

# Everton in the Community

Monitoring visit report

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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Everton in the Community 46 Spellow Lane Liverpool L4 4DF

## 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Everton in the Community (EitC) is the charitable arm of Everton Football Club. EitC was established in 1988 as a sporting charity tackling social inequality across Merseyside. Before gaining its own direct contract in May 2017, EitC delivered programmes through a subcontracting partnership with two local general further education colleges. Of the 62 apprentices, 61 are on standards-based apprenticeships and one is on an apprenticeship framework. Currently, 38 level 3 apprentices and 24 level 5 apprentices receive training in business administration, management and operational management.

### Themes

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

#### **Reasonable progress**

Governors, leaders and managers demonstrate strong corporate social responsibility. They have a clear vision to provide apprenticeships that support their charitable aim of regenerating communities in the Everton community. They currently work with a small number of local employers who share their values. Leaders and managers have a well thought-through and sustainable strategy for developing apprenticeship programmes to complement the charitable activities that EitC delivers. Plans for growth are cautious, and link to the overall strategy of the charity and football club.

Leaders have a good understanding of the needs of employers, and design programmes to meet those needs. For example, employers requested specific management qualifications to complement the delivery of the apprenticeship standard in operational management. As a result, apprentices complete their apprenticeship with nationally recognised professional qualifications in management at level 5.

Programmes meet the principles of apprenticeships. Managers conduct a thorough analysis of each apprentice's job role to ensure that it is appropriate for the standards-based programme. They ensure that apprentices will gain substantial new

knowledge, skills and behaviours. Employers are committed to ensuring that apprentices receive sufficient time away from their job for off-the-job training. Employers are right to value the training that apprentices receive and the impact on their businesses. For example, apprentices develop their democratic leadership skills. They use these skills effectively to coach staff they manage in the workplace. As a result, their staff feel more valued and appreciated.

Managers monitor and track the progress of individual apprentices closely. When apprentices fall behind, managers put actions in place so that they quickly catch up with their work. For the small number of apprentices who have reached their planned end date, achievement is high. The vast majority of apprentices are making good progress towards achieving their apprenticeships.

Managers have put in place a range of quality-assurance processes. They frequently seek the views of apprentices and employers through surveys and questionnaires. They use the information they gather to improve practices. For example, survey analysis identified that apprentices' satisfaction rate was lower when questioned about the information, advice and guidance they received. Managers improved the initial advice process, ensuring that all applicants have a deep understanding of the apprenticeship programme and its requirements.

Managers monitor the quality of work that apprentices complete and the feedback they receive from tutors. They use this information to develop staff. For example, training on providing feedback to apprentices resulted in apprentices knowing how they can improve their work.

Managers carry out frequent observations of teaching, learning and assessment. However, their written comments focus too much on what tutors do in lessons and not enough on evaluating learning. Feedback provided to tutors does not inform them about what they need to do to improve their practice. Leaders and managers do not use the range of useful information and data they have to monitor performance. For example, they do not set improvement targets for all aspects of the apprenticeship programmes. Managers do not always identify accurately in the self-assessment report the actions for improvement in the quality improvement plan.

**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**

Managers and tutors plan programmes with employers effectively to ensure that the knowledge, skills and behaviours that apprentices develop benefit their places of work and support apprentices' career aspirations. Apprentices attend frequent, well-planned off-the-job training sessions. They benefit from using high-quality online learning resources. The induction is comprehensive. Apprentices receive detailed information about the apprenticeship programme. As a result, they have a good

understanding of its requirements and demands. They are committed to their apprenticeships. They enjoy their programmes and value the training and support they receive from their tutors. However, a few apprentices do not have a clear enough understanding of the end-point assessment arrangements.

Tutors identify the broad range of skills that apprentices have prior to joining their programmes. These include their job-related skills and their competencies in using English and mathematics. Information about apprentices' starting points is not always sufficiently accurate. Managers have very recently introduced a new process to address this. However, it is too soon to measure its effectiveness.

Tutors are appropriately qualified and experienced. They support apprentices to develop substantial new job-related knowledge, skills and behaviours. Tutors plan and deliver training sessions that engage apprentices. They skilfully encourage apprentices to contribute to discussions and share their experiences from work.

Tutors provide apprentices with useful and detailed feedback on their work. This ensures that apprentices know what they have done well and what they need to do to improve their work. However, a minority of tutors do not provide sufficient feedback to help apprentices know how to achieve merit or distinction grades.

Most apprentices benefit from frequent reviews of the progress they are making on their programmes. In the most productive reviews, employers and tutors make good contributions to reviewing apprentices' skill development. They ensure that apprentices are clear about what they have done well and what they need to do before their next review.

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

Leaders and managers place a high priority on safeguarding. A culture of safeguarding permeates the organisation. Leaders and managers have comprehensive safeguarding policies and procedures in place, so that staff know how to keep apprentices safe. External safeguarding specialists conduct annual audits of safeguarding practices to provide trustees with ongoing assurance of effective safeguarding practices.

Managers use thorough safe recruitment processes. Leaders and managers carry out triennial enhanced disclosure and barring service checks to ensure that they employ appropriate staff to work with apprentices.

The designated safeguarding lead and two safeguarding officers have effective working relationships with external partners, including the local safeguarding board and police. Partners contribute to safeguarding practice by endorsing the policy and procedures and supporting specific staff development activities. They provide

guidance and support for the safeguarding team. All staff and volunteers receive safeguarding and 'Prevent' duty training and frequent update training. For example, all staff received mental health first-aid training. Consequently, apprentices feel safe and are safe. They know how and to who they should report any safeguarding concerns they may have.

Apprentices have a good understanding of safeguarding and the 'Prevent' duty. However, their understanding of online safety and social media is less well developed.

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