

# Greenwich Leisure Limited

Report following a monitoring visit to a 'requires improvement' provider

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<b>Unique reference number:</b>	1244885
<b>Name of lead inspector:</b>	Lynda Brown HMI
<b>Inspection date(s):</b>	28 January 2020
<b>Type of provider:</b>	Employer
<b>Address:</b>	The Royal Arsenal Woolwich London SE18 6SX

## Monitoring visit: main findings

### Context and focus of visit

Greenwich Leisure Limited was inspected in March 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Greenwich Leisure Limited is a not-for-profit, charitable social enterprise company. It manages around 400 leisure centres nationally. At the time of the inspection, 166 apprentices were studying with Greenwich Leisure Limited. Most apprentices study on standards apprenticeship programmes. 45 apprentices study customer service practitioner and leisure team member at level 2. 63 apprentices study team leader supervisor at level 3. The remaining apprentices are on apprenticeship frameworks at level 2. All new apprentices are enrolled onto standards qualifications.

### Themes

**How well do leaders and those responsible for governance analyse the quality of provision and secure relevant improvements, so that apprentices receive high-quality training?**

**Reasonable progress**

Since the previous inspection, governors have employed a new head of college. More recently, they have recruited two new managers with responsibility for quality and apprenticeship programmes. Managers have taken relevant actions to rectify the weaknesses identified at the previous inspection. They have prioritised their actions appropriately to secure the improvements required. However, it is too early to judge the impact of their interventions.

Leaders have accurately reviewed the suitability of the curriculum that they offer. They have reduced the number of apprenticeships that they teach, so that they can focus on high-quality provision. They now recruit apprentices onto a smaller number of standards apprenticeship programmes which meet the needs of the leisure centres with which they work.

Governors and the head of the college have established an improved communication structure for reporting to governors. They meet frequently to monitor their progress against a range of relevant performance indicators. Leaders provide governors with monthly progress reports which provide detailed information on the actions that they have taken. Leaders do not provide governors with sufficient detail of the impact of those actions. For example, they do not know how many apprentices have passed their English and mathematics qualifications at different levels. Leaders and managers do not analyse well enough the broad range of information that they have

available to them. Consequentially, they do not know the impact of the actions they have taken.

**How effectively do managers and tutors improve apprentices' understanding, skills and knowledge in English and mathematics so that apprentices achieve their qualifications?**

**Insufficient progress**

Leaders and managers have revised effectively the English and mathematics curriculums. They have started to introduce new materials and resources to support skills developers in their teaching, but these have not yet been made available to apprentices.

Managers have developed revised schemes of work for skills developers, so that they can plan their teaching more effectively. Managers do not make clear how plans will ensure that apprentices develop new skills and knowledge and apply them in the workplace. Too often, plans relate to a list of topics and do not take account of the specific English and mathematics skills that apprentices need to improve.

Leaders and managers have planned relevant staff development to support skills developers to improve their English and mathematics teaching. Managers have not put this in place swiftly enough.

The actions taken by leaders to improve English and mathematics have been too slow. As a result, the proportion of apprentices who achieve their English and mathematics qualifications has declined since the previous inspection. Too few apprentices pass their English and mathematics qualifications at the first attempt.

Governors, leaders and managers do not have enough oversight of the progress apprentices make in developing their English and mathematics skills. They do not ensure that apprentices are sufficiently well prepared to take their examinations. As a result, too many apprentices do not achieve their apprenticeship within the planned timescales.

**How effectively do leaders and managers evaluate the quality of education and plan a curriculum that teaches apprentices to develop their skills, knowledge and behaviours.**

**Reasonable progress**

The recently appointed management team has revised and improved the quality assurance processes that they use. They have implemented an appropriate range of activities to evaluate the quality of education. Managers check the quality of progress reviews frequently, to ensure that skills developers teach topics in the planned sequence.

Managers have reviewed the curriculum offer and content so that apprentices gain the knowledge and skills that they require for the leisure industry in a logical and

meaningful sequence. For example, apprentices on team-leading apprenticeships complete project management early in their programme so that they can contribute effectively to projects in the workplace. Apprentices on leisure team member apprenticeship know about health and safety before they progress onto other topics.

Apprentices develop new knowledge, skills and behaviours, because of attending workshops and having assessments and observations of their practice in the workplace. For example, apprentices specialising in recreational sports learn how to identify lifeguard requirements in different pool types and adjust the number of lifeguards required.

Most apprentices remain with the company when they complete their apprenticeship, and a few are promoted into management positions.

**How effective are managers and tutors in ensuring that apprentices have a good understanding of the risks of radicalisation and extremism and the importance of fundamental British values in their work and daily lives.**

**Reasonable progress**

Leaders have ensured that all staff attend relevant training in the 'Prevent' duty and fundamental British values. As a result, staff have a good understanding of how to keep apprentices safe.

Staff have put appropriate training in place so that apprentices understand how to recognise the dangers associated with extremism and radicalisation. Apprentices complete valuable online training. Skills developers plan the curriculum effectively to include discussions about fundamental British values.

Most apprentices have a good understanding of how to keep themselves and clients safe. They know how to identify suspicious behaviour and to whom they should report this. Apprentices' knowledge and understanding of fundamental British values remain underdeveloped and need to be further improved.

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