

100% Effective Limited

Address: 1 Parkview Court, St Pauls Road, Shipley, West Yorkshire, BD18 3DZ

Unique reference number (URN): 2804855

Inspection report: 23 March 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

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 established an inclusive culture within the provider and ensure that if apprentices have any additional needs, these are met. Staff collect relevant information at the start of the apprenticeship, including about special educational needs and/or disabilities, physical disabilities and impairments, mental health issues that apprentices face and potential financial barriers. To date, no apprentices have presented with additional needs or have needed extra support to help them engage and make progress in their programme.

Staff complete relevant training to help them support apprentices where necessary. They have completed training to support apprentices with attention deficit hyperactivity disorder who are due to start their programmes soon. Staff have already worked with employers to ensure that apprentices with visual impairments who are due to enrol can access the online curriculum they offer through offering resources such as specialised computer software and large font online workbooks.

Staff provide helpful coaching and mentoring for apprentices to support with their wellbeing and to ensure their workload and other issues as they arise, such as bereavement or illness, do not become a barrier to them making progress in line with expectations. They provide breaks in learning and extra tuition to support apprentices where necessary.

Leadership and governance

Expected standard

Leaders have a clear purpose for their apprenticeships to provide training in improvement management qualifications, using their significant industry expertise.

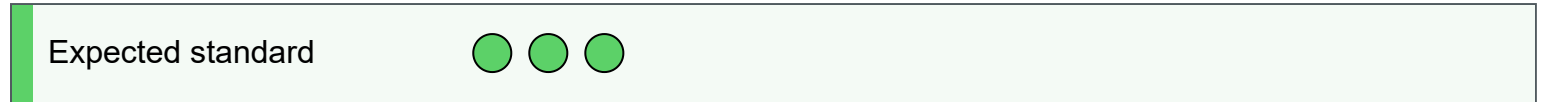
Leaders recruit staff with significant industry expertise. They provide staff with useful training and development in both Six Sigma content and in some training methods.

Leaders have an accurate overview of the apprenticeships they provide. They undertake relevant quality assurance activities and use the results to inform improvements and then monitor effectiveness in monthly meetings. Recent improvements have included providing a clear overview to employers of the progress their apprentices make and improving the feedback provided to employers to help plan on-and off-the-job training. However, leaders do not use the results of quality assurance activities consistently well to provide targeted training for staff in the craft of teaching.

Leaders receive effective external challenge and scrutiny on the quality of the apprenticeships they provide. They seek feedback from high-profile employers with a significant level of Six Sigma expertise and use this to improve their training. Leaders seek external validation of their curriculum and training from recognised sector bodies to ensure they meet both national and international standards.

Leaders value their staff and have consideration for their workload and wellbeing. Staff have manageable workloads. They are very comfortable to raise any concerns with leaders and appreciate additional support during times of peak activity.

2. Apprenticeships



Expected standard

Achievement

Expected standard 

Apprentices develop the knowledge, skills and behaviours relevant for their job role. They gain recognised qualifications in lean management techniques at intermediate and higher levels. Apprentices apply their new knowledge and skills at work and become valuable members of their team. They confidently identify areas of cost and efficiency savings and develop their people management skills.

Apprentices produce work at the required standard and consistently demonstrate their development of technical vocabulary relevant to the sector. For example, apprentices fluently and correctly use key phrases such as normality comparisons, secondary metric, and standard deviation. As part of their individual project, apprentices are able to identify areas for improvement and implement functional changes which help them to make efficiencies and significant cost savings.

Apprentices are prepared well for the next stage in their employment journey.

Curriculum and teaching

Expected standard 

Leaders provide apprenticeships to support a range of businesses nationally. They work closely with employers to identify the most appropriate qualification to meet their staff development needs. Leaders have an accurate understanding of the quality of their curriculum. They review their training methods frequently and make changes where necessary.

Tutors who are highly experienced and qualified in lean management techniques sequence the curriculum effectively so that apprentices can develop a firm foundation of knowledge and then build their expertise as they apply their skills in the workplace. Apprentices benefit from continual reinforcement of knowledge through their ongoing coaching sessions and e-learning packages.

Tutors use their knowledge of apprentices' starting points and information from initial assessments well to plan individualised learning to enable apprentices to develop the skills

they need. They make their curriculum accessible for all, including those with barriers to learning. They use effective teaching methods, such as breaking concepts into progressive chunks and continual reinforcement of unfamiliar words and phrases to consolidate apprentices' key knowledge and skills.

Tutors use assessment methods effectively to identify the progress apprentices make. Tutors use individualised tasks and questioning skilfully to help apprentices recall and remember information from previous learning. They use questioning strategies well to check apprentices' understanding.

Where apprentices' line managers participate in progress reviews, tutors coordinate on- and off-the-job training well. However, in a few instances, where line managers are not present, they are not always clear on how to consolidate apprentices' skills at work.

Participation and development

Expected standard 

Leaders provide a broad range of courses to support apprentices' development beyond the requirements of the apprenticeship standard. These courses focus on strategies to build high-performance teams, change management and process mapping. This helps to develop apprentices' confidence and resilience.

Apprentices' attendance is high. Staff carefully monitor attendance, and where apprentices miss or have to reschedule training, they quickly rearrange sessions to ensure apprentices do not fall behind.

Apprentices learn in respectful environments. They feel safe to ask questions when they are unclear. Apprentices demonstrate a secure understanding of fundamental British values and model these during sessions and while at work. They know the expectations in relation to protected characteristics and consistently model professional behaviours.

Staff provide age-appropriate information on topics such as healthy relationships, safeguarding and the dangers of radicalisation and extremism. They cover these topics during their induction session and provide a range of e-learning packages for apprentices. Staff continually reinforce these topics throughout the apprenticeship by revisiting them during one-to-one coaching sessions and progress reviews.

Staff provide apprentices with bespoke careers advice and guidance. They meet with apprentices frequently and provide guidance using their expert sector knowledge. Tutors also provide this throughout the duration of the course on request from apprentices.

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

Apprentices benefit from training provided by highly experienced and qualified experts in lean management techniques. Tutors provide a flexible learning model to meet apprentices' needs and fully understand their personal commitments. This includes a mix of formal training sessions, one-to-one coaching and e-learning packages. Apprentices highly value this approach and make swift progress through their programmes.

Apprentices develop significant skills in lean management techniques that they apply confidently in the workplace. They follow a model of define, measure, analyse, improve, and control. This enables apprentices to grasp fully the workings of their company and how best to make improvements, such as financial efficiency savings.

Apprentices who remain on their apprenticeship achieve their qualification. In many cases, they achieve distinction grades in their final assessment. For the very few apprentices who are not retained, this is usually due to a change in their circumstances, such as changing career.

Apprentices continue to develop their English, mathematics and digital skills during their time on the apprenticeship. Apprentices, many of whom have been out of education for some time, confidently access online learning platforms and submit work electronically. They produce assignments to an expected standard for level 4 and level 5 and carry out complex calculations to identify efficiency savings as part of their individual project.

Apprentices know whom to go to should they have any concerns with workplace practices or incidents of bullying. Apprentices are confident these would be dealt with appropriately and quickly.

Next steps

- Leaders should provide staff with further training on how to meet apprentices' special educational needs and/or disabilities and other needs to give them a deeper understanding of how to provide effective support.
 - Leaders should further ensure that employers are fully aware of their responsibilities as part of the apprenticeship and consistently attend progress reviews.
 - Leaders should ensure that their offer for wider opportunities is fully embedded across their apprenticeship provision, ensuring that all apprentices benefit from personalised, tailored programmes of learning to develop their confidence and resilience.
 - Leaders should use the results of quality assurance activities consistently to plan targeted training for staff to improve their teaching further.
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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 the managing director, the general manager, staff, employers and apprentices.

100% Effective Limited is a very small independent learning provider. It has been working in the business improvement sector for over 25 years. The provider commenced delivery of apprenticeships in 2023 and works with employers across a range of sectors including

manufacturing, healthcare and engineering. At the time of the inspection, there were 6 apprentices on level 4 lean management operations and 2 on level 5 lean management specialist standards.

Managing director: John Wellwood

Lead inspector:

Jonny Wright, His Majesty's Inspector

Team inspector:

Sarah Seaman, 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.

 This data is from 23 March 2026

Number of learners

Total learners

8

Apprenticeships

8

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	S	61	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2023/24	S	98

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

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 standard expected of them.

Expected standard 

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard 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.

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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