

# Greenbank Services Limited

## Independent learning provider

Inspection dates		10–14 June 2013
Overall effectiveness	This inspection:	<b>Good-2</b>
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- Learners on travel and tourism courses make very good progress and achieve their qualification within the placed timescale.
- Learners develop vocational and personal skills quickly that improve their employability within the travel and tourism industry.
- Teaching, learning and assessment practice are good, trainer assessors use their extensive experience within the industry to illustrate key learning points to motivate and engage learners.
- Trainer assessors provide outstanding learning and pastoral support for learners using innovative way to help learners develop their personal, social and independent living skills.
- Senior managers have a high level of commitment to improving the learner experience and ensuring that the company responds successfully to new challenges and opportunities that the travel industry presents
- Performance management is good and has a strong focus on improving the achievement of learners and the quality of teaching, learning and assessment.
- Quality assurance arrangements are comprehensive and have been improved with a stronger focus on improving teaching, learning and assessment

### This is not yet an outstanding provider because:

- Success rates for a minority of travel and tourism apprentices need to improve.
- An insufficient amount of teaching, learning and assessment is outstanding.
- The self-assessment process does not make full use all of the available data and other information to support judgement and staff are unsure about how it links to quality improvement
- Learners and trainer assessors do not have sufficient easy access to e-portfolios.

## Full report

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

- Further reduce the achievement gap between men and women by continuing to monitor learners to identify any at risk of leaving the programme.
- Improve the standard of teaching and learning by ensuring that all staff are confident in further developing learners understanding of the wider aspects of equality and diversity, by constantly monitoring the performance of staff through the observation of teaching and learning.
- Review the options and units available on the intermediate award to ensure that the more-experienced learners have a more individualised learning programme.
- Further develop self-assessment arrangements to improve the quality of the provision by making better use of data analysis to support judgements and by ensuring staff understand how the process links to quality improvement.
- Ensure that all learners and trainer assessors have good access to the e-portfolio by ensuring that all computers are compatible and that where internet access is poor alternative methods are available.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Learners demonstrate very good work skills in travel and tourism, gain confidence and are motivated to progress. Learners develop quickly more efficient routines for cleaning accommodation and increase teamwork and cooperation, meeting business priorities and helping colleagues under pressure. Regional managers value the skills learners develop and can identify the positive impact of training particularly in the high level of customer satisfaction.
- Learners develop excellent customer service skills dealing effectively and professionally with a range of different and varied customer groups. They develop good negotiation skills, skilfully handling customers with specific needs. Learners develop a good awareness of health and safety, carrying out risk assessments and adopting safe working practices.
- Learners who have not lived away from home before become more independent and gain a range of skills including cooking, healthy eating and money management.
- There are little differences in achievement of apprentices by ethnicity but the provider is working to reduce the achievement gap between males and females with females achieving better. Apprentices requiring additional learning support achieve well compared to national rates.
- The number of learners who progress onto further courses is good. A high number of learners return to the company at the beginning of a new season and progress to more supervisory roles and additional training. Anecdotal evidence indicates that many learners use their qualification to transfer into other employment within the hospitality and travel industries although data is not routinely collected to support this.
- Learners on the recently developed and introduced travel and tourism intermediate course are making good progress, with the majority on target to successfully achieve their qualification within the planned timescale.
- Overall apprenticeship success rate in the period 2011/12 declined from the previous three years, where success rates had consistently remained above the national average. Senior managers identified the decline and took decisive and swift action to improve success rates. In-year data indicates that success rates have significantly improved with 22 of the 26 learners on the programme having achieved their qualification. Remaining apprentices are making good progress.

- Apprentices are successful at achieving their technical certificate and employment rights and responsibilities certificates very early in their programme. The standard of written work in portfolios is good.
- Learners enjoy their studies and all learners confirmed that their studies had increased personal confidence and motivation. Many could identify the skills they had developed in using a second language.

<b>The quality of teaching, learning and assessment</b>	Good
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- The quality of teaching, learning and assessment is good, which reflects the very good progress that current learners are making on the new programme and in developing their skills as couriers and improving their employment prospects.
- Trainer assessors and team leaders set exceptionally high standards for learners that exceed those of the qualification and motivate them to succeed as couriers. Learners use learning and feedback constructively to increase their effectiveness at work, personal management, French language, customer service, repairing and maintaining accommodation and team-working skills.
- Learners enjoy the very practical, purposeful and relevant initial off-the-job training. Trainer assessors make good links between training and the job role, helping learners to meet the company's exacting standards early in the season, such as those for preparing and cleaning mobile homes and tents in preparation for the next customers.
- Learners attend a detailed on-site induction, preparing them quickly for their new role and applying campsite regulations. Learners' team-working and collaborative working skills increase through a range of highly effective activities. Learners who have previously worked as couriers help train new colleagues in reception duties and buddy them through the initial stages of living and working on a campsite.
- Trainer assessors and team leaders know their learners' development needs well and provide good quality coaching at work. They make theoretical concepts interesting and fun, drawing on their own extensive experiences of the company and sector. Learners develop good operational knowledge, become more confident and proactive in identifying and responding to customers' problems and many take on extra responsibilities.
- Trainer assessors place a very high priority on health and safety. Learners develop sound knowledge of health and safety through rigorous training by trainer assessors and team leaders who model and reinforce best practice. They are equipped with creative strategies, such as those to avoid cross contamination when cleaning kitchens and bathrooms, that help them remember and apply guidelines more easily.
- Trainer assessors mark learners' work thoroughly providing them with good feedback to help improve their practice and knowledge. They mark learners' work very rapidly, which helps maintain their motivation and interest. Trainer assessors use skilful questions so that learners reflect on their learning, propose solutions to problems at work, gain empathy with customers and manage their time and workload more efficiently.
- Learners and trainer assessors carry out very thorough and motivating progress reviews but these do not always include team leaders. Learners are very clear about the work they need to complete between trainer assessors' visits but are less clear about their longer-term targets.
- Learners complete a behavioural test when they are recruited, which helps senior managers match them to a suitable campsite. However, learners' previous experience and qualifications are not sufficiently considered when determining their qualification or learning targets. A minority of learners find the intermediate award too easy and could achieve the qualification quicker or take a more challenging programme.
- Apprentices complete a thorough initial assessment of their mathematics and English levels and most have good skills and qualifications. Where required, they improve these through completing appropriate learning activities. Trainer assessors put mathematics into very practical tasks, such as using different spoon sizes to estimate ratios, but not all check and correct learners' grammatical and punctuation errors sufficiently.

- Trainer assessors and team leaders use their extensive travel and tourism experience to advise learners about the industry, job roles and future career opportunities. Learners receive outstanding support and care at all stages in their programme, which helps them settle into their new lifestyle and country. Trainer assessors use innovative ways to inspire learners to maintain a healthy lifestyle and think creatively about cooking for themselves through accompanying them when shopping at the supermarket and providing recipe cards.
- Trainer assessors and team leaders demonstrate a strong ethos of equality of opportunity with learners, harmoniously bringing together staff from diverse backgrounds and cultures. They make themselves available to support learners at weekends and evenings, ensure fairness when planning work and assessments and provide learners with good opportunities to demonstrate what they have achieved. Trainer assessors adapt training and assessment according to each learner's individual needs
- A minority of trainer assessors are insufficiently confident in holding meaningful and contextualised equality and diversity discussions with learners that extends their understanding. A minority of learners have a low awareness of equality and diversity, stereotypes in the industry and appeals and grievances procedures

### **The effectiveness of leadership and management**

**Good**

- Senior managers have a high level of commitment to improving the learner experience and ensuring that the company responds successfully to new challenges and opportunities that the travel industry presents. Greenbank Services Limited (Greenbank) has high expectation of staff and learners setting clear objectives which are well understood by staff. Senior manager have used their good strategic understanding of the travel industry, working with an awarding body to develop a bespoke qualification that is tailored to the travel industry, to improve and enhance the long-term employment prospects for their learners.
- The company operates a good performance-management system that is well understood by staff who have clear performance objectives to meet, particularly focusing on learner achievement and improving teaching, learning and assessment. Staff are clear about what is expected of them. Staff are reviewed twice throughout the year and trainer assessors who underperform are provided with good additional support, with clear performance objectives. Staff are reflective and display a high level of insight into the effectiveness of their performance
- Opportunities to share good practice are good with formalised meetings taking place twice a year and a more informal network is in place between trainer assessors. A strong focus of training is on improving teaching, learning and assessment. Senior managers use their considerable knowledge of the travel industry to help support new assessors, particularly in the understanding of seasonal trends and its impact on assessment planning.
- Safeguarding practices at Greenbank are good. Greenbank meets its statutory requirements for safeguarding learners and staff. Staff and learners can contact the designated safeguarding officer or her deputy at any time using a dedicated phone number. Safeguarding training regularly takes place and staff are clear about their role, where issues are identified they are handled sensitively with good support from trainer assessors. The recruitment of staff reflects current recommended practice and the management of health and safety is very effective.
- Quality assurance arrangements are comprehensive and have been recently strengthened with a stronger focus on improving teaching, learning and assessment. Arrangements include a process for the observation of teaching and learning with well-planned and frequent observations taking place; however, development comments by observers are not always sufficiently focused on the learner experience. The quality improvement calendar is used well, effectively evaluating the key elements of the learners' programme. Results from quality assurance activities lead to improvements in the provision, such as better use of the learner feedback and more effective ways of evaluating the impact of training on customer satisfaction.
- Good decisive action by senior managers in identifying a decline in apprentice success rates and the resulting remedial actions, such as more frequent visits and a wider range of assessment

methods have proved successful in significantly improving success rates. Greenbank has good capacity for sustained improvement.

- Trainer assessors are well qualified and experienced. All trainer assessors have completed courses that prepare them to teach and assess in the learning and skills sector. Trainer assessors are more confident and increasingly reflective of their own practice: using a wider range of teaching methods, questioning techniques and resources. Trainer assessors are supported well by senior managers and staff development is good. Good use is made of technology to enable trainer assessor to maintain good communication with their colleagues and maximise their time with learners.
- Greenbank have improved resources by the introduction of tablet computers for use by learners to enable them to access an e-portfolio. Where this is working well the monitoring of learners' progress and access to resources for learners is good; however, initial problems with internet connection and software compatibility has resulted in restricted access for some learners, the provider is aware of this problems and has taken action to remedy the problem .
- The self-assessment process requires further development. Trainer assessors contribute to the process through meetings that take place at key times throughout the year; however, they do not have a clear understanding of how the process links to quality improvement. The self-assessment report is largely descriptive and does not use all the available data to evidence and support judgements.
- Greenbank's approach to equality and diversity is good. Staff training is frequent and clear guidance to ensure a consistent approach is in place. Learners receive good training during their induction using role play to highlight key aspects of equality and diversity. Trainer assessors successfully create a harmonious learning environment. Equality and diversity are discussed at all team meetings. Learners' understanding is re-enforced at progress reviews using questioning around key topics; however, in a minority of cases, trainer assessors do not have sufficient confidence to broaden learners' understanding.

## Record of Main Findings (RMF)

Greenbank Services Limited			
<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	Apprenticeships	Other work- based learning
<b>Overall effectiveness</b>	<b>2</b>	2	2
Outcomes for learners	2	2	2
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Travel and tourism</b>	<b>2</b>

Greenbank Services Limited	
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time: 164
	Part-time: 0
Principal/CEO	Elaine Bader
Date of previous inspection	Not previously inspected
Website address	www.holidaybreak.com/camping

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	N/A	133	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	18	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

## Additional socio-economic information

Greenbank Services Limited is a subsidiary company of the Holidaybreak group which provides recruitment and training for Eurocamp and Keycamp, who provide holidays in tents and mobile homes on sites throughout Europe. Learners receive training mainly in their workplace locations. Learners are all employed and work on a seasonal basis. Government funded training represents around a quarter of the overall training provided by Greenbank Services Limited. The company's head office is in Northwich, Cheshire. Learners are recruited each year from all areas within the UK. The qualifications provided by the provider are tailored to meet the specific needs of the travel industry and reflect employment needs.

## Information about this inspection

<b>Lead inspector</b>	Stephen Miller HMI
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Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the work-based learning and training team leader as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.



## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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