

She Compliancy Limited

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number:	2654195
Name of lead inspector:	Jane Hughes, His Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

She Compliancy Limited was inspected in July 2023. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Since the previous inspection, the provider has stopped offering apprenticeships in construction, where many of the areas for improvement were identified. The provider had no apprentices in construction at the time of this visit. It had very small numbers in early years apprenticeships and safety, health and environment (SHE) apprenticeships.

Themes

What progress have leaders made to ensure that tutors consistently provide apprentices with feedback that helps them improve their English skills?

Significant progress

Since the previous inspection, leaders have taken swift and decisive action to improve the quality of the feedback apprentices receive. They now have a clear marking and feedback policy. They put in place effective staff training. As a result, tutors mark apprentices' work consistently and give apprentices clear feedback on how to improve their written English skills.

Tutors provide detailed feedback on apprentices' written work. They annotate apprentices' assignments with useful comments. This encourages apprentices to provide further detail in their answers. Tutors provide apprentices with helpful links to further reading. They write encouraging summary statements when apprentices complete good work.

Tutors frequently identify grammatical errors in apprentices' work. They point out clearly when apprentices misuse apostrophes or where they need to add a semi-colon. This helps apprentices to develop the quality of their writing. As a result, apprentices' work improves over time and requires less correction.

Tutors indicate clearly when apprentices do not meet assessment criteria. They use a helpful colour-coding system to identify when apprentices need to do further research. This means that apprentices are clear on where they need to make changes and do not have to repeat work. For example, when SHE apprentices write assignments on-site safety, tutors direct them to add more explicit references to

strengthen their responses. As a result, apprentices know what steps they need to take to further improve their work.

Apprentices benefit from good opportunities at work to develop their English skills. For example, in early years, apprentices develop their communication skills when they provide updates to parents and carers. They adapt their language appropriately when they interact with parents who speak English as an additional language. SHE apprentices write policies, such as about sexual harassment at work, which helps them develop their writing skills well.

What progress have leaders made to provide apprentices with information about the longer-term opportunities available to them in their sector?	Reasonable progress
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Leaders have recently created a range of useful documents to inform apprentices about the career pathways available to them on completion of their apprenticeship. For example, they provide early years apprentices with information about potential careers in the medical, teaching and management sectors. They provide SHE apprentices with helpful information on how to gain nationally recognised quality and health and safety accreditation.

Tutors have helpful discussions with apprentices during their progress reviews about career options. For example, in early years, tutors explain the diverse types of jobs and opportunities available, such as in midwifery and working overseas. Apprentices appreciate the chance to explore their ideas with their tutors. However, tutors do not always help apprentices identify the steps to take to achieve their long-term goals. Apprentices say they would appreciate more detailed advice and guidance on how to plan their next steps.

Tutors provide the small number of SHE apprentices with specific information to inform their next steps. This includes information about the variety of job roles available and further education on completion of their apprenticeship. For example, SHE apprentices are very well aware that they can go on to higher-level professional qualifications. They understand how to move into specialist job roles as either safety, health or environmental advisers or supervisors. Apprentices are clear about how they can advance in their careers.

What progress have leaders made to ensure they have sufficient capacity to carry out their governance functions effectively?	Reasonable progress
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Leaders have suitable governance arrangements in place. Since the previous inspection, they have formalised their governance structure and processes effectively. They have very recently increased the external membership to the governing board. The group meets frequently to review a relevant range of topics to make sure the provider meets its legal obligations. For example, members of the board review and challenge leaders about their responsibilities under the 'Prevent'

duty and the safeguarding requirements for young apprentices. They discuss concerns and issues in apprentices' welfare and additional learning needs. As a result, they know which apprentices need extra support and adjustments.

Governors understand their roles and responsibilities. They have sufficient background in and knowledge of education and training. They use their experience and knowledge effectively to challenge and support the leadership team. For example, they have challenged the team to provide more detail about the destination of apprentices when they leave early and around issues with employers who do not fully commit to the apprenticeship.

While leaders give governors information about the progress of each apprentice, they do not share enough information about the outcomes of their quality assurance activities. As a result, governors are not aware of any particular trends in areas for development and, therefore, do not challenge leaders in these areas. Governors would like to receive this information prior to their meetings so that they can prioritise their support and challenge more precisely.

What progress have leaders made in evaluating their apprenticeships and how well do they use the outcomes from their evaluation to make improvements? Reasonable progress

Leaders use a suitable range of activities to quality assure the apprenticeship provision. For example, they collect learner and employer feedback, complete observations of teaching throughout the year and meet with tutors to share best practice and ensure consistency in teaching, marking and feedback. This helps them to identify areas for development which they include clearly in their self-evaluation.

Leaders have increased their scrutiny of the performance data of apprentices, which is a marked improvement from the previous inspection. They have used this information well to identify reasons why apprentices leave their apprenticeship early and have taken suitable action as a result. For example, a few apprentices in early years left due to mental health issues. Leaders spoke to current apprentices about how they were feeling and found that some apprentices felt overwhelmed with the amount of work they had to cover. Leaders increased their face-to-face teaching sessions, including for English and mathematics, to give apprentices more support. As a result, apprentices feel well supported, and all apprentices who have recently taken examinations in English and mathematics have passed these.

Leaders have focused very well on the areas identified for improvement at the previous inspection. This has resulted in improvements in governance and the quality of feedback apprentices receive. However, their improvement actions do not extend sufficiently to other areas they have identified for development, such as learners' achievements. As a result, it is not clear how they will make these improvements and when.

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