

**Inspire Learning**

**Self-Assessment Report**

**August 2018-July 2019**

**Mission Statement**

*“Inspire Learning aims to provide its learners with an outstanding learning experience that enables them to make positive changes to their lives.”*

**Overview**

Nottinghamshire has a population of 823,100. A fifth of the population lives in small towns and villages with a population of under 10,000. Inspire provision operates throughout the county. Some 14% of residents of Nottinghamshire live in the 20% most deprived areas in England. Approximately 14% of the working age population have no qualifications.

Inspire was established in April 2016. This community benefit society delivers a range of services on behalf of Nottinghamshire County Council. This includes delivering Community and Family Learning, Study Programme and 19+ Advanced Learner Loans provision funded by an Education and Skills Funding Agency (ESFA) contract held by Nottinghamshire County Council.

During the 2018/19 academic year, Inspire Learning tutors directly delivered 44.8% of all Community and Family Learning and provision for learners with learning difficulties and/or disabilities (LLDD). The remaining 55.2% was delivered by sub-contracted providers. However, the strategic direction continues to be to increase the amount that is directly delivered by Inspire Learning to approximately 75-80%.

Study Programme learners continued to have access to a variety of programmes across the county including vocational courses, Personal and Social Development and Traineeships. In 2018-19 a new base opened in Hucknall and there are plans to open further bases in 2019-20.

**Grade Summary**

|  |  |
| --- | --- |
| **Area** | **Grade** |
| Overall effectiveness | **2** |
| Quality of education | **2** |
| Personal development | **2** |
| Behaviour and attitudes | **2** |
| Leadership and management | **2** |
| **Level 1 Self-Assessment Reports** |  |
| Adult Provision (19+) | **2** |
| Study Programmes/16-19 Provision | **2** |
| 19+ Advanced Learning Loans  | **2** |

The table below shows the Service’s grade profile for the last five years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
| Overall effectiveness | 3 | 2 | 2 | 2 | 2 |
| Outcomes for learners | 2 | 2 | 2 | 2 | 2 |
| Quality of teaching, learning and assessment | 3 | 2 | 2 | 2 | 2 |
| Effectiveness of leadership and management | 2 | 2 | 2 | 2 | 2 |
| Personal development, behaviour and welfare |  |  |  | 2 | 2 |
|  |  |  |  |  |  |
| Community Learning | 3 | 2 | 2 | 2 |  |
| Discrete LLDD Provision | 3 | 2 | 2 | 2 |  |
| Family Learning | 2 | 1 | 1 | 2 |  |
| Study Programmes | 2 | 2 | 2 | 2 | 2 |
| Adult Provision (19+) |  |  |  |  | 2 |
| 19+ Advanced Learning Loans |  |  |  |  | 2 |

**Key Data**

Learner Engagement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provision** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| Study Programme | 233 | 267 | 287 | 273 | 221 |
| Traineeships | 21 | 29 | 22 | 38 | 22 |
| 19+ Advanced Learning Loan |  |  |  | 11 | 28 |
| AEB formula funded |  |  |  | 226 | 638 |
| Community Learning | 9367 | 8378 | 8717 | 10464 | 7968 |

Retention

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provision** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| Study Programme | 75% | 78% | 79% | 84% | 86.9% |
| Traineeships | 73% | 86% | 82% | 97% | 93.6% |
| 19+ Advanced Learning Loan |  |  |  | 78% | 84.6% |
| AEB formula funded |  |  |  | 98% | 91.2% |
| Community Learning | 92% | 93% | 94% | 95% | 96.6% |

Attendance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provision** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| Study Programme | 81% | 80% | 82% | 83% | 81.8% |
| 19+ Advanced Learning Loan |  |  |  | 75% | 75% |
| AEB formula funded |  |  |  | 94% | 98% |
| Community Learning | 86% | 87% | 85% | 86% | 93.7% |

Achievement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| Study Programme | 74% | 67% | 75% | 77% | 83.3% |
| Traineeships | 73% | 63% | 67% | 82% | 83.0% |
| 19+ Advanced Learning Loan |  |  |  | 78% | 84.6% |
| AEB formula funded |  |  |  | 92% | 88.8% |
| Community Learning | 89% | 89% | 88% | 91% | 93.1% |

**Overall Effectiveness** is good

All areas of Inspire Learning/Nottinghamshire County Council’s provision are good. Learners have access to a good range of courses that meet their needs and interests, as well as those of their communities.

Courses and sessions are well planned resulting in good levels of participation amongst learners. Many learners who attend courses have had poor experiences within the education system and lack qualifications. From these starting points learners make very good progress, develop in confidence and produce work of an excellent standard.

The service is well placed strategically to develop its provision further. Strong links with other organisations are in place in order that provision is developed further in to new areas.

**Strengths**

* Very good partnership arrangements and sub-contracting of some Community Learning provision helps to ensure that learners across the county have access to a wide range of courses.
* Tutors have very good subject knowledge and skills which they make good use of to deliver interesting sessions that motivate learners, resulting in them making good progress, developing new skills and knowledge, and gaining in confidence.
* Achievement rates in most areas are at least good and in some are outstanding. Results for GCSE English and maths amongst Study Programme learners are excellent and well above national benchmarks.
* Tutors develop very good relationships with their learners and provide excellent support in order to help them to deal with personal issues and overcome barriers to learning.

**Key Areas for improvement**

* Quality improvement arrangements are not implemented fully meaning specific areas relating to quality of teaching, learning and assessment that require improvement are not always identified and action plans are not put in place.
* A lack of data has meant that contract and quality targets across the service have not been monitored sufficiently closely and any gaps amongst groups of learners identified.

**Improvements since the last Self-assessment Report**

* A recent Organisational Design Review means that the vast majority of posts are filled and the new team is ready for the start of the 2019-20 academic year.
* Additional staffing was put in place to support the delivery of maths and English on Access to HE courses.

**Quality of education** is good

**Intent**

Good strategic planning, along with very effective partnership working, helps to ensure that learners have access to a good range of courses that meet their needs and interests. Courses are available at all levels of entry enabling learners to progress right through to access to higher education.

**Implementation**

Tutors and other staff have a very good understanding of learners’ needs ensuring that they are well supported to achieve their learning aims. Learners receive very good pastoral care. Most tutors have good knowledge of available specialist services to which learners are referred where appropriate.

Tutors have very good subject knowledge and deliver interesting and well planned sessions which generates high levels of participation and progress amongst learners. However, on some courses, knowledge and understanding is not sufficiently assessed and progress and achievement not adequately monitored and recorded.

**Impact**

Achievement rates are high across most areas of provision. GCSE results are well above national benchmarks with pass rates for maths at 59%: outstanding in the context of learners who often arrive with a lack of motivation and with previous negative experience.

Learners on Community Learning courses make very good progress, often from low level starting points. Many learners produce work of a very high standard and take great pride in what they achieve.

**Behaviour and attitudes** is good

Overall attendance is good, with some areas of provision having exceptionally high levels of attendance. A clear and well implemented attendance policy for Study Programme provision has helped to maintain year on year improvements to attendance rates.

Learners have a positive attitude towards their learning and behaviour is generally good. A clear and well-implemented behaviour strategy has resulted in improvements in behaviour amongst Study Programme learners over the last 2 years. Learners are respectful of each other and where there have been instances of inappropriate actions or language, these were dealt with quickly and thoroughly.

**Personal development** is good

Learners have a good understanding of British Values which has been a key focus, particularly within Study Programme. This was reinforced well with the issuing to learners of clear z-cards containing key information about safeguarding, Prevent and British Values. In addition, Study Programme learners benefit from participating in competitions which are themed around equality, diversity and inclusion or British Values. They also benefit from informative enrichment visits, such as visits to the local Holocaust Centre, which further extends their knowledge and understanding.

Learners are extremely well supported in dealing with personal issues and, where necessary, referred to specialist agencies, particularly where help is required to cope with mental health issues or housing problems.

Learners demonstrate significant growth in their self-confidence through attending courses. This gives them the self-assurance to progress on to further learning or into employment. Learners with learning difficulties and disabilities develop good knowledge and understanding which supports independent living where appropriate. Learners develop skills (e.g. cooking for healthy eating) that they use away from the classroom, as well as the ability to deal with everyday situations such as keeping safe and personal relationships.

Some learners receive good information, advice and guidance on progression opportunities; however, this is not consistent across all areas of delivery.

**Leadership and management** is good

Managers have very high expectations for their service and its learners. There is a clear strategic vision to continue to increase the amount of community learning delivered directly by Inspire Learning and for the organisation to become an outstanding provider.

Arrangements for monitoring the quality of provision are comprehensive; however, these processes, particularly relating to the observations of teaching, learning and assessment in some areas of provision, are not fully implemented. This has resulted in too many tutors, particularly sessional tutors, not being observed.

Procurement and contract arrangements with sub-contracted providers are rigorous and well managed. However, a lack of data throughout the year has meant that progress towards contract and quality targets have not been sufficiently monitored.