

Langley Waterproofing Systems Limited

Monitoring visit report

Unique reference number:	2765320
Name of lead inspector:	Nikki Brady, His Majesty's Inspector
Inspection dates:	31 July and 1 August 2024
Type of provider:	Independent learning provider
Address:	Langley House Lamport Drive Heartlands Business Park Daventry NN11 8YH

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Langley Waterproofing Systems Limited is an independent training provider, based in Daventry. Leaders work with a wide range of approved contractors to provide the level 2 roofing standards-based apprenticeship. The first cohort of apprentices enrolled in April 2023, with two further cohorts enrolled in June and September 2023.

At the time of inspection there were 27 apprentices studying level 2 roofing. Ten apprentices are under 18 years of age. Leaders offer a block release model. Apprentices attend the training centre one week per month. A very small number of apprentices study level 1 mathematics and English qualifications alongside their apprenticeship.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Significant progress

Leaders are passionate about supporting local communities. They predominantly recruit apprentices from disadvantaged areas and underrepresented backgrounds. Leaders provide apprentices with valuable opportunities to forge careers in the roofing industry.

The ambitious curriculum has been designed to meet future demands and industry growth areas. Leaders work with key stakeholders and specialist sector groups to ensure the curriculum meets industry training needs. For example, apprentices learn about sustainable roofing as this is a significant area of growth within the roofing industry. Leaders rightly recognise the need for apprentices to gain these important skills.

Leaders recruit apprentices with integrity. They communicate with employers clearly about their responsibilities and ensure they follow the principles and requirements of the apprenticeship.

Leaders ensure apprentices benefit from high-quality training resources. These replicate industry standards and techniques. Apprentices benefit from access to a hot air gun to install and shape a variety of roof membranes. Apprentices are well prepared for work in a high-risk environment and work safely and diligently.

Leaders make appropriate arrangements for apprentices' final assessments. They ensure apprentices complete comprehensive mock assessments frequently to build their skills. Apprentices are very well prepared for final assessments and know how to achieve high grades.

Leaders understand their apprenticeship provision well. They work closely with external stakeholders to scrutinise the quality of the course. They take swift action to improve areas of underperformance. For example, leaders and managers quickly adjusted their approach to teaching functional skills. As result, changes are effective and have a significant impact on the experience of apprentices.

Trainers work with employers effectively to plan on- and off-the-job training. Apprentices have many opportunities to practise and develop their roofing skills. Apprentices understand the link between on- and off-the-job training, and apply their skills well.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Significant progress

Trainers are highly committed to developing expert skills within their apprentices. They use initial assessments well to review apprentices' prior knowledge, skills, and experience. Trainers then use this information to carefully sequence the curriculum to ensure it meets the needs of the apprentices and the roofing industry. Apprentices quickly acquire knowledge and skills which they successfully apply in the workplace.

Trainers use a range of useful assessment methods to check apprentices' understanding. They provide constructive verbal feedback on apprentices' work to help them achieve the highest possible grades. The standard of apprentices' practical work is exceptional, and they quickly meet industry standards.

Apprentices benefit from knowledgeable and supportive trainers, who have extensive experience in the roofing industry. Trainers use their knowledge to enhance the curriculum and provide apprentices with additional training to develop their

knowledge beyond the requirements of the qualification. Apprentices practise and develop highly relevant skills.

Trainers ensure apprentices and employers receive frequent, valuable progress reviews. Employers are very well informed about the progress their apprentices make and are clear about how to support them to further develop their skills. Apprentices quickly become productive employees and are given more complex tasks to complete in their workplace.

Tutors ensure apprentices receive helpful careers advice and guidance. For example, apprentices who aspire to be self-employed benefit from additional guidance on how to develop their planning skills, costing of projects and insurance requirements. Apprentices are prepared well for their next steps.

Leaders understand accurately the strengths and weaknesses of their apprenticeship provision. They use a range of useful quality assurance processes to monitor and improve the quality of education for apprentices. For example, leaders frequently gather feedback from employers and apprentices and continuously review the quality of off-the-job training that apprentices receive. They use this information very effectively to improve the quality of the curriculum.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders have suitable policies and procedures in place to safeguard apprentices, including an appropriate 'Prevent' duty risk assessment. The designated safeguarding lead and deputy are suitably qualified.

Arrangements for the very small number of younger apprentices who stay away from home to attend training are well considered. Apprentices feel safe and know who to contact should they have any concerns in the workplace or training centre.

Apprentices benefit from frequent 'toolbox talks' on key topics such as health and safety, safeguarding, extremism, radicalisation, and fundamental British values. They have an appropriate understanding of these topics. However, apprentices do not always recognise the importance of developing this knowledge or how it applies to them.

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