

Inspection of Reynolds Training Services Limited

Inspection dates:

13 to 15 August 2025

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Reynolds Training Services Limited is an independent learning provider located in north east Lincolnshire. It began direct delivery of apprenticeship programmes in December 2022. At the time of the inspection, there were fewer than five apprentices enrolled on the level 3 bulk storage terminal technician standard and five apprentices enrolled on the level 3 science and manufacturing technician standard. The majority of apprentices are aged over 18 years.

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

Apprentices' behaviour is impeccable. Apprentices understand that their employers' reputations and the safety of the public depend on their behaviour, and they quickly develop professional practices of meticulous record-keeping, vigilance and thoroughness. Apprentices are attentive and come to class on time, fully prepared for learning. They readily offer responses to questions and ask questions for further clarification. They listen carefully and help each other to find information in their workbooks during lessons.

Leaders provide a wide range of opportunities to extend apprentices' understanding of their chosen industry. For example, they take apprentices to industry conferences and on trips to local employers. Employers visit the training centre to talk to apprentices about their particular specialisms.

Apprentices develop their confidence as their expertise increases. They are rightly proud of their important contributions to safety and efficiency in a range of public and private sector organisations, including those responsible for key aspects of infrastructure and defence. They learn how to stay calm in challenging and hazardous situations at work, and they understand the need to be open about errors so that they do not endanger others.

Leaders provide highly effective careers advice and guidance as part of the curriculum. Apprentices learn about the career pathways open to them and the further qualifications they might take if they want to specialise. They receive further information from employers and through their membership of professional organisations. They understand the global pathways that are open to them and anticipate successful, well-paid, specialist careers.

Apprentices feel safe when travelling to the provider. Employers provide hire cars and safe accommodation. However, younger apprentices sometimes struggle to adapt to independent life away from home during centre-based periods of training. Leaders and managers have plans in place to tackle this, but it is too early to see the impact.

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

Leaders offer a highly relevant curriculum for the bulk liquid storage sector and high hazard industries. They work very closely with major employers and other stakeholders, such as the Ministry of Defence, the Health and Safety Executive and Skills England, to design a curriculum that successfully meets the skills priorities in the industry.

Leaders sequence the curriculum logically so that apprentices increase their expertise over time. They have carefully designed a highly effective curriculum to enable apprentices to gain a thorough understanding of how to apply the fundamental principles of risk assessment and hazard management in their work

roles. Apprentices attend residential off-the-job training in a dedicated centre. They study key content such as characteristics of different fuels, how to operate pumps and motors, and how to complete risk assessments. They learn new knowledge and skills thoroughly using industry-standard equipment in a safe environment at the training centre. They then learn how to apply their learning in a wide range of very different contexts, through case studies and sharing knowledge with their peers and trainers. Apprentices are well equipped for their current job roles and for their potential careers in highly responsible roles.

Apprentices benefit from attending training sessions in an exceptionally well-resourced environment, which replicates modern working conditions and enables apprentices to take part in very realistic and useful activities. Trainers simulate plant malfunctions that apprentices tackle to make the situation safe, remove affected people, apply first aid and communicate with the control room. This helps them learn how to apply their knowledge and skills in rapidly changing, hazardous and unpredictable situations.

Leaders recruit highly skilled staff. They then support them to undertake appropriate professional development to improve their subject knowledge and teaching skills. Teaching staff are supported to gain appropriate qualifications and keep their industrial knowledge up to date through visits to different employers, attendance at conferences and being part of a network of expert consultants who share knowledge and learn from each other. Leaders provide excellent support and care for their staff, who feel very valued.

Trainers effectively check that apprentices understand what they are learning and have time to recall what they have covered in lessons. They frequently ask questions to check progress and routinely recap key points during classes. This helps apprentices to consolidate their knowledge and gain fluency in their skills.

Trainers provide useful feedback on marked work, which helps apprentices understand what they have done well and what they need to do to improve their technical and vocational knowledge, skills and behaviours. However, the feedback that they provide on apprentices' written English does not enable apprentices to improve their spelling, punctuation and grammar.

Apprentices' work demonstrates a very high standard of technical knowledge. They also develop excellent skills that they apply very effectively in their workplace. Apprentices take responsibility for their work. They reflect professionally on what they have learned and improve their work over time.

Apprentices achieve well. All apprentices remain on programmes and pass their end-point assessments. Most apprentices gain promotion or additional responsibility at work.

Leaders have in place a board of governors, which includes experts in the bulk liquid and logistics industry, education and finance. However, the board does not provide sufficient challenge and support to leaders. Leaders have plans to introduce

additional governors with knowledge of quality improvements in education and a more structured framework with individual responsibilities, but these have not yet been implemented.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Implement actions to support younger apprentices who struggle to adapt to independent life away from home during centre-based periods of training.
- Develop trainers' ability to improve learners' understanding of spelling, punctuation and grammar so that apprentices improve their written English.
- Ensure that there is effective challenge and support at board level.

Provider details

Unique reference number	2741642
Address	The Technical Training Centre Kiln Lane, Redwood Park Estate Stallingborough North East Lincolnshire DN41 8TH
Contact number	0331 630 0626
Website	reynoldstraining.com
Principal, CEO or equivalent	John Reynolds
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Not applicable

Information about this inspection

The inspection team was assisted by the business manager and apprenticeship lead, 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

Glenise Burrell, lead inspector
Rebecca Clare

His Majesty's Inspector
His Majesty's Inspector

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