

# Rising Stars (Health Clubs) Limited

(now part of Lifetime Health and Fitness)

Reinspection monitoring visit report

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**Unique reference number:** 51856

**Name of lead inspector:** Gerard McGrath HMI

**Last day of inspection:** 23 March 2011

**Type of provider:** Independent learning provider

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## **FOCUSED MONITORING VISIT: MAIN FINDINGS**

### **Context and focus of visit**

Shortly before the inspection in 2010, Rising Stars (Health Clubs) Limited (Rising Stars) was acquired by Lifetime Health and Fitness (Lifetime). Subsequently, all learners and staff were transferred to Lifetime. At the time of the inspection of Rising Stars in 2010 achievement and standards and the quality of provision were satisfactory but safeguarding, equality and diversity and overall leadership and management were inadequate.

Rising Stars (Health Clubs) Limited no longer exists as a legal entity. The previous Rising Stars' provision is now integrated within the Lifetime group and all delivery is provided by Lifetime and reflected in the Lifetime self-assessment report. Lifetime was inspected in 2008 and the effectiveness of the provision was judged to be good. Lifetime currently has 3,755 work-based learners across England and Wales working towards qualifications in a range of subject areas.

### **Themes**

#### **Self-assessment and improvement planning**

**What progress has Rising Stars made in improving self-assessment and development planning to strengthen its provision?**

**Significant progress**

At the last inspection the Rising Stars' self-assessment process was well established and made good use of management information. However, the learner involvement strategy had yet not been implemented and areas for improvement from earlier inspections had not been effectively dealt with.

Lifetime has improved the collection and analysis of learner feedback to better inform the report. The current Lifetime self-assessment report is inclusive of all stakeholder views. The self-assessment report appropriately identifies the strengths and key areas for improvement of the provision. However, the report is not well informed by data, particularly regarding the grade for teaching and learning. Development planning is satisfactory and is closely linked to the self-assessment report. It is a useful tool to support timely improvement. The post-inspection action plan has successfully addressed the main issues identified at the time of the inspection. Targets are set and monitored regularly, but success criteria are not specific enough to enable the extent of improvements to be judged accurately. Senior managers read and comment on the draft self-assessment report, but Lifetime would benefit from a more challenging model of moderation.

## Outcomes for learners

<b>What actions have been taken in order to improve success rates within planned timescales?</b>	<b>Reasonable progress</b>
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At the last inspection achievement and standards were judged to be satisfactory. Considerable staff development and improvement in the management of the programme have contributed to improvement this year.

Data have been collected and analysed to monitor the progress and outcomes for previous Rising Stars' learners. The improving trend in success rates on apprenticeships at the time of the last inspection has been maintained, and these rates have improved to above national averages at 80% for apprentices and 78% for advanced apprentices in 2009/10.

In-year success rates for these learners have improved. During the first eight months of the current contract year, 68% of those who have left the apprenticeship programmes have succeeded and 57% of those who have left Train to Gain programmes have succeeded, all within the planned duration of their training. The remainder of learners who are due to succeed this year are making at least satisfactory progress. The overall success rates within the planned duration of the programmes are improving and are satisfactory.

Success rates for the large number of Lifetime group learners have also continued to improve since the last inspection and are good.

## Quality of provision

<b>What progress has been made in improving the quality of the provision?</b>	<b>Significant progress</b>
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Learners benefit from significant improvements in the quality of their learning experience. Over the last six months the pace of learning and assessment has particularly improved. Staff visit learners' workplaces every three to four weeks and effectively carry out learners' induction, National Vocational Qualification (NVQ) assessments and progress reviews. Targets are set for learners to progress between visits and staff have high expectations. Learners respond well to the greater degree of challenge. The motivation of learners to progress from level 2 to level 3 programmes is high.

Staff have completed a good range of training, including diversity and safeguarding, to enhance their knowledge, skills and confidence in discussing these topics with learners. In addition, the previous Rising Stars' staff have been trained in the use of electronic portfolios to record learners' work and progress. Learners benefit from, and enjoy, the more efficient systems which also help them clearly identify their progress and areas requiring action.

Induction delivery, teaching and progress reviews are now systematically quality assured by observation and documentation review. Clear criteria are used to make judgments and monitor staff performance. However, opportunities to identify best

practice among staff and where additional training and support for staff could improve the learning experience are missed.

## **Leadership and management**

### **What progress has been made in improving the formal safeguarding arrangements?**

### **Significant progress**

At the time of the last inspection safeguarding was not prioritised adequately and neither staff nor learners had sufficient knowledge and awareness of relevant topics.

A stronger emphasis is placed on the safety and well-being of learners. The Lifetime group policies and procedures for safeguarding young people and vulnerable adults have been introduced across the provision.

All Rising Stars' staff that transferred to Lifetime have completed a Criminal Records Bureau (CRB) check and undergone a corporate induction which included relevant safeguarding awareness training. A central register is maintained with the relevant details for all staff. The currency of CRB clearances and training is monitored and regular reports provided to the designated person. All Lifetime group staff receive updates on associated topics during regular staff meetings.

Safeguarding champions have been identified and effectively communicate with staff and managers about safeguarding issues. Staff and learner induction materials contain useful material around safeguarding.

Procedures are effective and issues relating to safeguarding concerns have been recognised and dealt with appropriately. Incidents and concerns are recorded and reported to the designated person and senior managers.

### **What progress is the provider making in improving the promotion and reinforcement of equality & diversity?**

### **Reasonable progress**

The Lifetime group policies and procedures have now been implemented across the previous Rising Stars' provision. There has been significant development to support staff understanding of equality and diversity and how they can improve the awareness and knowledge of learners. Each month a specific equality and diversity topic is discussed with learners in progress reviews. Excellent presentations have been delivered by managers to all staff groups, providing core information carefully related to learners' work roles. A diversity champion has been identified to provide continuing advice and guidance for staff on associated topics. However, development work has not sufficiently included ways to reinforce equality and diversity with employers.

The reinforcement of equality and diversity within the context of the leisure industry takes place for learners at induction, is integrated into training materials and written assessments and through discussions between learners and staff. Following training, staff have been encouraged to reinforce equality and diversity topics by thought-provoking discussions at progress reviews, instead of just question and answer

activities. However, recording lacks clarity for further reinforcement, including with employers. The new formal observation processes include criteria about the equality and diversity training content and make this a limiting consideration for the overall observation grade.

**What progress has been made in introducing formal arrangements to improve the quality of teaching and learning?**

**Significant progress**

A formal quality assurance process of teaching and learning has been used effectively since September 2010. Evaluation to date has identified improved observation records and detailed feedback to tutors. Analysis of the results of observations by senior managers shows an improving trend in the performance of individual staff, regional groups and across the organisation as a whole. Analysis is effectively used to identify areas for improvement.

New tutors benefit from the well-managed peer support, from shadowing and joint teaching with experienced colleagues, during their first three months in role. This successfully combines peer support with quality assurance of the learners' experience.

Formal graded observations of all tutors are by a subject specialist once a year. The observations provide a graded assessment against defined criteria and constructive feedback is provided. Tutors who receive lower grades benefit from ungraded peer observations and co-teaching, prior to a follow-up formal observation.

Standardisation meetings are used effectively to share best practice with staff and planned developments include the use of networked computers to share exemplar visual recordings of good sessions. Observations of other key aspects of the programme including inductions and progress reviews are also completed.

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