

# Inspection of Group Horizon Limited

Inspection dates: 10–13 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Group Horizon Limited is an independent learning provider based in Gateshead. At the time of the inspection, 45 apprentices were enrolled on a standards-based apprenticeship in junior energy management at level 3. Thirty-seven apprentices were enrolled on an apprenticeship framework in performance manufacturing operations at level 2 and one at level 3. Sixteen apprentices were enrolled on an apprenticeship framework in business improvement technologies at level 3. Twenty-six apprentices were following a standards-based apprenticeship in management and leadership at either level 3 or 5. In addition, Group Horizon Limited currently provides training to 111 adults who are either unemployed and enrolled on employability courses or employed in the construction sector and following courses to develop their career opportunities.

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

Apprentices value the qualifications that they study towards. Staff work in close collaboration with employers to design and deliver programmes that maximise apprentices' ability to develop new knowledge and skills. Through their well-planned programmes, apprentices successfully apply in their job roles the new knowledge, skills and behaviours that they gain through their training. They grow in confidence to hone their practical skills in their workplace.

Adult learners increase in confidence as they gain new knowledge and skills. They benefit from working in a group with everyone helping each other. Adult learners receive high-quality training which they see as the key to opening the door to future employment. They are better prepared for employment as a result of their courses. For example, they learn to write a curriculum vitae tailored to the needs of employers and feel better prepared for interviews.

Adult learners and apprentices are well behaved and motivated to complete their work. Apprentices use their interpersonal skills effectively while working with each other and when interacting with the general public.

Adult learners and apprentices feel safe at work and know who to contact if they have any safeguarding concerns. They benefit from good support to help them overcome any personal challenges. For example, adult learners with mental health issues receive support from tutors and are referred to external agencies to receive specialist help.

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

Leaders have a clear strategic rationale for the delivery of apprenticeship programmes in manufacturing, management and energy and for the locations in which they deliver these programmes. They work effectively with employers, the local enterprise partnership and the combined authority to identify and design programmes that support apprentices and learners to develop the technical skills required to meet local and regional need. Leaders are ambitious for learners who have had poor experiences of education or are looking to reskill after threat of redundancy. They plan and deliver specialist programmes that provide learners and apprentices with the knowledge and skills that they need to be successful in the energy, logistics and manufacturing industries. For example, energy apprentices acquire a greater breadth of knowledge in the calculation of energy consumption. They use this knowledge to consider energy efficiencies and provide advice to colleagues and customers on how to manage energy more effectively.

Leaders recruit well-qualified staff who are experts in their field. Tutors use their vocational expertise effectively to help apprentices develop the technical knowledge and skills that they need to be successful in their careers. For example, on the junior energy and management programme, tutors consistently check knowledge in sessions and use online tests to enable apprentices to recall information. Most learners and apprentices quickly develop substantial new knowledge, skills and behaviours, which

leads to a high proportion achieving their qualifications. For example, adult learners on the logistics programme learn about regulations, the legal number of driving hours, and loading and unloading.

Tutors provide effective, impartial careers advice and guidance that enables learners and apprentices to make informed choices about their next steps. Adult learners also receive guidance from the national careers service, and they research thoroughly into possible future employment opportunities in logistics.

Tutors successfully recruit apprentices and learners onto programmes which are right for them. Consequently, apprentices and most adult learners are highly motivated to learn and achieve. They value the knowledge that they gain and see the benefits of their courses for future career progression. Apprentices follow the management programme to help them progress in their careers and are looking to move into the next level role of supervisor or deputy shift manager.

Leaders have recognised the need for clear oversight of the business and have recruited a new managing director with extensive training expertise. They have successfully restructured the organisation to create greater accountability and ownership for programme delivery. The existing director is now chair of the board and is able to focus on the strategic development of the business.

Tutors ensure that learners and apprentices develop a good understanding of the values needed to live and work in modern Britain. For example, management apprentices discuss how they have learned to be more tolerant of members of the team.

Leaders do not collect enough information about the destinations of learners and apprentices when they complete their programme or analyse effectively enough the information that they do collect. This limits their ability to measure the impact and appropriateness of their offer and to consider how they might develop the curriculum.

Tutors do not develop further the English and mathematics skills of apprentices who already have level 2 qualifications in these subjects. Tutors do not take opportunities to develop adult learners' skills in English and mathematics as part of their learning programmes.

Leaders do not provide specific professional development to help staff to continue to improve their teaching practice. Training for assessors is focused on the practice of awarding body assessment and does not support assessors to improve their skills in developing apprentices' knowledge, skills and behaviours, in line with standards-based apprenticeships.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders implement suitable safeguarding procedures to keep learners safe. They follow safe recruitment practice. They work with a specialist human resources agency that provides expert advice.

Leaders ensure that staff and learners receive effective safeguarding training. Consequently, staff and learners know how to identify safeguarding concerns and what action to take.

Leaders do not ensure that the 'Prevent' duty action plan contains specific information in relation to local risks to make sure that staff have heightened awareness about the community tensions in the areas in which they work.

### **What does the provider need to do to improve?**

- Leaders should ensure that they provide focused professional development to help staff improve their teaching practice.
- Leaders should ensure that they collect and analyse fully information about learners' and apprentices' destinations in order to measure the impact of their programmes and to inform curriculum development.
- Leaders should ensure that tutors effectively integrate the development of English and mathematics skills in their training to develop further the skills of apprentices who already have level 2 qualifications in these subjects. They should ensure that adult learners receive training and support to consolidate and further develop their English and mathematics skills as part of their learning programmes.

## Provider details

<b>Unique reference number</b>	1270874
<b>Address</b>	G42 The Avenues Eleventh Avenue Team Valley NE11 ONJ
<b>Contact number</b>	0191 497 7722
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<b>Principal/CEO</b>	Peter Behan
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the head of support services, 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 observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Jacque Brown, lead inspector	Her Majesty's Inspector
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Gillian Forrester	Ofsted Inspector
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