

NHBC Services Limited

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

Unique reference number:	2654229
Name of lead inspector:	Richard Kirkham, His Majesty's Inspector
Inspection dates:	24 and 25 July 2024
Type of provider:	Independent learning provider
Address:	NHBC House Davy Avenue Milton Keynes MK5 8FP

Monitoring visit: main findings

Context and focus of visit

NHBC Services Limited was inspected in October 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.

NHBC Services Limited is an independent learning provider. It was established in 1936 as a provider of warranty and insurance for new homes and was registered to teach apprenticeships in 2020. NHBC has training sites in Milton Keynes, Tamworth, Newcastle, Hull and Cambridge. At the time of the inspection, there were 198 apprentices studying apprenticeships in construction. There were 134 apprentices studying level 4 construction site supervisor, 54 apprentices studying level 2 bricklayer, three apprentices studying level 3 bricklayer and seven apprentices studying level 2 groundworker. At the time of the inspection, 29 apprentices were aged 16 to 18 years old. NHBC does not work with any subcontractors.

Themes

How much progress have leaders made in ensuring that apprentices can access the support they require to achieve their English and mathematics qualifications?

Reasonable progress

Since the previous inspection, leaders have taken successful action to improve the teaching of English and mathematics. Trainers use apprentices' diagnostic assessments to effectively inform planning and provide individual support.

Apprentices value the individualised support they receive from training staff. They benefit from additional, targeted sessions that focus on areas they need to improve. This contributes well to apprentices becoming increasingly resilient and confident in attempting exam questions and remaining motivated to achieve their functional skills.

Leaders now prioritise the importance of the English and mathematics elements of the apprenticeship with employers and their apprentices. They work with employers to ensure that apprentices have sufficient time for this aspect of their learning. Consequently, in the more recent cohorts, apprentices' attendance to functional skills lessons has improved. Those apprentices who have passed their planned end date due to needing to achieve a functional skills qualification have been reduced.

How much progress have leaders made in ensuring apprenticeships are tailored to meet apprentices' individual needs?

Reasonable progress

Leaders carry out robust initial assessments to identify apprentices' starting points. Leaders assess apprentices' prior learning against the apprenticeship learning outcomes and their mathematics and English ability at the beginning of the apprenticeship. Trainers make suitable adaptations to their learning to take account of apprentices' prior knowledge and skills.

Leaders make sure staff receive appropriate training to help them support learners' needs, such as supporting them to take additional qualifications in special educational needs. This contributes to trainers supporting apprentices successfully to overcome barriers to learning so that they achieve well.

Trainers do not support apprentices sufficiently to be ready for final assessment. Leaders have not made sure apprentices have appropriate time to complete all aspects of their portfolios in preparation for their final assessment. As a result, too many apprentices remain on programme beyond their planned end date.

How much progress have leaders made in ensuring that apprentices benefit from effective progress reviews throughout their apprenticeships?

Reasonable progress

Leaders have implemented well-structured apprentice progress reviews. Trainers hold regular reviews with apprentices that help them monitor their progress, identify any required support and develop their wider personal development needs.

Leaders have ensured greater focus on employers' roles and responsibilities within the apprenticeship. Leaders have implemented an employer engagement policy and board to work closely with the sector on the expectations of an apprenticeship.

Leaders now involve employers in apprentices' progress reviews. Trainers use progress reviews well to link on- and off-the-job training. As such, employers are suitably aware of the progress their apprentices are making and how best to support them in the workplace. Leaders monitor the completion of progress reviews well. Where expectations are not being met, leaders are quick to set appropriate actions to ensure apprentices receive the support they require.

In progress meetings, trainers do not always provide apprentices with targets that are clearly linked to their work and roles. As a result, apprentices are not routinely informed about what they need to do to improve.

How much progress have leaders made in implementing effective oversight of the quality of education and supporting staff to develop their teaching, learning and assessment abilities?

Reasonable progress

Since the previous inspection, leaders have introduced and now use effective external oversight arrangements. Leaders benefit from support and challenge in all aspects of the organisation, including quality and safeguarding, and this has helped to improve the number of apprentices who achieve their qualifications.

Leaders use a robust quality improvement policy and process to understand the strengths and weaknesses of training. Managers use this information to support staff to continuously improve their teaching and technical abilities. Leaders closely monitor the number of learners who are past their expected end date. However, it is too early to see the full impact of this work, and too many apprentices remain past their planned end date.

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 2024