

Inspection of The Academy of Leadership & Management Ltd

Inspection dates: 4 to 6 June 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

The Academy of Leadership & Management Ltd (ALM) is an independent learning provider based in Largs, Scotland. Leaders deliver funded training in England. Originally founded to deliver training to local government, third sector organisations, and private sector businesses, leaders now offer apprenticeships in leadership, management, and coaching. ALM no longer offer apprenticeships in level 3 business administrator, level 3 teaching assistant or level 4 senior care worker.

At the time of the inspection, there were 58 apprentices on the level 7 senior leader, 18 on the level 5 coaching professional and 15 apprentices on the level 3 team leader/supervisor apprenticeships. There were fewer than five apprentices on the level 3 teaching assistant, level 3 business administrator, and level 5 operations/departmental manager apprenticeships. All apprentices are aged 18 or over.

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

Apprentices have a positive attitude and are committed to their learning. They value the culture of mutual respect between coaches, tutors and their peers. Apprentices are motivated to succeed and understand how their learning benefits their future progression.

Apprentices secure new job roles and additional responsibilities because of their studies. Level 7 senior leader apprentices deliver strategic projects for local councils and level 5 coaching professional apprentices gain promotions to management positions at work.

Apprentices enjoy learning in calm, purposeful and focused online environments. They have high levels of attendance and punctuality and adhere to online etiquette in sessions. Apprentices' work is of a high standard; it is presented and written well.

Apprentices develop confidence as a direct result of their learning. Level 5 coaching professional apprentices confidently use strategies to encourage clients to participate more effectively and level 7 senior leader apprentices use new techniques to manage change in their organisations.

Apprentices benefit from additional learning and activities such as guest speakers, masterclasses and qualifications in coaching and leadership. They value the opportunity to obtain professional accreditation as part of their apprenticeship.

Apprentices feel safe. They know how and who to report any concerns. They complete training at the beginning of their apprenticeship on radicalisation and extremism. However, a few apprentices are unable to recall the content of this learning.

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

Leaders have a clear rationale for their apprenticeship provision. They aim to support the national skills gap for leaders and coaches in industry by providing a pipeline of skilled personnel.

Leaders engage with employers and stakeholders effectively. They co-design ambitious curriculums to meet organisational and apprentices' needs. A substantial project has been developed as part of the apprenticeship to enable apprentices to use their learning to plan, and execute, complex changes in their organisations.

Tutors and coaches have the appropriate experience and qualifications to teach their subjects. They undertake additional higher-level qualifications such as masters' degrees and level 7 coaching qualifications. Staff maintain their vocational competency by retaining professional registrations within their specialist sectors. All

staff benefit from an online portal where they can access training sessions to develop their teaching skills such as questioning, feedback and presentations.

Leaders have effective quality assurance processes in place. They continually review and improve the quality of education for apprentices. Leaders complete observations of teaching, standardisation meetings, and internal audits. They have very recently developed a new electronic platform to further improve the monitoring and oversight of the apprenticeship provision.

Leaders have significantly reduced the number of apprentices that leave their apprenticeship early. They have made improvements to the initial advice and guidance and the induction that apprentices receive. Since the introduction of these new processes, fewer than five apprentices have left their apprenticeship early. Of the six apprentices that have completed their final assessments, half have achieved distinction grades.

Tutors and assessors review apprentices' progress with most employers. This ensures that apprentices make the progress that they are capable of. When apprentices fall behind, clear intervention plans support them to catch up swiftly.

Tutors plan the curriculum in a logical order. For example, level 5 coaching professional apprentices begin with the fundamentals of coaching and the difference between training and mentoring. They then progress to learn about the ethics of coaching, managing clients and potential conflicts before they implement their learning at work.

Tutors use a range of effective learning and assessment strategies to embed learning. They use action accountability sessions, critique questioning and executive coaching. This supports apprentices to swiftly apply their new knowledge and skills at work to improve their leadership skills, strategic thinking, and overall performance. For example, level 7 apprentices develop an understanding of change models, financial modelling and risk management before undertaking projects at work to improve performance by leading change.

Apprentices develop substantial new knowledge, skills and behaviours. Level 5 coaching professional apprentices learn theoretical concepts such as the Johari window model of self-awareness and Whitmore's GROW model. They use these models to give structure to conversations at work without providing solutions.

Most tutors and assessors use effective feedback to identify what apprentices have done well and what they need to do to improve their work. However, in a few instances, tutors and assessors do not provide helpful guidance to challenge apprentices to achieve higher grades in their final assessments.

Apprentices are effectively prepared for their next steps in their career. They receive careers advice as part of their one-to-one coaching sessions and have access to an online career portal that includes resources for CV writing, mentoring opportunities

and mock interviews. Leaders have appropriate progression routes in place for apprentices, but it is too early to assess the impact.

Board members have extensive knowledge and experience of leadership, management and coaching. They receive informative reports on quality, finance, sales and operations. This helps them to provide support and challenge to bring about improvements to the organisation.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that all apprentices know how to achieve higher grades in their final assessments.
- Reinforce training on the dangers of radicalisation and extremism so that all apprentices are able to recall this learning.

Provider details

Unique reference number	2741645
Address	Lindon House 40–42 Charles Street Largs KA30 8HL
Contact number	0141 611 7640
Website	www.academylm.co.uk
Principal, CEO or equivalent	John Parker
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 managing director, 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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