

# Inspection of Projecting Success Ltd

Inspection dates: 13 to 15 June 2023

<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>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Projecting Success Ltd specialises in providing project data analytics training online. At the time of this inspection, around 110 adult apprentices were studying the project data analyst (PDA) apprenticeship standard at level 4. These apprentices are predominantly employed by companies with a focus on project delivery. Apprentices are located throughout England, and just over half are based in the south east region. Around one fifth of these apprentices study a qualification in English and/or mathematics as part of their apprenticeship.

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

Apprentices value the PDA apprenticeship highly because it enables them to become better at their jobs. Experienced subject specialists ensure that apprentices know how the knowledge and skills they learn can be used in careers in a broad range of industries. For example, apprentices learn how to use a wide range of software to complete risk analysis or create insightful presentations that inform business decision-making. As a result, apprentices become valuable employees, with the technical expertise and confidence they need to be successful in their careers.

Apprentices learn in a fun and engaging online learning environment. Staff skilfully ensure high levels of behaviour during learning sessions. Apprentices feel able to seek the support they need from teachers and to critique the work of others in a safe and respectful environment. Staff know their apprentices well and provide a good range of extra support outside of apprentices' planned learning sessions. Staff ensure that if apprentices miss a learning session, they have access to the recording of the session so they do not fall behind. These recordings are also available to apprentices for future reference. Teachers provide bespoke one-to-one support sessions to apprentices who require them. Apprentices are positive about the support they receive because it helps them to balance studying with managing their busy lives. Apprentices are taught in a safe online environment.

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

Leaders collaborate with external stakeholders very well to ensure that the PDA curriculum is continually updated with new and fast-emerging digital content. This means that apprentices learn up-to-date techniques, which they then apply in their job roles. Employers value the contribution of apprentices highly because their data analysis skills help their businesses to be more efficient and more competitive.

Teachers are well qualified, and all have teaching qualifications. They use effective teaching techniques, such as probing questions, and online teaching tools, such as breakout rooms. Teachers maintain their up-to-date skills through well-planned and frequent professional development and subject-specific networking opportunities. Employers have high levels of confidence that their apprentices are developing and applying the digital knowledge and skills they need. For example, apprentices create new software applications for use in their workplace, which increases productivity. As a result, apprentices become valued employees.

Teachers provide apprentices with effective personal and professional support, which builds their confidence in the use of data analytic tools. Apprentices build their knowledge incrementally because teachers plan the curriculum well and build on apprentices' prior knowledge. Teachers ensure that apprentices have a secure understanding of the function of data. They ensure that apprentices are able to analyse data in the context of their own workplaces before moving on to more

complex software and programming. This ensures that apprentices are confident to apply their new digital skills in their job roles.

Teachers and workplace mentors support apprentices well to achieve challenging targets. They use frequent progress review meetings effectively and adapt work schedules to help apprentices gain real-world experience. They discuss and agree future learning opportunities. The great majority of apprentices compete in teams in what are called 'hackathons', up to three times annually, where apprentices use their data analysis skills to solve real challenges set by employers. They use these opportunities to challenge themselves and to network with others who work in data analysis roles. Teachers provide good opportunities for apprentices to gain additional qualifications, such as in artificial intelligence and in cyber-security. As a result, apprentices develop a well-rounded and broad view of the powerful use of data analytics.

Teachers prepare apprentices well for their final assessments. For example, more than three fifths of apprentices achieve merit or distinction grades for their final projects. The large majority of apprentices who need to achieve an English and/or mathematics qualification do so at their first attempt. On completion, a high proportion of apprentices move on to more complex responsibilities at work, and a substantial minority are promoted.

Leaders have taken effective action to reduce the number of apprentices who are not achieving their qualification. They took decisive action to ensure the stability of their teaching workforce and put effective remedial one-to-one support systems in place. As a result, more apprentices are completing their qualifications.

Leaders do not ensure that all apprentices receive well-tailored training plans. Apprentices are not always sufficiently clear on their individual training needs and qualification requirements. Too many apprentices do not achieve their qualifications by their planned training end date.

Leaders have appointed external advisors with specialist skills to governance roles. These advisors have a good understanding of the apprenticeship programme provided by the company. They challenge leaders to further improve the quality of education and provide useful and insightful support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff with responsibilities for safeguarding are suitably trained and experienced to carry out their roles effectively. Staff ensure that their apprentices know how to get support from staff if they have a concern relating to safeguarding or their own well-being. Safeguarding staff maintain a central log of the disclosures being made. However, these records do not include sufficient detail about the actions staff take to resolve concerns.

Staff ensure that apprentices learn about online safety in appropriate depth. Teachers explore case studies on how online algorithms are used unethically. For example, apprentices know the risks that online content can pose in the radicalisation of vulnerable people through the use of data. Apprentices develop a solid understanding of online safety in the context of their job role.

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

- Ensure that all apprentice training plans are well tailored towards meeting individual training needs and qualification requirements.
- Ensure that the great majority of apprentices achieve their qualification by the planned training end date.
- Ensure that safeguarding referral records include an appropriate depth of information and sufficient narrative about the concern, the intervention and the outcome.

## Provider details

<b>Unique reference number</b>	2626841
<b>Address</b>	Woodspring Winterslow Salisbury SP5 1RH
<b>Contact number</b>	020 3821 5203
<b>Website</b>	<a href="https://projectsuccess.co.uk/">https://projectsuccess.co.uk/</a>
<b>Principal, CEO or equivalent</b>	Martin Paver
<b>Provider type</b>	Independent training provider
<b>Date of previous inspection</b>	Not previously inspected

## Information about this inspection

The inspection team was assisted by the learning and development director, 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

Matt Hann, lead inspector	His Majesty's Inspector
Nick Crombie	His Majesty's Inspector
Nirosha Holton	Ofsted Inspector
Nikki Sendell	Ofsted Inspector
Sue Martin	Ofsted Inspector

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