

Inspection of Everton In The Community

Inspection dates:

22–24 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

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 provided a variety of training programmes through subcontracting partnerships with two local general further education colleges.

EitC offers only apprenticeships. There are currently 18 apprentices on apprenticeship standards. Of these, nine apprentices follow the level 5 in operational or department manager, seven are on the level 3 supervisor or team leader standard and two are on the level 3 business administrator. All apprentices are employed in local NHS trusts.

What is it like to be a learner with this provider?

Apprentices speak positively about their training. They enjoy their learning and appreciate the teaching sessions that are taught by experienced and knowledgeable tutors.

Apprentices value the support they get from their tutors. They state that they are treated respectfully, which helps them build trust with their tutors.

Apprentices develop substantial new knowledge, skills and behaviours that help them in their jobs. They feel more confident and are able to contribute to meetings at work. The off-the-job training allows apprentices to practise using management language, including NHS-specific acronyms, in a safe and supportive environment. They are then able to apply these fluently and confidently in the workplace.

Too many apprentices make slow progress, which results in them not completing their apprenticeship on time.

What does the provider do well and what does it need to do better?

Leaders and managers have not dealt with the weaknesses identified at the previous monitoring visit. They still do not provide sufficiently helpful feedback to apprentices to show them what they need to do to improve their work and achieve high grades. Leaders and managers do not accurately identify, through self-assessment, the aspects of the provision that need to be improved.

Leaders do not plan a sufficiently ambitious curriculum for apprentices. Tutors focus too much on teaching apprentices content for vocational assignments at the expense of extending their knowledge beyond the apprenticeship standard.

Leaders do not use the information about apprentices' prior knowledge and experience to inform a personalised curriculum. As a result, apprentices follow a generic programme of learning and do not receive training that most suits their job role. For example, some apprentices do not have the access to undertake project management activities in their departments. This inhibits the progress that they can make on their programme.

Leaders and managers do not involve employers in the development of the apprentice's programme, nor do they ensure that employers routinely contribute to apprentices' progress reviews. This leads to apprentices not benefiting from a curriculum that is fully aligned to their workplace. Employers are not fully aware that their apprentices are making slow progress.

Leaders ensure that the curriculum is ordered sensibly. It improves apprentices' understanding as their programme progresses and allows them to incrementally improve their knowledge and skills. Apprentices gain the fundamental skills to work in administration and management. For example, management apprentices develop

their own self-awareness before they learn about people management. This prepares them well for their people management roles.

Tutors use their broad experience and knowledge to teach content that apprentices enjoy and find interesting. Apprentices use these new skills in their jobs. For instance, level 5 operational or department manager apprentices incorporate gap theory techniques when conducting appraisals. This allows them to identify areas for further development with their staff to inform staff development activities.

Tutors use a variety of teaching techniques and resources to help apprentices remember more. For example, level 3 business administration apprentices, following a break in learning, can recall and use proficiently their digital skills. This is due to skilful demonstrations made by tutors early on in apprentices' programmes.

Apprentices successfully link their new knowledge, skills and behaviours to their job roles. Level 3 and level 5 management apprentices are better able to identify their own management styles. They adapt their management strategies to improve communication and relationships with both their teams and stakeholders they engage with. This leads to better external communications, for example with the finance teams.

Tutors prepare apprentices thoroughly for their final assessments. Apprentices benefit from revision sessions, mock tests and professional discussions. When apprentices complete final assessments they do well.

Apprentices are ably supported by staff who care about them. Tutors frequently check on apprentices' well-being. They have established strong and respectful relationships with apprentices who trust them. Apprentices feel confident to share their concerns about both personal and workplace issues. For example, tutors have supported apprentices in dealing with difficult situations in their workplace.

The board of trustees for EitC has oversight of the apprenticeship programme. Trustees receive frequent reports that have highlighted concerns regarding the quality of the apprenticeship provision. However, leaders' reports do not contain sufficient detail to enable the board to provide challenge and ensure that leaders and managers are fully held to account for improving the quality of education that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have comprehensive and detailed safeguarding policies to help keep apprentices safe. They follow safe recruitment practices when appointing new staff to ensure they are suitably vetted before they commence employment.

Leaders and managers ensure that all staff receive safeguarding and 'Prevent' duty training, so they know how to keep apprentices and themselves safe. Leaders provide training on relevant local issues such as county lines and gambling.

Tutors use additional training to help apprentices understand the importance of and how to apply safe working practices in their workplace. For example, apprentices are trained to ensure their safety and the security of prescriptions and medicines when moving around the hospital estates.

Leaders ensure that all safeguarding concerns and incidents are carefully recorded and monitored to keep apprentices safe.

What does the provider need to do to improve?

- Leaders need to increase the involvement of employers to plan and review the curriculum which apprentices follow.
- Leaders need to use the results of assessments completed at the start of apprentices' programmes to plan and implement an ambitious individualised curriculum.
- Leaders need to develop a careers education programme to ensure apprentices can understand the opportunities which the apprenticeship provides, including apprentices' next career steps.
- Leaders need to use the data and information collected about the quality of provision to set clear actions to drive forward standards and improve the quality of education which apprentices receive.

Provider details

Unique reference number	1278569
Address	Everton In The Community Hub 46 Spellow Lane Liverpool L4 4DF
Contact number	0151 530 5268
Website	https://evertoninthecommunity.org
CEO	Richard Kenyon
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the senior programmes manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Alex Lang, lead inspector

Maria Rayworth

Elaine Price

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021