

RSR Sports Limited

Monitoring visit report

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Name of lead inspector: Daniel Beale, Her Majesty's Inspector

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Type of provider: Independent learning provider

Address: Get Active Sports
East Hampstead Park Community School
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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 the Education and Skills Funding Agency 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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

RSR Sports Limited is an independent learning provider based in Bracknell. It specialises in training for sports coaching and early years sectors. At the time of the monitoring visit, there were 36 apprentices in learning and three learners on a break in learning. Apprentices study across seven different standards. These include level 2 community sports activator coach, level 3 early years educator and level 4 sports coach. The provider works with several employers nationwide and locally, including Berkshire, Buckinghamshire and Bristol. The provider does not subcontract any of its provision.

Themes

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

Significant progress

Leaders and managers have worked effectively with employers to ensure they understand local and regional skills gaps. As a result, they developed apprenticeships in the sport, early years and business sectors. Leaders skilfully design the apprenticeship curriculums which ensure apprentices develop substantial new knowledge, skills and behaviours to become confident and resilient employees. Leaders and employers work diligently together to provide high-quality, on- and off-the-job training, which ensures apprentices can apply their learning to the workplace successfully. As a result, employers speak extremely positively about their relationship with leaders and the very positive impact apprentices have on their organisations.

Leaders and managers ensure staff are appropriately trained and well qualified to carry out their roles effectively. Leaders provide very useful development opportunities for staff which helps them to improve their teaching practice. For example, staff benefited from training on unlocking potential, which helped them to

learn valuable skills in patience and resilience which they use effectively to support apprentices.

Leaders and managers understand the strengths and weaknesses of their provision. They focus sensibly on improving weaknesses that have the greatest impact. For example, leaders recognised the need to develop the functional skills support learners receive and have clear plans to improve their learning experience ensuring they are prepared well for examinations.

Tutors benefit from frequent observations and feedback on their teaching and assessment of apprentices from leaders. Tutors use this successfully to reflect on their practice and are clear on what they do well and what they need to do to improve. As a result, tutors are highly motivated to provide high-quality teaching, which they consistently do.

Leaders and managers ensure learners feel safe and develop a strong understanding of safeguarding, British values and the 'Prevent' duty through clear training which is revisited frequently. Apprentices use this learning very well to ensure they adopt effective safeguarding practices in their workplace. For example, apprentices on the level 2 community activity coach and level 4 sports coaching apprenticeships are clear on how to keep children safe and consistently adopt safe working practices with the young children they work with.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Leaders and managers carefully plan learning to ensure it is ambitious and successfully meets the needs of apprentices and employers. For example, apprentices on the level 4 sports coach apprenticeship complete safeguarding training first to ensure they quickly develop the knowledge to keep themselves and the children they teach safe. Apprentices speak positively about the well-planned, on- and off-the-job training which provides them with substantial new knowledge and skills. Apprentices secure a strong understanding of theories and concepts and can apply these well to the workplace. For example, apprentices on the level 3 early years apprenticeship research theorists such as Bandura's observational learning and learn the importance of role modelling positive behaviours for the children they teach. As a result, apprentices are highly motivated and value their learning.

Tutors carry out a thorough assessment of apprentices' existing knowledge and skills at the start of their training. They use the information well to plan apprentices' learning, including adaptations for additional needs. Tutors skilfully use assessment to monitor apprentices' development of their knowledge, skills and behaviours. They work well with employers to review apprentices' progress and frequently agree on action plans which help apprentices to improve their skills in workplace settings. Tutors work meticulously to identify apprentices who fall behind expected progress

and provide catch-up sessions which apprentices highly value. As a result, apprentices are clear on what it is they are doing well and what they need to do to improve their work.

Apprentices have an in-depth and thorough understanding of their end-point assessments. Apprentices are supported very well by tutors in preparation for these assessments through frequent one-to-one sessions. As a result, apprentices approach these assessments highly motivated and confident to achieve.

While learners secure very effective skills in their training, they are not supported to produce written work commensurate to the level of their programmes quickly enough.

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

Leaders and managers have created a positive safeguarding culture. The designated safeguarding lead (DSL) and safeguarding team undertake comprehensive training that ensures they have the skills and experiences to carry out their roles effectively. Leaders have invested in and developed very effective systems for recording any well-being and safeguarding concerns. Staff use these systems diligently, which ensures concerns are treated seriously and dealt with swiftly. The DSL maintains useful records of the actions taken and the external agencies involved. Leaders complete thorough risk assessments and health and safety checks on employers' premises to ensure apprentices are safe when in the workplace.

Leaders provide effective training to all staff on safeguarding, the 'Prevent' duty and British values which ensure they teach their apprentices essential safeguarding practices to be effective in the workplace when working with children. Leaders recruit staff safely and effectively.

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