

# FLM Training Limited

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

---

**Unique reference number:** 1270812

**Name of lead inspector:** Alison Humphreys, Her Majesty's Inspector

**Inspection dates:** 14 and 15 July 2022

**Type of provider:** Independent learning provider

**Address:** Suite 101  
Atlas House  
Caxton Close  
Wigan  
WN3 6XU

## Monitoring visit: main findings

### Context and focus of visit

FLM Training Limited was inspected in June 2021. 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.

FLM Training Limited (FLM) is based in Wigan, Greater Manchester. They offer programmes funded through advanced adult learner loans and apprenticeships, mainly in fitness, leisure and management for leisure trusts and councils across the North West of England. At the time of the visit, there were 163 learners on programmes funded through advanced adult learner loans. There were 26 apprentices on level 2 leisure team member and two on the level 2 community activator coach standards-based apprenticeships.

### Themes

**What progress have leaders and managers made to improve the support and teaching that apprentices receive to ensure they quickly develop their English and mathematical skills?**

**Reasonable progress**

Leaders have altered the teaching of English and mathematics to improve the support that apprentices receive. Apprentices attend sessions and complete online tasks. Most apprentices skilfully apply their new knowledge when carrying out tasks in the workplace. For example, they use manual calculations to accurately calculate clients' body mass index and take accurate notes when carrying out client inductions. However, tutors do not sufficiently individualise the English and mathematics curriculum to meet the needs of a few apprentices. They do not routinely set targets for apprentices to develop specific English or mathematical skills that they need to learn. This means that these apprentices do not make swift enough progress in their functional skills.

Leaders have put in place training for tutors to help them improve their teaching practice. Tutors are supported to complete their teaching qualifications alongside English and mathematics specialism modules. Tutors observe experienced colleagues teaching English and mathematics which helps them to improve their own practice, such as learning how to provide effective feedback on apprentices' English skills in their written work. Most apprentices' written work improves over time. However, a few mathematics resources used by tutors are not of a high enough level. This results in a few apprentices not being sufficiently challenged.

Apprentices with a declared learning difficulty and/or disability do not always receive the appropriate support they need to be successful in developing their English skills.

A few tutors have not had sufficient training to identify alternative teaching strategies for apprentices who have additional learning needs and/or disabilities. For example, where an assessment of apprentices' starting points confirms that they have dyslexia, tutors do not put in place the necessary support to help them make swift progress.

**What progress have leaders made in ensuring that employers are involved in the planning and development of apprentices' on- and off-the-job learning? How are assessors working with employers to set ambitious and personalised targets to enable apprentices to develop the knowledge skills and behaviours required to make rapid progress on their apprenticeship?**

**Reasonable progress**

Tutors effectively coordinate on- and off-the-job training. They work with workplace mentors to support apprentices to apply their new learning in the workplace. Apprentices learn how to communicate with clients and use gym equipment safely. Following this training, apprentices set up equipment required for circuit classes confidently and resolve queries at reception effectively.

Apprentices complete assessments of their knowledge, skills and behaviours at the start of the apprenticeship to identify what they already know and can do and what they need to learn. Tutors use the information gathered from these assessments to plan a challenging and individualised curriculum with workplace mentors. For example, apprentices aspiring to be swim instructors complete swimming qualifications at the start of their apprenticeship. Apprentices swiftly hone these skills to be able to support clients with their swimming techniques.

Tutors have detailed discussions with workplace mentors and apprentices to identify how well apprentices are making progress towards their knowledge, skills and behaviours on their apprenticeship. They use this information to review the programme of learning and set joint targets to further develop their skills and behaviours in the workplace. For example, apprentices shadow experienced staff carrying out client consultations and learn how to deal with customer complaints. As a result, apprentices carry out client consultations independently and resolve customer complaints effectively.

**How much progress have leaders and managers made in providing effective careers advice and guidance so that all apprentices benefit from advice on next steps and support into employment or further learning?**

**Reasonable progress**

Apprentices benefit from useful advice and guidance at the start of their apprenticeship. They complete 'career matching' activities to identify their career

goals and what they need to do to progress in their chosen careers. Apprentices set short, medium and long-term careers goals with tutors during their reviews. This supports apprentices to complete additional training courses, such as swim instructor certificates, to better prepare them for their future careers. Most apprentices know what they need to do to achieve their career goals.

Leaders have strengthened the ongoing careers advice and guidance that apprentices receive. Most apprentices attend career presentations from guest speakers to learn about wider career opportunities such as GP referral processes and the wider healthcare sector. However, a few apprentices are not aware of wider opportunities available to them beyond their current employment.

Most apprentices are prepared effectively for their next steps. They attend career sessions to develop their curriculum vitae and take part in mock interviews. Apprentices increase their confidence to apply for positions where they secure full-time employment in the leisure and healthcare sectors.

**How effectively do board members hold senior leaders and managers to account to swiftly improve areas of underperformance and ensure that apprentices receive high-quality education and training? Reasonable progress**

Since the last inspection, leaders have made changes to the leadership and staffing team. They have recruited staff with appropriate industry expertise. Leaders have received training to develop new processes and procedures to help leaders improve the quality of training apprentices receive. They carry out 'deep dives' into apprenticeship provision to identify the strengths and areas of weakness. As a result, targeted actions are put in place to bring about improvements.

Leaders have appropriate governance arrangements in place. Board members have the appropriate skills and expertise to provide support and challenge to senior leaders on the quality of education apprentices receive. Since the previous inspection, they have recruited a board member with experience in the further education and skills sector and are in the process of strengthening the board further by recruiting an additional member with safeguarding expertise.

Leaders have improved the information that the board receives. For example, they provide useful information on the strengths and weaknesses of teaching, quality of reviews and support for apprentices in the workplace. However, leaders rightly identify that management reports and quality improvement plans require further development. Reports are heavily focused on key performance indicators and do not fully consider the progress apprentices make.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022