

# Inspection of Beats Learning Limited

Inspection dates:

4 to 6 July 2022

## Overall effectiveness

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Apprenticeships

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Beats Learning Limited was awarded a contract to teach levy-funded apprenticeships in April 2017 and began enrolling apprentices in February 2018. There are currently 252 apprentices. The majority of apprentices are on standards in adult care from levels 2 to 5. Apprentices also take level 3 to 5 standards in leadership in care, business administration, sports coaching, and junior content producer.

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

Apprentices do not receive the teaching or support that they need on their apprenticeship. Too many apprentices have not heard from their assessors for a significant amount of time, and they have been affected by considerable disruption due to staff changes throughout their apprenticeship. Consequently, apprentices feel demotivated and lack enthusiasm due to their lack of progress on their apprenticeship. This leaves them concerned about their futures.

Apprentices do not get the opportunity to broaden their talents or interests beyond their apprenticeship programme, because leaders have not put in place a curriculum that extends beyond the requirements for qualifications.

Apprentices are starting to benefit from being taught by new assessors, who have relevant subject knowledge. Assessors are professionals in their relevant industrial sectors. For example, in adult care, assessors currently work as practitioners in the care sector. This ensures that they are up to date with any changes in practice or procedures in care settings.

Apprentices feel safe at work and in training sessions. Most apprentices who engage in training know that they can speak to the designated safeguarding lead (DSL) or their assessor if they have any worries or concerns. However, too many apprentices do not attend training sessions and leaders are not able to assure themselves of the safety of these apprentices.

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

Trustees and senior leaders have not acted quickly enough, or with sufficient precision, to challenge leaders to improve the quality of education. This has contributed to the quality of education that apprentices receive being inadequate.

Leaders do not monitor effectively the progress apprentices make. Consequently, leaders do not intervene when apprentices fall behind. Very few apprentices complete their apprenticeship successfully and the vast majority leave the programme before it ends.

On most courses, leaders and assessors sequence the curriculum in a sensible order. For example, in level 5 adult care, apprentices start by working towards the registered manager award before learning the content in the standard. Consequently, apprentices develop a foundation knowledge of management at the start of their apprenticeship.

Leaders undertake skills assessments that identify apprentices' existing knowledge and areas for development at the start of their apprenticeship. However, they do not use this information well enough to adjust the programme for individual apprentices to meet their needs. For example, in level 5 sports coaching, all apprentices follow

the same occupational units from the standard, regardless of their role or the skills they already have. As a result, they are not developing substantial new knowledge, skills or behaviours.

Leaders do not ensure that apprentices studying on level 5 apprenticeships are employed in senior enough job roles, and some are working in part time or in freelance jobs. Consequently, level 5 apprentices do not have the opportunity to develop the higher level workplace skills and behaviours set within the standard.

Leaders have not ensured that the significant number of apprentices studying mathematics have a coherent, well-constructed mathematics curriculum. The vast majority of apprentices have not commenced any mathematics learning. Consequently, apprentices are not learning the mathematical skills they need for work or their next steps.

Leaders and assessors do not monitor effectively apprentices' attendance to training sessions. As a result, they do not know which learners are engaging in their apprenticeship. A new tracking system is being developed but is only being used by a minority of courses.

Assessors do not ensure that apprentices are prepared well enough for the assessments at the end of their apprenticeship. As a result, apprentices are not developing the skills required to succeed in these assessments.

Leaders and assessors do not ensure that apprentices benefit from impartial information, advice or guidance about careers. As a result, apprentices are unclear about the options available to them at the end of their apprenticeship. The majority of apprentices leave the industry during the apprenticeship.

Apprentices develop a basic knowledge of how to lead healthy lives. Apprentices can explain how exercise and diet contributes beneficially to their lifestyles, particularly in their work roles. For example, in level 5 sports coaching, apprentices use their knowledge on endorphin hormone release to support children in school clubs to compete in practice races and stay engaged in physical activity.

Assessors have not ensured that apprentices understand British values well enough. Apprentices do not understand how these values relate to their current roles. As a result, apprentices do not have an accurate understanding of their rights at work or which laws could protect them from dangers.

Leaders provide staff with a range of professional development opportunities that help them to improve in their roles. However, leaders do not ensure that professional development for assessors is targeted well enough to help them to improve their teaching or assessment practice.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not know who the current apprentices are, whether they are attending training, or where they work. Consequently, assessors are unable to monitor the welfare of their apprentices and do not know if they are safe.

Leaders have developed a 'Prevent' duty risk assessment and have taken steps to reduce the risks to apprentices. However, leaders have not developed a sufficient curriculum to teach learners about the dangers associated with radicalisation and extremism, meaning that too few apprentices understand these risks.

The DSL provides effective support to apprentices who need it. For example, they refer apprentices to occupational health, where they need extra support for their well-being.

Leaders undertake appropriate checks when they recruit staff to make sure they are suitable to work with apprentices. For example, they check employer references and perform Disclosure and Barring Service checks pre-employment.

## What does the provider need to do to improve?

- Leaders must check more effectively on the safety and well-being of apprentices, so they know that apprentices are safe.
- Trustees need to challenge leaders to improve the quality of education that apprentices receive, so that apprentices make good progress on their apprenticeships.
- Leaders must ensure that apprentices are taught an effective mathematics curriculum, so they develop the skills they need for work and their next steps.
- Leaders and assessors should monitor apprentices' progress more comprehensively, so they are able to identify apprentices who are falling behind, take steps to support them to catch up and ensure that apprentices stay on their programme and achieve.
- Leaders should ensure that level 5 apprentices are in senior enough job roles, so they are able to develop the higher level skills and behaviours within the standard.
- Leaders need to ensure that apprentices are provided with impartial careers advice and guidance, so they are aware of the options available to them at the end of their apprenticeship.

## Provider details

Unique reference number	2510871
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Contact number	0203 925 4845
Website	<a href="http://www.beatslearning.com">www.beatslearning.com</a>
Principal/CEO	Simon Gunton
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 operations 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

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