

Greenlight Training Limited

Address: Greenlight Safety and Training, Huxley Close, Newnham Industrial Estate, Plympton, Plymouth, PL7 4JN

Unique reference number (URN): 2556385

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

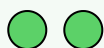
How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard

Inclusion

Expected standard 

Leaders have successfully created an inclusive culture in which they recognise and support the needs of apprentices with barriers to their learning. Leaders and staff gather useful information about apprentices' needs from applications, at enrolment and throughout training. Leaders listen to apprentices' views and advise tutors and employers appropriately on what strategies to use to support them.

Leaders meet with apprentices with barriers to learning frequently to monitor their progress. They discuss how well strategies are working and adjust them as needed. Leaders provide training, support and coaching to tutors on adaptations that support apprentices to achieve. They ensure that tutors vary the support they give, based on apprentices' needs, with the aim to build increased independence. However, leaders do not use data effectively in order to monitor carefully the impact of their actions on the achievement of groups of apprentices with barriers to learning.

Leaders help reduce barriers to learning by putting reasonable adjustments in place for apprentices' assessments. This includes, for example, additional time and support from familiar people during professional discussions with external assessors.

Leaders engage appropriately with external agencies and stakeholders, including the local authority and parents, as part of their approach to meeting apprentices' needs.

Leadership and governance

Expected standard 

Leaders have a generally accurate understanding of their strengths and areas for development. They take decisive action that results in improvements to their provision. For example, leaders have improved their strategy for recruiting apprentices. This has contributed to a significant increase in the proportion of apprentices achieving their apprenticeship.

Those responsible for governance ensure that actions taken by leaders lead to overall improvements in apprenticeships. However, their evaluation, at times, lacks the critical reflection that would help leaders make further progress. Leaders recognise rightly the need to improve further the analysis of their own data to help them identify the detailed and specific changes that would further improve apprentices' experiences and outcomes.

Leaders and those responsible for governance have a clear vision to support employers in the region to develop their workforce and to provide useful routes into the construction industry for apprentices, many of whom are young people starting employment for the first

time. Leaders make decisions in the best interests of apprentices. They have invested in improved resources and facilities and support apprentices with any barriers to learning well.

Leaders ensure that staff receive appropriate professional learning and stay up to date with their industry. They support new tutors to gain appropriate qualifications in teaching and assessing. Leaders plan useful specific training linked to identified needs, such as embedding English and mathematics within the curriculum.

Staff feel valued and are proud to work for the provider. Leaders are mindful of staff workloads and take positive actions to support staff wellbeing.

2. Apprenticeships

Expected standard	
Needs attention	

Expected standard

Curriculum and teaching

Expected standard

Leaders often recruit tutors directly from industry who have expertise in their subject areas. They support new tutors well to develop their teaching skills through planned professional learning and qualifications. Tutors use appropriate strategies to help apprentices develop their skills and remember what they have learned. For example, they give clear demonstrations of practical skills. They show apprentices effective techniques to complete practical tasks to the correct standards. Tutors question apprentices effectively in order to check their understanding of the methods they use and to improve their use of specific terminology linked to their industry.

Tutors generally use a range of useful methods to assess apprentices' work. For example, apprentices practise a range of practical scenarios to ensure that they feel confident to produce high-quality work for their final assessments. Tutors largely provide constructive feedback that helps apprentices to know what to do to improve their work. Functional skills tutors identify corrections and use this to tailor what they teach apprentices next.

Leaders provide apprentices with opportunities to discuss the progress that they are making with tutors and their employers. However, they do not ensure that the most relevant people are consistently involved in these discussions, such as the apprentices' workplace mentors. Therefore, these discussions are not as effective as they could be in monitoring apprentices' progress and informing the next steps in their training.

Participation and development

Expected standard 

Leaders provide apprentices with planned careers education and tailored guidance. Most apprentices are generally well informed about their potential next steps. However, a few apprentices are not aware of the full range of opportunities available to them.

Leaders set high expectations for attendance and professional behaviours for all apprentices. Apprentices attend well and are highly respectful towards staff, their peers and employers.

Leaders provide apprentices with relevant opportunities to develop their community awareness through projects such as retrofitting dugouts for a local football club and building mini garden rooms for local nurseries. Apprentices reuse waste materials for projects, increasing their awareness of sustainable practices.

Leaders enrich apprentices' experiences with specialist training, including from employers and product suppliers. Apprentices gain broader awareness and relevant skills, increasing their employability.

Tutors teach apprentices a variety of topics to support their wider personal development. For example, apprentices learn about the importance of mental health, how this relates to the construction industry and how to stay safe in their local communities. Leaders invite guest speakers to talk about specific topics, such as sexual harassment in the workplace. Apprentices know how to raise any concerns and feel confident they would be listened to.

Needs attention

Achievement

Needs attention 

Leaders have increased the proportion of apprentices who gain their qualifications over the last three years. However, this remains too low. Too few apprentices stay on their apprenticeship. Most apprentices who do stay pass their assessments. However, this is not consistent across all apprenticeships and remains too low in a few. Only a small proportion of apprentices gain distinction grades.

Those apprentices who remain in training learn substantial new knowledge and skills and apply these well in their workplaces. For example, roofing apprentices learn to complete lead parapet capping with confidence. Generally, apprentices, including those with barriers to learning, produce work to the standards expected for their stage of training. Apprentices largely feel ready for their final assessments and well prepared for full-time employment.

Leaders do not consistently gather or sufficiently analyse information about apprentices' next steps to know the full impact of their training.

What it's like to be a learner and/or an apprentice at this provider

Apprentices learn in respectful and supportive environments created by their tutors. Most apprentices are motivated well by their tutors and enjoy their training sessions. Apprentices are supported well to learn new skills and practise these in the workplace to develop confidence and fluency.

Apprentices have the resources that they need to develop their skills in industry-style practical training environments. For example, plastering apprentices fix beads, apply backing and finish plaster to large areas that reflect well what they need to be able to do at work. Apprentices learn the importance of safe working practices. For example, they understand the importance of maintaining clean workspaces, undertaking safety checks when working with scaffolding and the use of personal protective equipment.

Apprentices appreciate the industry insights that most trainers can provide through their expertise and experience. They gain additional and useful training opportunities relevant to the industry, such as in asbestos awareness and manual handling. Leaders ensure that apprentices study rich and relevant curriculums that support their future employability. Most apprentices feel well prepared for their assessments at the end of their apprenticeship and confident to progress to full-time employment.

Too few apprentices complete their apprenticeship. Leaders have improved the information and experiences they provide to apprentices before they start their apprenticeship. This helps to ensure that apprentices have a realistic view of the industry and the expectations of the apprenticeship. This has contributed to an increase in the proportion of apprentices remaining on their apprenticeship and completing it successfully.

Apprentices with barriers to learning, such as special educational needs and/or disabilities, receive the support they need, for example additional time and adapted resources. Apprentices who require qualifications in English and mathematics are taught well by supportive tutors, who help them overcome any anxiety, grow in confidence and participate actively in lessons.

Next steps

- Leaders should take action to increase further the proportion of apprentices who stay on their programme and achieve their apprenticeship.
 - Leaders should strengthen their collection, analysis and evaluation of data related to groups of apprentices, including those with barriers to learning, to inform further specific improvements.
 - Leaders should work more closely with employers to plan and implement on- and off-the-job training seamlessly, so that apprentices can practise and master their skills consistently well.
 - Leaders should ensure that all apprentices receive high-quality careers education and guidance that is fully embedded within their training.
-

About this inspection

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with leaders, managers, tutors, apprentices, employers and those responsible for governance during the inspection.

Greenlight Training Limited is an independent training provider that offers apprenticeships, mainly in construction. The provider has around 450 apprentices from across the south west region and has two training centres in Plymouth and Bristol, where face-to-face training takes place. Most apprenticeships are offered at level 2 with the largest proportion of apprentices studying carpentry and joinery, roofing and bricklaying. A very small proportion of apprentices study at level 3. These apprentices mainly study the business administrator and learning and skills assessor apprenticeships. Around two thirds of apprentices are aged 16 to 18.

Managing Director: Daniel Symons

Lead inspector:

Lowenna Bradley, His Majesty's Inspector

Team inspectors:

Steve Battersby, His Majesty's Inspector

Daisy Louisa Agathine-Louise, Ofsted Inspector

Steve Caunter, Ofsted Inspector

Steve Caldwell, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

Number of learners

Total learners

447

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	41	61	Below
2022/23	26	55	Below
2021/22	S	53	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2023/24	94	98
2022/23	80	97
2021/22	S	98

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard 

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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