector. They work closely with industry partners and employers to plan the curriculum. They have implemented a number of learning pathways to meet sector demands for low carbon driving and passenger carrier vehicle training.

Tutors plan curriculums well so that learners quickly develop extensive new knowledge and skills. They make clear links between theoretical content, practical driver training and driving tests. Tutors mirror the techniques used by examiners. They follow a pattern of alert, direct and inform so that learners are prepared for their practical examinations.

Tutors make learning accessible. They adapt resources to meet the different needs of learners, such as providing a steering ball on the driver's wheel to support those with a physical disability. Tutors provide highly personalised training that enables learners to develop and refine their skills quickly. Learners become competent in hazard perception, lane changes and managing restricted views at closed junctions.

Tutors are highly qualified subject experts and provide training of consistently high quality. They explain new information and content very clearly. On the low carbon driver Skills Bootcamp, tutors provide learners with coaching on regenerative braking, power gains and efficiencies through anticipatory decision-making.

Tutors use assessment and questioning very effectively to check and recap on learning. This allows learners to deepen their knowledge and link prior learning to new concepts. Tutors provide learners with clear feedback and one-to-one support, which helps them to improve their driving skills.

### Participation and development

Strong standard ●

Learners display highly respectful attitudes and professional behaviours. They share an inclusive collegial environment with their peers, where they work well together and individually. Learners' attendance is very high.

Learners enjoy their course and demonstrate full commitment to their learning. They are highly motivated to achieve their qualifications and licences. Learners recognise the benefits and career opportunities that are available to them following their training.

Learners feel safe and know how to keep themselves safe. They benefit from thorough training on fundamental British values, safeguarding, equality and diversity and the dangers of radicalisation and extremism. Content is skilfully related to the logistics industry. Learners know the dangers of how vehicles can be weaponised and the importance of protecting people, property and the environment when transporting dangerous goods.

Learners benefit from high-quality careers guidance. They receive information on career routes in transport management, transport of dangerous goods and driving abroad. Learners

develop skills in writing curriculum vitae, personal statements and online job searches. Most learners progress into logistics-related careers.

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### 3. Apprenticeships

Strong standard	●
Expected standard	● ●

#### Strong standard ●

##### Achievement

Strong standard ●

A very high proportion of apprentices achieve their apprenticeship, with around a third achieving distinctions. Achievement of English and mathematics qualifications is also high, and most apprentices pass their examinations at the first attempt.

Apprentices make extensive progress from their starting points and produce work of a very high standard. They acquire the extensive knowledge, skills and behaviours that they need for employment and to fulfil their future career aspirations. Level 5 specialist teaching assistant apprentices use their social learning expertise to create quiet areas in classrooms, where children who struggle to control emotions and behaviours can take time out before re-engaging in their learning.

Apprentices have a positive impact on their employers' businesses. Employers highly value apprentices who use their proficiency to enhance workplace practices and pioneer new approaches. Apprentices secure sustained employment, with many gaining promotions or moving on to higher-level training.

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#### Expected standard ●

##### Curriculum and teaching

Expected standard ●

Leaders have a clear rationale for the apprenticeships that they provide. They have a thorough understanding of the quality of the provision.

Tutors identify the support needs of apprentices swiftly. They ensure that, where required, apprentices have the individualised support that they need to enable them to make progress quickly.

Tutors plan curriculums carefully and consider apprentices' starting points. Transport and warehouse operations supervisor apprentices study personal and professional practices before moving on to theoretical subjects, such as legislation. Apprentices studying English and mathematics are very well supported towards achieving their qualifications.

Tutors are subject experts. They use their expertise well to teach apprentices how theory relates to workplace practices. Tutors help level 3 early years educator apprentices to understand the role of speech and language therapists and the context of 'team around the family' when working with young children. A very few early years lead practitioner apprentices are not taught the academic study skills that they need.

Tutors use a range of assessment strategies skilfully. They use questioning adeptly to identify and remedy any gaps in apprentices' knowledge. Most apprentices receive helpful feedback that they apply well to improve their work. In a few instances, feedback is too celebratory and does not identify how apprentices can improve their work.

Employers contribute to the co-planning of on- and off-the-job training. However, planned opportunities for level 3 transport and warehouse operations supervisor apprentices to practise newly acquired skills in the workplace are less well developed.

## **Participation and development**

**Expected standard** 

Leaders and tutors ensure that apprentices receive industry-specific information about career pathways and opportunities. Large goods vehicle and urban driver apprentices understand how their training links to future opportunities, such as progressing to higher licence categories. This helps to prepare them for sustained employment in the logistics sector.

Leaders and tutors support apprentices to hone professional behaviours from the start of their apprenticeship. Apprentices are expected to attend, be punctual and apply online etiquette, such as keeping their cameras on in online sessions. Tutors reinforce these expectations routinely. Apprentices mostly have high attendance.

Apprentices feel safe in their workplaces and online. They know how to use privacy settings when using social media to protect their personal information. Tutors do not tolerate inappropriate behaviour in lessons. When issues around bullying and harassment are identified in the workplace, tutors support apprentices to take appropriate action and achieve a resolution.

Leaders provide apprentices with access to a well-planned curriculum of 'hot topics' such as safeguarding, fundamental British values and mental health. Tutors use these topics effectively to stimulate discussion and reinforce learning in sessions. Apprentices value how topics are contextualised to their discipline or industry.

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## What it's like to be a learner and/or an apprentice at this provider

Apprentices and learners develop substantial new knowledge, skills and behaviours. This enables them to complete their training and achieve their qualifications. Learners on the low carbon driver Skills Bootcamp use cruise control and regenerative braking for fuel and maintenance efficiencies. Level 5 early years lead practitioner apprentices improve their practice by adopting different leadership styles to meet their work priorities.

Apprentices and learners improve their confidence and competence because of their learning. Apprentices with barriers to education become more confident in their abilities because of the interventions that tutors put in place. Passenger carrying vehicle Skills Bootcamp learners develop and use new customer care skills to deal with passengers. Level 5 early years lead practitioner apprentices confidently deputise for their managers and make decisions independently.

Apprentices and learners complete training in fundamental British values, safeguarding, equality, diversity and inclusion. Tutors seamlessly embed 'hot topics', such as healthy relationships and workplace conduct into the curriculum. Level 3 teaching assistant apprentices learn from visiting speakers about the benefits of union membership and collective pay bargaining.

Apprentices and learners enjoy their learning. They value the personalised and well-structured training that they receive. Apprentices and learners appreciate the positive communication that they have with their tutors. This enables them to discuss their progress and any concerns that they may have.

Learners and apprentices are motivated to learn and take pride in their work. Apprentices studying English and mathematics seek to improve their skills beyond the requirements of their apprenticeship to enhance their personal and professional development. Level 3 teaching assistant apprentices plan and implement numeracy activities with blocks and counters to support the development of the mathematical skills of the pupils they support. Level 5 specialist teaching assistants use referencing accurately and integrate the views of different theorists with fluency in their assignments.

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## Next steps

- Leaders should put in place training that enables tutors to develop their teaching skills further in order to ensure that the quality of teaching remains at a consistently high standard.
  - Leaders should provide training for logistics tutors on special educational needs and/or disabilities so that they know how to adapt their teaching to meet the needs of these learners.
  - Leaders should make sure that all tutors provide feedback on apprentices' work so that apprentices know how to improve.
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## About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, managers, governors, tutors, employers, learners and apprentices.

System People Limited is an independent learning provider based in Carlisle, Cumbria. It provides training for apprentices and adults in the logistics, education and business sectors.

The provider works with three subcontractors, Evri Limited, JLD Driver Training Limited and Viamaster Training Limited.

Apprentices study across 11 apprenticeship standards. There were 84 apprentices studying early years apprenticeships at levels 2, 3 and 5, 81 on the level 2 urban driver, 78 on the level 3 transport and warehouse operations supervisor, 38 on the level 3 teaching assistant, 31 on the level 2 large goods vehicle (LGV), 17 on the level 5 specialist teaching assistant and 12 on the level 3 team leader apprenticeship. The remaining few apprentices were on the level 5 operations or departmental manager and level 2 supply chain warehouse operative apprenticeships.

There were 29 learners on Skills Bootcamps in LGV driving, 8 on the passenger carrying vehicle Skills Bootcamp, 7 on the early years educator Skills Bootcamp and 5 on the transport manager Skills Bootcamp.

Managing Director: Tony Higgins

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### Lead inspector:

Suzanne Horner, His Majesty's Inspector

### Team inspectors:

Zoe Ibbotson, His Majesty's Inspector

Alastair Mollon, His Majesty's Inspector

Bev Ramsell, His Majesty's Inspector

Carolyn Brownsea, His Majesty's Inspector

Viki Faulkner, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

## Number of learners

### Total learners

**394**

### Adult learning programmes

**49**

### Apprenticeships

**345**

## Percentage of learning aims successfully achieved

### Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	74	61	Above
2022/23	66	55	Above
2021/22	53	53	Close to average

### Apprenticeships pass rate

Year	This provider	National average
2023/24	99	98
2022/23	100	97
2021/22	100	98

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

## Strong standard

The provider reaches a strong standard. Leaders are working above the standards expected of them.

## Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

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**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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