

2 Sisters Food Group Limited

Monitoring visit report

Unique reference number: 1278660

Name of lead inspector: Pat Hornsby, Ofsted Inspector

Inspection date(s): 24–25 July 2019

Type of provider: Employer

Address: Trinity House Park
Fox Way
Wakefield
WF2 8EE

Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

2 Sisters Food Group Limited (2 Sisters) is a food processing company with its headquarters in Birmingham and a further administrative centre in Wakefield. It supplies poultry, red meat, chilled and frozen food, and bakery products to major supermarkets in the United Kingdom. As a levy-paying employer, 2 Sisters delivers apprenticeships to meet its workforce development needs. Currently, 34 apprentices are working towards food and drink advanced process operator standards, and 28 towards food technology standards. Both programmes are at level 3. Apprentices are employed in 13 production sites across the country. A subcontractor delivers functional skills qualifications in English and mathematics.

Themes

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

Insufficient progress

Leaders and managers do not have sufficient oversight of the performance and quality of the programmes. For example, they rely on data on apprentices' attendance at workshops as an indicator of the progress that apprentices have made. They do not have an overview of the development of apprentices' knowledge, skills and behaviours. To improve the availability of information on apprentices' progress, managers are introducing an electronic monitoring system. However, it is in the early stages of implementation. Other aspects of quality assurance, such as self-assessment, are not well developed.

Apprentices' line managers are not sufficiently involved in or supportive of the apprenticeship programmes, including planning learning and reviewing apprentices' progress. Too often, they do not release apprentices from the production roles to attend off-the-job training workshops, due to work pressures and the need to meet production targets. As a result, the majority of apprentices make slow progress. The apprenticeship team has recently organised further workshops so that apprentices can attend the sessions that they have missed.

Leaders and managers do not manage the subcontractor effectively. Until very recently, they have not obtained reports on apprentices' progress and achievements in functional skills. Most apprentices have made insufficient progress towards developing their English and mathematics skills and completing their assessments. For apprentices who started their programmes in the last six months, functional skills courses are being delivered in-house. Progress for these apprentices is also slow.

Leaders and managers have implemented a clear strategy for the apprenticeship programme. They deliver the programmes in-house to align them closely to business processes and needs. They offer the programmes to employees who have the potential and ambition to further their careers. They ensure that training staff have very good technical knowledge and experience of the food production processes at 2 Sisters. As part of the programme, apprentices work towards qualifications in subjects such as food safety, which is an essential requirement to work in the industry.

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

Apprentices do not complete enough off-the-job learning. Their attendance at workshops is low and they spend too little time on other learning activities during working hours. Although apprentices keep a record of the time that they spend on off-the-job learning, managers do not monitor the information sufficiently, and do not take effective action to address identified shortfalls in study time. Most apprentices are making slow progress. Around a third of apprentices have left the programme early. The vast majority of these have also left the company.

Apprentices do not develop their English and mathematical skills sufficiently. Although tutors carry out an assessment of apprentices' starting points and develop their technical vocabulary very effectively, they do not include the development of other English and mathematics knowledge and skills in workshops. Too many apprentices do not start their functional skills learning at the beginning of their programmes. Apprentices are unclear about the arrangements to improve their skills and complete their assessments. Few apprentices have completed assessments and, for those that have, pass rates are low. Leaders and managers do not provide specialist support for apprentices who speak English as a second language.

Apprentices develop new knowledge, skills and behaviours and contribute more fully to their employers' business as a result of their learning. They become more confident when supervising staff or holding team meetings. As part of their training, they complete projects, often improving efficiency in working practices. A few apprentices have taken on additional responsibilities and have been promoted into more senior roles.

Those apprentices who attend workshops benefit from well-planned sessions, using high-quality training workbooks that they retain for later reference. Tutors make theory learning relevant and interesting by including anecdotes and real work examples. Apprentices value and respect their tutors' subject expertise and experience. They learn about important legislation relating to food production.

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

Leaders and managers take appropriate measures to keep apprentices safe. They carry out a wide range of pre-employment checks on new training staff. All staff have completed safeguarding training to equip them to carry out their roles.

Apprentices know how, and to whom, to report any safeguarding issues. The designated safeguarding officers log and follow up concerns promptly. Where appropriate, they refer apprentices to external specialist agencies, such as the Crisis mental health teams. Occupational health staff also provide good support for apprentices.

Apprentices have a good understanding of health, safety and hygiene in relation to their roles. They complete training models on British values, the risks of radicalisation and extremism, and online safety as part of their induction programme. They also learn about the dangers of bioterrorism through the contamination of food. However, they have insufficient understanding of how to apply their learning about the risks associated with radicalisation and extremism in their everyday lives.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

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 www.gov.uk/government/organisations/ofsted.

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 2019