

Elev8 Training Limited

Monitoring visit report

Unique reference number: 2495044

Name of lead inspector: Alastair Mollon, Her Majesty's Inspector

Inspection date: 1 October 2019

Type of provider: Independent learning provider

Address: Unit 25
Space Solutions Business Centre
Sefton Lane Industrial Estate
Liverpool
L31 8BX



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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Elev8 Training Limited (Elev8) received its first publicly funded contract for apprenticeship training in November 2017. Elev8 is an independent learning provider that delivers apprenticeships in the sport and leisure sector. Currently, one apprentice follows the activity leadership framework apprenticeship at level 2. The provider also delivers apprenticeship training in sport and leisure as a subcontractor. The subcontracted provision is not in scope for this monitoring visit.

Themes

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

Reasonable progress

Leaders are ambitious to deliver high-quality training for apprentices in the sport and leisure sector. They focus specifically on developing the knowledge, skills, understanding and behaviours that apprentices need to be successful in the industry. Leaders have high expectations for apprentices to become excellent sports coaches and managers. Leaders work with employers and partners effectively in order to develop a bespoke curriculum.

Tutors have the qualifications and experience they need to teach and assess apprentices. Leaders provide effective staff development that improves the quality of training for apprentices. For example, tutors complete 'back-to-the-floor' industry placements, such as the physical education in schools programme. These provide them with up-to-date and relevant practices from industry. Tutors pass this current practice on to their apprentices effectively.

Leaders have a clear understanding of the strengths and weaknesses in the provision. They have an accurate oversight of apprentices' progress. Leaders use performance management reviews effectively in order to identify any issues. For example, leaders recently recognised that apprentices were making slow progress. They took swift action to remedy the issue. The tutor worked with both the employer and apprentices to help the apprentices catch up. As a result, apprentices make at

least the expected progress. They learn more, remember more and gain the new knowledge, skills, understanding and behaviours they need for work.

Leaders do not ensure that appropriate governance arrangements are in place. Consequently, leaders receive no 'external' support or challenge. They are not held to account for the quality of the apprenticeship training or the effectiveness of their leadership and management.

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

Leaders and tutors use their expertise in sport to plan and deliver high-quality on- and off-the-job training. Apprentices develop the substantial new occupational knowledge, skills, understanding and behaviours that they need for work. They apply them to good effect and improve their performance at work. Apprentices can explain clearly where this has happened. For example, apprentices explain the need to adapt their coaching and leadership styles for different groups. This has proved useful in work and in life.

Tutors complete a full review of apprentices' roles, responsibilities and prior experience at the start of the programme. They ensure that apprentices are on the correct programme at the right level. However, tutors do not use this information routinely to plan learning from the start of the programme.

Apprentices receive their full entitlement to off-the-job training during working hours. Leaders and tutors work skilfully with employers to plan on- and off-the-job training. They ensure that apprentices apply what they learn to their workplace. For example, tutors recognised that apprentices had skills gaps in planning and organisation. They co-designed a 'laser-tag' project with the employer. As a result, the apprentices developed their planning and organisational knowledge and skills.

Tutors provide useful feedback so that apprentices know what they have to do to improve the quality of their work. Tutors review apprentices' targets frequently and set new goals to help apprentices to know what they should do next. Tutors set targets that focus too heavily on the completion of tasks rather than on the knowledge, skills, understanding and behaviours apprentices need to develop for work.

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

Leaders ensure that safeguarding has a high priority. The designated safeguarding officer has the training and experience to carry out the role effectively. Staff benefit from regular training on safeguarding and the 'Prevent' duty. They know how to report any issues relating to safeguarding, radicalisation and extremism.

Managers follow safe recruitment practices. Staff have relevant pre-employment checks to ensure that they are suitable to work with apprentices. Leaders and tutors carry out appropriate checks and risk assessments on all employers. They ensure that apprentices are safe in the workplace.

Apprentices are safe and feel safe on their programme. They know how to keep themselves safe, including online. Apprentices know who to contact should they have any concerns. They receive extensive safeguarding training because of their work in sport with children.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <http://reports.ofsted.gov.uk/>.

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