

Inspection of Elevation Academy Limited

Inspection dates: 24 to 26 June 2025

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Elevation Academy Limited is an independent learning provider which began delivering apprenticeships in September 2023. At the time of the inspection, there were 90 apprentices enrolled on the level 3 fire emergency security systems technician apprenticeship. The provider has two main training centres in Leeds and in Huntingdon. Almost all apprentices are aged 19 or over. Five apprentices aged 16 to 18 years were studying functional skills mathematics and English.

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

Apprentices demonstrate professional attitudes to their on- and off-the-job training. They work diligently and with enthusiasm and respond very positively to the high expectations set by tutors to arrive at training sessions punctually, wear a work uniform, and have study materials ready.

Apprentices attend their off-the-job training in well-resourced, purpose-built workshop booths that replicate industry standards. They learn how to install fire and security systems correctly and develop manual skills in fixing components, cable routing and terminating cables.

Tutors and staff help apprentices develop their understanding of active citizenship. For example, apprentices learn about the negative impact of incel ideology and online misogyny, which raises their awareness of how they may be vulnerable to risks associated with extremist behaviours.

Tutors and staff offer supportive careers advice and guidance that helps apprentices make informed decisions about their next steps. Apprentices know that they can progress into surveying, design and management roles or higher education and training.

Apprentices feel safe and work safely in their workplaces and when attending training. They talk confidently about well-being matters with tutors and designated safeguarding leads. Apprentices are treated with respect and courtesy by colleagues and peers.

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

Leaders have taken substantial actions to improve their training since the new provider monitoring visit and have resolved most of the weaknesses found at the time. Leaders now have a secure and firm understanding of the progress that apprentices make.

Leaders deliver the level 3 fire emergency and security systems technician apprenticeship to meet the demands of employers who need to recruit staff due to an ageing workforce and a shortage of qualified professionals. The curriculum is ambitious and prepares apprentices effectively to conduct a wide range of fire and security duties. For example, apprentices carry out the installation of intruder alarms, fire detection and closed-circuit television systems.

Leaders ensure that employers understand their responsibilities to participate in and commit fully to the training and development of their apprentices. Employers attend progress reviews and use discussions with tutors and apprentices to plan on-the-job training that links closely with apprentices' off-the-job training. Employers are well informed about the progress their apprentices make and their preparation for the end-point assessment.

Tutors assess apprentices' starting points effectively. They adjust their teaching when they identify gaps in apprentices' knowledge and skills and plan appropriate teaching to fill these. A few apprentices who make swift progress from their starting points are provided with a more challenging curriculum. This helps them to develop new knowledge, skills and behaviours rapidly and progress more quickly towards their final assessments.

Tutors use a range of effective teaching strategies. For example, they provide demonstrations in workshops to explain the difference between fault and tamper modes in intruder alarm systems. Tutors achieve teaching qualifications at level 3, which support them with planning and delivering training sessions.

Tutors use assessment well to check apprentices' understanding. In practical workshop sessions, tutors monitor the work of each apprentice carefully, checking their understanding and correcting any errors swiftly. Apprentices practise and repeat tasks to develop mastery, which helps them grow in confidence when fixing, installing and commissioning security systems.

Tutors develop apprentices' occupational mathematics and English knowledge and skills effectively. They set apprentices tasks that help them refine their learning continuously such as calculating the quantities of cabling used in installations to prepare customer proposal quotations accurately.

Leaders have been too slow to ensure that the very few apprentices who are required to work towards and achieve level 2 functional skills qualifications have received sufficient training in these subjects since the start of their apprenticeships. Apprentices have only very recently commenced intensive training to catch up in preparation for forthcoming examinations. Leaders rightly recognise this as an area for rapid improvement.

Apprentices produce practical work in line with industry standards and work safely when attending off-the-job training and while at work. While no apprentices have reached the end of the apprenticeship due to the length of time required to complete it, most remain on programme and are making expected progress.

Apprentices study helpful additional qualifications in topics such as asbestos awareness. For example, in response to the Grenfell Tower fire emergency, leaders have included the level 3 award in the requirements of fire detection and fire alarm systems for buildings. This prepares apprentices well to respond to new regulations governing emergency fire design and installation.

Leaders are considerate of staff workload and well-being. They use weekly meetings to help tutors plan training and assessment, which helps them to manage their schedules and visits to apprentices' workplaces.

Leaders are supported by educationally experienced governors who have a thorough understanding of the strengths and weaknesses of apprenticeship provision.

Governors assist leaders with quality assurance activities such as conducting lesson visits and observations with managers, which helps them to understand how effectively training is delivered.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Fully implement the provision of functional skills English and mathematics training for apprentices aged 16 to 18.

Provider details

Unique reference number	2791013
Address	Unit 8, Howley Park Business Village Pullan Way Leeds LS27 0BZ
Contact number	01135294671
Website	elevation-academy.co.uk
Principal, CEO or equivalent	Jolene Taylor
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing 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

Chloe Rendall, lead inspector	His Majesty's Inspector
David Sykes	Ofsted Inspector
Hayley Lomas	His Majesty's Inspector

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