

Inspection of Skills Max Academy Limited

Inspection dates:

19 July and 21 to 23 July 2025

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Adult learning programmes

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Skills Max Academy Limited is an independent learning provider offering courses to adults in subjects such as engineering, construction and health and social care. The provider is based in the London borough of Newham. At the time of the inspection, there were 124 adult learners studying Skills Bootcamps. There were 53 learners on the domestic energy assessor and retrofit course, 12 learners on the air source heat pump course and eight learners on the design and installation of domestic and small commercial electric vehicle (EV) charging points course. The provider teaches Skills Bootcamps mainly at weekends and through a combination of online and in person sessions.

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

Most learners are already in employment, and value highly the opportunity to learn new knowledge and skills that they can use to develop their careers in the green energy sector. They appreciate the way the courses are structured, which includes weekend training, to fit around their existing employment or parental responsibilities. With a clear route into new employment, learners are highly motivated in their studies.

Learners benefit from learning skills in the well-equipped and up-to-date workshops. For example, learners have access to a range of industry standard air source heat pumps, EV charging panels and solar panel setups. This helps learners become familiar with the equipment that is currently used in the industry. In addition, the range of spacious and well-maintained classrooms and information technology equipment provides learners with suitable facilities to study.

Learners make good progress and quickly learn new knowledge and skills. For example, those on the domestic energy assessor course confidently and accurately measure areas and enter the data into specific software to determine a property's energy rating. On the air source heat pump course, learners gain detailed knowledge about the water regulations, unvented cylinders, and the various types and components of air source heat pumps. As a result of the new knowledge and skills that they develop, learners are well prepared for their next steps. Most learners complete their courses and achieve their qualifications.

Learners feel safe and know how to report any concerns.

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

Leaders and managers have designed and implemented a well-planned and sequenced curriculum. On the domestic energy assessor course, staff ensure that learners first learn about the principles of energy performance certificate (EPC) assessments. They then teach learners how to work out the dimensions of different sections of a property based on a floor plan. Staff follow this with content about different types of insulation, heating systems and heat generators. Learners then work on their portfolio during which they consolidate their knowledge by completing EPC assessments of different properties.

Most tutors use a range of effective techniques to teach and assess learners. Tutors explain concepts clearly, break down and repeat topics where needed to help learners remember what they are taught. Tutors use practical demonstrations well to show learners how to use equipment. They use effective questioning to check learners' understanding. On a few occasions, the pace of teaching is too fast. In these cases, too much content is discussed in a short time, and tutors do not check learners' understanding well enough before moving onto a new topic.

Tutors have good technical subject knowledge and experience gained from working in industry. They share their industry experience with learners and discuss real-life scenarios and examples in lessons. Learners appreciate the good quality of teaching they receive, and the effective support that their tutors provide in and outside of lessons.

Tutors support and encourage learners to develop positive workplace behaviours. They place a high priority on ensuring that learners understand the importance of professional behaviour when they deal with clients. Tutors emphasise the importance of good timekeeping, being polite, courteous, and responding promptly to communications. Consequently, learners develop the professional behaviour expected.

Staff provide learners with effective careers information and guidance about their potential next steps. Learners on the EV course know that they can complete further courses on solar panel installations. Learners who want to be self-employed, learn about the relevant tax rules and how to register a limited company. Those on the domestic assessor course know that they can become an EPC assessor or continue their education and become an assessor of commercial properties. Learners have a thorough understanding of their possible next steps in further training or employment.

Staff have effective oversight of the progress that the very small number of learners with special educational needs and/or disabilities (SEND) make. Learners with SEND benefit from adjustments such as more frequent progress reviews, additional time for assessments and one-to-one support with their tutors. Learners with SEND progress and achieve as well as their peers.

Most learners produce work of a good standard. However, the quality of feedback that tutors provide to learners on is not consistently helpful. Often, when tutors mark learners' work, they do not identify errors in their written English or give developmental feedback to help learners improve the standard of their work further.

Staff raise learners' awareness of the dangers of radicalisation and extremism during induction. However, on the air source heat pump and the domestic energy assessor courses, tutors do not revisit this to ensure learners have a secure understanding of these topics. Therefore, many learners are not able to recall what they have learned about these risks during their induction.

Leaders and managers know the strengths and areas for development of their curriculum well. For example, they set high expectations of attendance and punctuality for learners. They monitor the attendance of their learners closely and take suitable actions when needed. Learners' attendance at their training sessions is high. Where learners miss a lesson, they have access to recorded sessions to catch up with any learning that they have missed.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide learners with developmental feedback so that they are clear how to improve their work.
- Check learners' understanding of what has been taught thoroughly before starting a new topic.
- Teach learners about the dangers of radicalisation and extremist views effectively so that they have a good understanding of these risks.

Provider details

Unique reference number	2748201
Address	9-11 Rathbone Market, Barking Road, Canning Town London E16 1EH
Contact number	02038155140
Website	www.skillsmaxacademy.com
Principal, CEO or equivalent	Benjamin Anokye
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the 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

Ramin Narimani, lead inspector	His Majesty's Inspector
Jon Bowman	His Majesty's Inspector
Steve Lambert	His Majesty's Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025