

Compass Group UK & Ireland

Employer

Inspection dates

13–16 June 2017

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	Apprenticeships	Inadequate
Quality of teaching, learning and assessment	Inadequate		
Personal development, behaviour and welfare	Inadequate		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is an inadequate provider

- Leaders and managers have not sufficiently dealt with the recommendations from the previous inspection in 2014. Few line managers are engaged in the apprenticeship programme; achievement within the planned timeframe remains low.
- Leaders and managers do not manage rigorously enough the performance of their subcontractor. They do not have a sufficiently accurate or detailed awareness of the quality of teaching, learning and assessment provided by the subcontractor.
- Too many assessors' visits to apprentices are infrequent and ineffective. Assessors' written feedback does not give apprentices enough detail to help them improve their work or develop their literacy skills.
- UK directors do not have clear understanding of the performance of apprenticeship delivery across the company.
- Most learners make slow progress towards achieving their apprenticeship because of operational restructuring, changes of assessors, poorly planned learning and a lack of time at work to devote to their apprenticeship.
- Apprentices lack awareness of how they will develop their functional skills in English, mathematics and information and communication technology. Assessors place too much emphasis on self-study and learning from workbooks, which many apprentices struggle to complete. A few apprentices lack the confidence to use the online portfolio.
- Few apprentices have a good understanding of the risks of radicalisation or extremism, other than those working in the security sector or in schools.

The provider has the following strengths

- Leaders and managers have a clear strategic vision for apprenticeships and have started allocating the resources needed to make them successful, but it is too early to see the impact of these developments
- The majority of learners are enthusiastic about their learning and value the opportunity to develop their skills further; they particularly value management training and professional cookery sessions, which are effective in developing professional and practical chefs' skills.

Full report

Information about the provider

- Compass Group is a FTSE 100 company providing contract catering and support services in the UK and Ireland. The company employs approximately 60,000 people working at around 10,000 client sites across numerous occupational sectors. Compass Group currently offers apprenticeships to new recruits and existing frontline staff and managers, where appropriate. It works with one subcontractor to provide teaching, learning and assessment for apprentices in security services, hospitality and catering and administration.

What does the provider need to do to improve further?

- Ensure that supervisors and workplace managers understand what they need to do to support their apprentices to develop their skills, demonstrate their competence and make rapid progress through their qualification.
- Develop arrangements to produce accurate, reliable and up-to-date first-hand reports on the quality of teaching, learning and assessment across the company in order to manage the work of the subcontractor more effectively.
- Ensure that all apprentices have regular and frequent assessment opportunities, upload work confidently onto the portfolio system and receive developmental feedback to help them improve.
- Improve the teaching and support for functional skills so that apprentices develop their confidence as well as their abilities and are able to achieve the relevant qualifications more rapidly.
- Ensure that all apprentices develop a good understanding of the risks associated with radicalisation and extremism so that they are able to protect themselves more confidently in their everyday lives and in whichever sector they work.
- Ensure that directors are provided with the information they need about quality and achievements in order to be able to challenge leaders to improve apprenticeships.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers have not dealt successfully with the areas for improvement stated in the previous inspection report published in December 2014. Too few supervisors or line managers contribute to the apprenticeship programme, which results in apprentices making slow progress and taking longer than the planned time to achieve their qualification. Recently appointed staff have introduced new tracking and monitoring processes to improve assessment and accelerate progress, but it is too early to see the impact of these initiatives.
- Leaders and managers do not have a sufficient understanding of the quality of teaching, learning and assessment in subcontracted provision. They rely too much on observation records from the subcontractor which describe what trainers do rather than what apprentices learn or how well they progress. They have not ensured that actions arising from observations are detailed or specific enough to secure improvements in teaching, learning and assessment. The most recent self-assessment report accurately identifies a number of areas for improvement but does not place enough weight on the weaknesses or the connection between apprentices' achievements and the quality of teaching, learning and assessment.
- Assessors and tutors have insufficient occupational experience to ensure that they can all support learners' acquisition of new skills and knowledge. The subcontractor's tutors and assessors undertake regular continuing professional development. However, in too many instances this is having little impact in improving the quality of teaching, learning and assessment or on apprentices' progress. Managers have not challenged the effectiveness of staff development events and activities, many of which are used for routine administration or standardisation meetings rather than improving the skills of tutors and assessors.
- Leaders and managers have a clear commitment to making improvements to the quality of their apprenticeships to ensure that they meet the future skills and staff recruitment needs of the company. This is communicated in an effective way, which ensures that staff within the organisation are aware of this commitment.

The governance of the provider

- UK directors have a clear vision for apprenticeships within the organisation. They are committed to increasing the number of apprentices within the organisation as a central element of their future recruitment strategy and have responded by securing additional resources, including staff, to support the strategy.
- UK directors do not have a clear understanding of the performance of the apprenticeship programme across the company. Senior leaders are not sufficiently held to account by UK directors for the quality of the apprenticeship programmes within the organisation.

Safeguarding

- The arrangements for safeguarding are effective.

- Managers carry out relevant checks before appointing new staff. Staff undertake assessments of risk to ensure that apprentices are safe. All staff have received training on safeguarding and the 'Prevent' duty.
- Senior leaders have implemented a comprehensive company-wide counter-terrorism strategy designed to ensure that all staff are safe at work and know how to respond to emergencies. A well-designed and integrated computer-based system immediately and automatically alerts managers at each of the sites and facilities to any incidents that could cause harm to their staff, including apprentices.
- Leaders and managers are not taking effective steps to ensure that tutors and assessors prepare apprentices well enough for life in modern Britain, for example by ensuring that they understand British values and can apply these in their daily lives and at work. Staff use a combination of online learning modules, regularly repeated workshops and printed resources to develop their understanding of the risks associated with radicalisation and extremism. Managers are aware that this programme is not yet having sufficient impact on how well apprentices understand these risks.

Quality of teaching, learning and assessment

Inadequate

- Assessors do not plan learning programmes or assessment activities well enough to ensure that apprentices make rapid progress and achieve their programme within the planned time. They often leave the functional skills elements until near the end of the programme. Too many apprentices feel pressured to complete all remaining work in a short space of time. The majority of apprentices have experienced a change in assessor during their programme and delays in appointing a new one have led to disruption and delay in their programmes.
- In too many cases, employers or work supervisors do not allocate enough time at work for apprentices to work on their programme with support from workplace colleagues or managers. Very few employers and line managers are sufficiently involved in planning or supporting apprentices' programmes. Most have little or no understanding about how on- and off-the-job training can be linked to provide job- and industry-specific training relevant to particular roles. Line managers are not directly involved in regular reviews of progress. Very few are aware of the progress their apprentices are making or if they are falling behind with their studies. Too many security apprentices are in job roles that do not sufficiently support them in gathering the evidence required by their programme, for example security guards studying facility management apprenticeships.
- Although most assessors respond readily to apprentices' requests for email and telephone communications and are flexible about fitting their meetings around apprentices' work schedules, they do not assess apprentices at work often enough to enable them to make appropriate progress in their learning. This is particularly the case in the south of England, where visits are generally at least three months apart. This means that many apprentices will only meet their assessor around four times in the course of their programme. A small minority of apprentices do not currently have an assigned assessor, and a very few are unsure who their assessor is. In another part of the country, assessors visit at least every month, which helps to maintain apprentices' motivation and encourages them to stay on their programme.
- While assessors' verbal feedback is constructive and is generally well received by most

apprentices, assessors' written feedback on their assignments is scant, rarely developmental and does not indicate what apprentices could do to further improve. Assessors pay insufficient attention to correcting errors in spelling and grammar in apprentices' written work, so that apprentices repeat the same errors and do not improve sufficiently the quality of their written English.

- Apprentices lack awareness of how they will develop their skills or complete assessments in the English, mathematics and information and communication technology (ICT) elements of their programme. Assessors expect that apprentices should learn too much on their own from workbooks with little directed learning; as a result, apprentices do not develop their skills in the use of English and mathematics in the workplace well. Those with specific learning difficulties such as dyslexia receive little relevant or meaningful practical support from assessors to improve their learning.
- Assessors do not provide enough technical support to ensure that apprentices can use the new online portfolio system confidently. The system is designed to be used as the main communications tool between apprentice and assessor, to upload evidence of competence at work, submit assignments for marking and receive marked work back. In many cases, apprentices have stopped using it because they do not understand how it works or are not aware that the old system has been replaced. This means that too few apprentices know what progress they are making or have made. A few apprentice records on the system are incorrect; for example, they do not show current workplace or contact details, or whether they are still on the programme or in employment.

Personal development, behaviour and welfare

Inadequate

- Too many apprentices are on frameworks that do not meet their needs. Apprentices who have been in their job role for an extended period of time are too often studying undemanding programmes where they already have long experience of the skills required. This includes, for example, chefs studying level 2 professional cookery apprenticeships when they have been working in kitchens for a number of years. While the majority of apprentices are critical about aspects of their programmes, they welcome having the opportunity to develop their skills through an apprenticeship. For many, it is their first formal accredited vocational training after years of working at the same location.
- With the exception of those working in uniformed services, security environments and schools, apprentices' understanding of the risks of radicalisation and extremism is at only a basic and superficial level. Where the industry or sector expects a level of understanding, they are aware of the immediate threats to their employer and can recognise basic signs of radicalisation. However, those who work in industries where it is less explicit have only recently started to discuss this with their assessors as part of their reviews. Many have only a cursory understanding of British values, diversity or how equality considerations affect them at work.
- The majority of apprentices are enthusiastic about the opportunity to develop their career and skills through their apprenticeship. Professional cookery apprentices in particular value the well-resourced and regular off-the-job chef training sessions with Compass specialist staff. Apprentices' attendance at these sessions is generally good and they regard the sessions as intense, enjoyable and effective in developing their professional

and practical skills in key areas. These include, for example, knife skills in preparing meat, fish and poultry to a good standard. Many have ambitions to progress in their careers and remain within the hospitality industry.

- Higher-level business management apprentices also value Compass off-the-job training sessions. Compass offers a wide range of mandatory and general training to its staff through online learning modules, workshops and face-to-face training. However, few apprentices take advantage of the optional training.
- The majority of cookery and higher-level management apprentices have improved their self-confidence and are more confident about their professional competence as a result of their programmes. A few have gained promotion at work or additional responsibilities as a result of their apprenticeship programme and feel both challenged and valued as a result. Those who have yet to gain advancement look to their colleagues who have, as examples of what they can aspire to and achieve.

Outcomes for learners

Inadequate

- Too few apprentices achieved their qualification within the planned time in 2015/16. Many apprentices now in learning make progress that is too slow to ensure that they will achieve their qualification within the planned time in 2016/17.
- Apprentices do not sufficiently develop their English, mathematics or ICT skills and too few are successful in the external examinations.
- Apprentices who have been employed for some time before starting an apprenticeship are unclear about what new skills they have developed as a result. Those who are new to their role develop new skills or knowledge and many take on additional responsibility at work or are promoted.
- Apprentices are enthusiastic about their training programme and how it will support them to progress at work. Those working on the professional cookery programme develop good practical and professional skills and produce work of a high standard.

Provider details

Unique reference number	58805
Type of provider	Employer
Age range of learners	16+
Approximate number of all learners over the previous full contract year	734
Principal/CEO	Mr Dennis Hogan
Telephone number	0121 457 5000
Website	www.compass-group.co.uk

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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	13	334	-	85	-	28		
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	-							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	■ JS Blackhurst – Jigsaw Training							

Information about this inspection

The inspection team was assisted by the 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 apprentices and employers; these views are reflected in the report. The inspection took into account all relevant provision at the provider.

Inspection team

Nick Gadfield, lead inspector	Her Majesty's Inspector
Steve Lambert	Her Majesty's Inspector
Barbara Hughes	Ofsted Inspector
Ian Bamford	Ofsted Inspector
Chris Pemberton	Ofsted Inspector
Ken Merry	Her Majesty's Inspector
Nick Crombie	Her Majesty's Inspector

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