

# Greenwich Leisure Ltd

Employer provider

**Inspection dates**

18–21 March 2019

<b>Overall effectiveness</b>		<b>Requires improvement</b>	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<b>Requires improvement</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Not previously inspected	

## Summary of key findings

### This is a provider that requires improvement

- Not enough apprentices benefit from good-quality progress reviews and off-the-job training workshops to develop quickly their skills in customer service and leisure management.
- Tutors do not consistently provide apprentices with good-quality support to enable them to develop their English and mathematics skills effectively.
- Senior leaders responsible for governance of the apprenticeship programme do not have a deep enough understanding of the quality of the provision and do not provide effective enough oversight of the programme.
- Leaders and managers do not use data well enough to analyse the effectiveness of the provision and to plan improvement actions to raise standards.
- Measures do not evaluate accurately enough the quality of teaching, learning and assessment and therefore do not identify weaknesses, and the support staff need to improve their performance.
- Too few apprentices understand the threats of extremism and radicalisation and the importance of British values.

### The provider has the following strengths

- This year a high proportion of apprentices have successfully completed their apprenticeship.
- Current apprentices make the progress expected of them in acquiring the knowledge, skills and behaviours required for working in the leisure industry.
- Apprentices take pride in their work and gain the skills, knowledge and behaviours they need for their work and to achieve their aspirations.
- A high proportion of apprentices remain employed at the company and gain promotion when they complete their apprenticeship.
- Apprentices benefit from effective pastoral support that helps them gain confidence in the workplace.

## Full report

### Information about the provider

- Greenwich Leisure Limited (GLL) is a national, not-for-profit, charitable social enterprise and leisure and cultural services provider. GLL directly manages over 350 leisure centres, libraries, parks, community sports and cultural facilities on behalf of over 46 local authorities. GLL has delivered apprenticeships since August 2016, initially through one subcontracted partner. Since July 2017, all new apprenticeships have been delivered directly by GLL.
- GLL delivers level 2 apprenticeships in activity leadership, leisure operations, management and customer service for 131 16- to 18-year-old apprentices. Thirty employees aged over 19 years old have recently started the team leader supervisor apprenticeship at level 3. More recently, GLL has taken on 29 apprentices on the level 2 customer service practitioner programme and 30 on the level 3 team leader apprenticeship standards. All other apprentices are on framework apprenticeships.

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

- Review governance arrangements so that senior leaders provide effective support and challenge of the provision that result in good-quality education for apprentices.
- Use an appropriate range of performance data frequently to analyse performance, develop improvement plans and evaluate the impact of managers' actions.
- Review the actions that managers take to improve the quality of teaching, learning and assessment so that apprentices receive consistently good-quality teaching and make good progress.
- Build the skills and knowledge of tutors so that they support apprentices to:
  - improve their English and mathematics skills, knowledge and understanding
  - make good progress through their attendance at effective progress reviews and workshops
  - better understand the risks of radicalisation and extremism and the importance of British values.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- During the first two years of providing apprenticeships, senior leaders did not ensure that the programme resulted in good outcomes for apprentices. Senior leaders did not monitor effectively the training delivered by their subcontractor. Centre managers and human resources staff did not understand the expectations of the apprenticeship programme. As a result of these factors, too many apprentices left their programme early.
- Senior leaders recognised the shortcomings in the provision, and this year they and their managers have put in place strategies that are having a positive impact on apprentices. Managers and staff throughout the company now have a clear understanding of the requirements of the apprenticeship programme and work together more effectively to support apprentices during their studies. As a result, a higher proportion of apprentices now successfully complete their training.
- Senior leaders and managers do not use data sufficiently to assess the quality and effectiveness of the provision. As a result, their own evaluation of the quality of provision is over-optimistic and does not provide a sound platform on which to target the actions needed to make improvements.
- Managers do not ensure that measures to improve the quality of teaching, learning and assessment are effective. Managers' observations of teaching do not focus enough on how well apprentices are learning. Their reports do not sufficiently evaluate the key aspects of teaching or identify areas where tutors need training and development to achieve improvements. As a result, the quality of teaching varies too much and overall is not good enough.
- Managers ensure that the programmes meet the requirements of apprenticeship provision. Apprentices are aware of, and receive, their full entitlement to off-the-job training. Staff regularly monitor off-the-job training to make sure that apprentices receive their entitlement. Staff ensure that apprentices receive suitable preparation for their end-point assessment.
- Managers plan the curriculum effectively. They offer a good range of additional training that enriches the experience of apprentices. For example, training in industry-recognised pool plant operation builds apprentices' skills and knowledge effectively so that they are able take on a wider range of tasks and more responsibility at work.

### The governance of the provider

- Governance arrangements are the responsibility of senior leaders at GLL and are not fully effective. Senior leaders do not consider frequently enough information on performance to enable them to fully scrutinise all aspects of the apprenticeship programme.
- Senior leaders are committed to the apprenticeship programme and ambitious for their apprentices. The apprenticeship programme reflects the company's values to support those taking their first steps into employment and in developing existing staff so that they become long-serving employees of the company. Leaders and managers have developed a clear career pathway for apprentices at GLL and promote further learning and development for apprentices after they complete their programme. They ensure that apprentices are paid substantially more than the standard apprenticeship wage.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff are suitably trained to safeguard apprentices. They receive regular updates on topical safeguarding issues such as female genital mutilation. Consequently, staff are alert to changes in apprentices' behaviour that may indicate a safeguarding concern. They act swiftly should they have concerns and liaise effectively with other agencies such as the police or children's social care should the need arise. Apprentices know whom to turn to if they have concerns about themselves or others.
- Managers do not ensure that the risks of radicalisation and extremism or the promotion of British values are taught effectively. Managers ensure that the 'Prevent' duty and British values are covered during apprentices' induction and during their training. However, this is often done in a perfunctory manner, and consequently too few apprentices sufficiently understand the risks of extremism and radicalisation or relate British values to their work.

## Quality of teaching, learning and assessment

## Requires improvement

- Tutors do not focus sufficiently on developing apprentices' English and mathematics skills. They fail to use strategies to support apprentices to improve. For example, tutors set repeat mathematics tests, rather than helping apprentices develop the specific skills and knowledge they need to make progress and achieve.
- Progress reviews take place regularly but are not of consistently good quality. Tutors, apprentices and managers attend progress reviews and plan activities that help apprentices develop their practical skills. However, tutors focus too much on helping apprentices complete their portfolio rather than on reviewing what apprentices are learning. A few tutors use questioning well to assess the apprentices' acquisition of skills and knowledge.
- Tutors mostly ensure that apprentices develop sufficient knowledge during theory workshops and apply this well in the workplace. For example, in theory sessions, apprentices learn how to assess safety and security in a leisure centre. They then complete a risk assessment of their gym and report back their findings. However, a few tutors present too much theory without checking what the learners have understood and do not make sufficient links to the practical application of theory.
- All tutors are experienced in the leisure sector and appropriately qualified. Tutors use their sector knowledge and experience well to inform learners of the expectations of the industry and of their apprenticeship training.
- The resources that tutors use to support learning are sufficient. However, the language used in the apprenticeship handbook and in learning logs is too complex for a few learners to follow. This inhibits apprentices' understanding and learning of key concepts such as hazards and risks, and the actions that they need to take to keep staff and customers safe.
- Tutors ensure that most apprentices develop good practical skills. For example, staff provide effective training in how to check the water quality in a swimming pool. Tutors regularly remind apprentices of the procedures to follow should they notice a problem.
- Tutors and centre managers provide very good pastoral support to apprentices. They take a personal interest in the welfare of apprentices and develop close working relationships.

Centre managers take an interest and provide effective guidance to apprentices in the completion of their assignments, which enables apprentices to make rapid progress.

### **Personal development, behaviour and welfare**

### **Requires improvement**

- On too many occasions, apprentices have not been given good enough information about the programme on which they have been enrolled or have not been given sufficient encouragement to stay on the programme. This has resulted in apprentices either not fully understanding the programme they are on or not seeing its benefit to their jobs and careers. As a result, not enough of the first cohorts of apprentices were motivated to stay on their programmes. Most apprentices attend review meetings and workshops regularly. However, in the London region, apprentices' attendance is not yet good.
- Apprentices develop their confidence and aspirations to progress and move on to management roles. Operational assistant apprentices value the support they receive from tutors that encourages them to progress in their career in the leisure industry.
- Apprentices take pride in their work and develop relevant new skills and knowledge. For example, level 3 team leader apprentices demonstrate a good analysis of how their behaviour affects different colleagues, having considered their own strengths and weaknesses in their role.
- Employers value their apprentices and see them as valuable assets to their business. Apprentices cooperate well with their colleagues. They develop high standards of behaviour and dress appropriately for their job role.
- Tutors help apprentices to develop their communication and teamworking skills in workshops. Apprentices understand the importance of good communication with their colleagues and customers. Some younger apprentices find communicating with customers difficult at the start of the programme, but make good progress in developing their skills.
- Apprentices develop their understanding of wider society well. For example, apprentices work with older people to help them regain their health, fitness and mobility. Apprentices gain confidence in working with this group, and the health and well-being of participants improves.
- Apprentices develop a good understanding of their rights and responsibilities as an employee through a comprehensive series of workshops that include health and safety, equality and diversity and the work of employee relationship services.

### **Outcomes for learners**

### **Requires improvement**

- Last year, too few apprentices successfully completed their training.
- Too few apprentices pass their functional skills level 2 English and mathematics examinations at their first attempt.
- Current apprentices gain the skills, knowledge and behaviours they need for their job and future aspirations and are making the progress expected of them.
- Level 2 apprentices develop appropriate knowledge, such as the safe use of chemicals to undertake pool tests. They improve their understanding of health and safety legislation such as the safe storage of chemicals.

- Apprentices become confident communicators with a broad range of customers. As a result, they take on extra tasks and run sessions for a diverse mix of clients.
- Many apprentices secure additional responsibilities at work during their apprenticeship. A high proportion of apprentices remain employed at GLL and gain promotion on completing their training. A few apprentices progress from a level 2 apprenticeship to the level 3 team leader apprenticeship.
- A high proportion of apprentices pass their functional skills examinations at their first attempt in English, mathematics and information and communication technology at level 1.
- The standards of work of foundation apprentices are sufficient for their level of study. At level 3, the standard of apprentices' work is good.
- Level 3 apprentices develop effective new skills, knowledge and behaviours early on in their programme.

## Provider details

Unique reference number	1244885
Type of provider	Employer provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	303
CEO	Mark Sesnan
Telephone number	020 8676 7550
Website	<a href="http://www.gll.org">www.gll.org</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	47	84	-	30	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

## Information about this inspection

The inspection team was assisted by the national apprenticeship manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Philida Schellekens	Ofsted Inspector
Claire Griffin	Ofsted Inspector

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