

**Inspire Learning**

**Self-Assessment Report**

**August 2016-July 2017**

**Mission Statement**

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

**Contents Page**

**Introduction 3**

**Summary of grades 7**

**Overall effectiveness 8**

**Outcomes for learners 9**

**Quality of teaching, learning and assessment 13**

**Effectiveness of leadership and management 14**

**Personal development, behaviour and welfare 15**

**-------------------------------------------------------------------------------------**

**Community Learning 17**

**Provision for learners with learning difficulties and/or disabilities (LLDD) 22**

**Family Learning 27**

**Study Programmes/Traineeships 32**

**Introduction**

Inspire Learning underwent significant changes and developments in 2016-17. For the first time, it directly delivered its own Community and Family Learning courses. The target was for 25% of learners to attended courses delivered by Inspire Learning with the remaining 75% being delivered by sub-contracted providers. This target was significantly surpassed with over 32% of learners attending direct delivery courses. Other developments have included the delivery of both the Diploma in Education and Training courses as well as the Award in Education and Training.

The Service continues to be principally funded by the Education and Skills Funding Agency (ESFA) to deliver Community and Family Learning programmes; Family English Maths and Language (FEML) and Wider Family Learning (WFL) as well as Study Programmes and Traineeships. Both these contracts continue to be held by Nottinghamshire County Council with Inspire having responsibility for the management and delivery of these contracts.

For the year August 2016–July 2017 Inspire Learning delivered 1897 Community and Family Learning courses which provided learning to 8674 individuals generating 13211 enrolments and were delivered by 22 providers. The number of learners was just over 300 more than in 2015-16, however, enrolments dropped by 170 on the previous year. This indicates fewer learners were doing multiple courses.

Inspire Learning has delivered through a mixed model of directly delivered and contracted out Community and Family Learning. Funding agreements were in place with a wide range of organisations including 4 Colleges of Further Education, the WEA East Midlands, and an Academy Trust which manages adult learning provision from 2 campuses. In 2016-17 the focus of the service’s Community and Family Learning provision was on courses that supported either health and wellbeing or employability. These themes were also a focus for both Family Learning courses and courses for learners with learning difficulties and disabilities. Table 1 belowshows the number of learners and enrolments in each part of the provision as well as the ratio of learners to enrolments.

In addition to Community and Family Learning, Inspire Learning delivered Study Programme and Traineeship provision to 16-19 year olds, (up to 24 with an Education, Health Care (EHC) plan) with a variety of difficulties including challenging behaviour, learning disabilities, mental health, drug and alcohol problems and a lack of qualifications, social skills and confidence.

The governance of the Service has developed to ensure that it keeps pace with the organisational developments in 2016-17. Overall governance responsibility for the service rests with the Communities and Places Committee (which replaced the Culture Committee in June 2017). The chair of the Communities and Places Committee is also the chair of the Inspire Board. A Learning and Skills sub-committee of the Inspire Board has been established to scrutinise all aspects of Inspire Learning’s provision. Membership of the sub-committee includes: representatives from the main Inspire Board; sub-contractors; learners; neighbouring Adult Learning Services; a retired Civil Servant with responsibility for Community Learning within the Department for Business, Innovation and Skills; and representatives from the Care Commissioning Group.

This structure is designed to ensure that senior leaders are challenged and held accountable for both quality of provision and future developments by both Inspire and Nottinghamshire County Council. It also ensures that the curriculum offer meets the requirements of Nottinghamshire County Council’s Strategic Plan.

During the 2016-17 academic year a comprehensive management restructure was undertaken to ensure that the leadership and management of Inspire Learning can support the development of direct delivery Community and Family Learning and new vocational delivery including apprenticeships, 19+ Advanced Learner Loan funded provision and the Building Better Opportunities Project. The restructure also supports the quality and systems required to effectively deliver growth, whilst simultaneously maintaining and improving quality from ‘Good’ to ‘Outstanding’

Safeguarding arrangements for learners are good and learners feel safe on their courses. Managers adopt safer recruitment practices and conduct appropriate checks on new staff. Disclosure and barring checks are completed for all tutors, support workers and other staff according to their role in the service. Ground rules are embedded into all courses and learners are aware how to report safeguarding concerns. Prevent has featured highly in CPD this academic year with the majority attending face to face training at tutor briefing events. These events significantly raised awareness how the role of the tutor can contribute to the safety of learners and the wider community.

In addition, in February 2017, EMFEC made the following comments about Inspire Learning’s approach to safeguarding in their Quality Review Report:

***“Safeguarding*** *is well-managed, with good systems in place and clear identification of areas where there is a need to improve communications with senior managers. Classrooms contained learner-produced displays (in Study Programmes particularly, also in LLDD classes) and all teachers make efforts to embed and effectively model mutual respect and tolerance”.*

***Table 1*** below shows the numbers of learners and enrolments in each area of provision for the year 2016-17.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sector Subject Area** | **Number of learners**  *(overall %)* | **Number of enrolments**  *(overall %)* | **Ratio learners: enrolments** |
| Community Learning | 4912  *(54%)* | 7563  *(57%)* | 1.54 |
| LLDD Provision | 1907  *(21%)* | 3037  *(23%)* | 1.59 |
| Family Learning | 2264  *(25%)* | 2611  *(20%)* | 1.15 |
| **Total** | **8674** | **13211** | **1.52** |

**Definitions**

For the purpose of the Self-Assessment Report the following definitions and ratings for retention, achievement and attendance are used for Community Learning, Family Learning and Discrete LLDD provision:

**Retention Rate (%) = Number of Completers X 100**

**Number of Starters**

**Achievement Rate (%) = Number of Achievers X100**

**Number of Starters**

A learner has achieved if he or she has achieved 75% or more of the course learning outcomes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
| **Retention** | 95% or more | 90% or more | Less than 90% | Less than 75% |
| **Achievement** | 90% or more | 85% or more | Less than 85% | Less than 70% |
| **Attendance** | 90% or more | 85% or more | Less than 85% | Less than 70% |

For lesson observations carried out in each area the following criteria apply:

95% or more of observations good or better = Outstanding

85% or more of observations good or better = Good

Less than 85% of observations good or better = Requires improvement

Less than 70% of observations good or better = Inadequate

**Summary of grades 2016-2017**

|  |  |
| --- | --- |
| Area | **Grade** |
| Overall effectiveness | **2** |
| Outcomes for learners | **2** |
| Quality of teaching, learning and assessment | **2** |
| Effectiveness of leadership and management | **2** |
| Personal development, behaviour and welfare | **2** |
|  |  |
| Community Learning | **2** |
| LLDD Provision | **2** |
| Family Learning | **2** |
| Study Programmes/Traineeships | **2** |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Area | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
| Overall Effectiveness | 2 | 2 | 3 | 2 | 2 |
| Capacity to Improve |  |  |  |  | 2 |
| Outcomes for Learners | 2 | 2 | 2 | 2 | 2 |
| Quality of *Provision*/Teaching, Learning and Assessment | 2 | 2 | 3 | 2 | 2 |
| (Effectiveness of) Leadership and Management | 2 | 2 | 2 | 2 | 2 |
| *Contributory grades:* |  |  |  |  |  |
| *Equality of opportunity* |  |  |  |  | 2 |
| *Safeguarding* |  |  |  |  | 2 |
| Outcomes for Learners |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. Health, Public Services and Care |  |  |  |  | 2 |
| 6. Information and communications technology |  |  |  |  | 2 |
| 7. Retail and Commercial Enterprise |  |  |  |  | 2 |
| 9. Arts, Media and Publishing |  |  |  |  | 2 |
| 12. Languages, Literature and Culture |  |  |  |  | 2 |
| 14. Preparation for Life and Work |  |  |  |  | 2 |
| Community Learning | 2 | 2 | 3 | 2 | 3 |
| Discrete LLDD Provision | 2 | 2 | 3 | 2 |  |
| Family Learning | 1 | 1 | 2 | 2 | 2 |
| Study Programmes | 2 | 2 | 2 |  |  |

**Overall Effectiveness Grade 2**

The overall effectiveness is good. The strategic move for the Service to directly deliver a proportion of its Community and Family Learning programmes has been very well managed and provision is consistently good across all providers. The range and location of courses is very well planned which helps learners to attend courses in their local communities.

Sessions are well planned and are of a good quality. Learners are very well supported by staff and learners treat each other with mutual respect. Learners make very good progress developing sound subject skills and knowledge as well as personal effectiveness and self-confidence.

**Improvements since last Self-Assessment Report**

* Lesson observation grade profile continues to improve.
* Results from GCSE English and maths have improvements although further improvements are required.
* Functional skills achievements at level 2 are above National average.
* Staff development sessions have helped staff to improve their knowledge and understanding of British Values and Prevent and how these can be embedded in to sessions.

**Outcomes for Learners Grade 2**

**Strengths**.

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| 1.1 | Overall retention and achievement rates for Community Learning, Family Learning and discrete LLDD provision are good. (93.5% and 88.3% respectively) | Table OfL1 |
| 1.2 | Courses have a positive impact on learners, helping them to develop skills that can support their employability as well as gain in self-confidence. | Provider Mini SARs |
| 1.3 | Learners make good progress within lessons and produce work of a high standard. | EMFEC Report. Lesson observations. |
| 1.4 | On Study Programmes, pass rates are above national averages, helping disadvantaged learners to achieve challenging qualifications. | Data reports |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| 2.1 | Achievement rates for white other and ethnic minority learners in Community Learning require improvement in order to close the gaps. | Graph OfL4 and 5 |

**Key data for Community and Family Learning and LLDD provision**

**Table OfL1**

The table and graph below show the key data from the MIS Reports for the Education and Skills Funding Agency funded provision for the last 5 years.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Enrolments** | **Retention** | **Achievement** | **Attendance** | **Ethnicity** | **Disability** | **Gender**  **male** | **Age range 19-60 \*** |
| **2016-2017** | 13211 | 93.5% | 88.3% | 85.1% | 4.3% | 48.1% | 27.7% | 76.2% |
| **2015-2016** | 13381 | 93.3% | 89.3% | 87.0% | 3.3% | 39.1% | 29.9% | 78.9% |
| **2014-2015** | 14700 | 92.1% | 88.6% | 85.5% | 3.2% | 34.6% | 25.6% | 79.0% |
| **2013-2014** | 13757 | 91.5% | 85.6% | 84.5% | 2.8% | 36.1% | 25.5% | 80.8% |
| **2012-2013** | 13317 | 93.3% | 87.5% | 83.9% | 2.3% | 32.3% | 25.5% | 79.6% |

The graphs below show the service’s overall achievement rates over the last five years and compares them with achievement rates for various groups of learners.

**Graph OfL1**

Overall trend for retention, achievement and attendance rates continue to rise.

**Graph OfL2**

Although the achievement rates for learners aged over 60 dropped slightly this year, the overall trend is upwards and continues to rise in line with overall Service figures. In 2016-17 they were 1.7% higher than the overall Service figure.

**Graph OfL3**

Achievement rates for learners with a disability in 2016-17 were almost the same as the overall service figure. The overall trend for both continues to rise.

**Graph OfL4**

There has been a significant drop in the achievement rates for ethnic minority learners this year (over 4%) There is now a significant difference between the achievement rate for ethnic minority learners and the services overall figure (over 7%).

**Graph OfL5**

Similarly this year the achievement rate for ‘white other’ learners the achievement rate has dropped (over 3%) and there is also a significant gap between the achievement rate for ‘white other’ learners and the services overall figure (over 8%).

**Graph OfL6**

Achievement rates for male learners continue to rise. Since 2013-14 they have been higher than the Service’s overall figure. In 2016-17 the difference was 0.7%.

**Quality of teaching, learning and assessment Grade 2**

**Strengths**.

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| 1.5 | Overall grade profile for lesson observations is good (90.9% good or better). | Table QTLA1 |
| 1.6 | Tutors have very supportive and positive relationships with their learners which help to ensure learners enjoy sessions and are highly engaged. | EMFEC Report. Lesson observations. |
| 1.7 | A very good range of learning resources and activities are used effectively to enable learners to develop skills that will support their learning. | EMFEC Report. Lesson observations. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| 2.2 | In a minority of sessions, initial assessment is not used sufficiently to inform individual planning. | Lesson observations |

The table below shows the observation grade profile for observations of Inspire Learning provision in 2016-17

**Table QTLA1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Provision** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Ungraded** | **Total** |
| **Community Learning** | 6  **25%** | 15  **62.5%** | 3  **12.5%** | 0  **0%** | 33 | 57 |
| **LLDD provision** | 4  **26.7%** | 11  **73.3%** | 0  **0%** | 0  **0%** | 13 | 28 |
| **Family Learning** | 1  **20%** | 4  **80%** | 0  **0%** | 0  **0%** | 2 | 7 |
| **Study Programmes** | 1  **4.5%** | 18  **81.8%** | 3  **13.6%** | 0  **0%** | 19 | 41 |
| **Total (All observations)** | **12**  **18.2%** | **48**  **72.7%** | **6**  **9.1%** | **0**  **0%** | **67** | **133** |

**Effectiveness of leadership and management Grade 2**

**Strengths**.

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| 1.8 | Inspire Learning has a well-defined and relevant strategy and vision that is supported by strong leadership. | EMFEC Report. |
| 1.9 | Good curriculum planning and design meet the needs and interests of learners. | EMFEC Report. |
| 1.10 | Safeguarding is well-managed with good systems in place. | EMFEC Report. |
| 1.11 | Focused approach to Equality, Diversity and Inclusion leads to a positive and inclusive ethos | EMFEC Report. |
| 1.12 | Management of sub-contracting is rigorous ensuring that the quality of delivery and value for money are maintained. | EMFEC Report. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| 2.3 | Management reporting lines to Governors requires improvement in order for managers to be suitably challenged. | EMFEC Report |
| 2.4 | The quality and frequency of risk assessments does not follow best practice. | EMFEC Report |
| 2.5 | The development of English and mathematics for Study Programme learners requires improvement. | EMFEC Report |

**Personal development, behaviour and welfare Grade 2**

**Strengths**.

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| 1.13 | The learners on the majority of courses are encouraged to establish ground rules in order to effectively reinforce the message of mutual respect. | Provider Mini Self-Assessment Reports. |
| 1.14 | Learners take great pride in their achievements and are often keen to share their new-found skills and knowledge with others. | Provider Mini Self-Assessment Reports. |
| 1.15 | Staff excel in supporting learners through personal problems, going the extra mile to alleviate health, housing and social issues, so that they can engage positively in education |  |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| 2.6 | Attendance requires improvement in some areas of delivery and for some groups of learners. | Data reports |

**Community Learning** Grade 2

**Overview**

For the purpose of this Self-Assessment Report ‘Community Learning’ refers to all Inspire Learning’s provision funded by the Education and Skills Funding Agency that is NOT Family Learning or discrete provision for learners with learning difficulties or disabilities. It includes both courses directly delivered by Inspire Learning as well as by sub-contractors. All Community Learning in 2016-17 fell under one of 2 themes; Health and Wellbeing or Employability.

In Community Learning in 2016-17 Inspire Learning delivered 1157 courses. These courses were delivered through 19 providers (7 fewer than in 2015-16) and there were 4912 learners producing 7563 enrolments. These are both an increase from 2016-17, with learner numbers up nearly 400. For the first time, Inspire Learning delivered courses through both subcontracting arrangements with providers as well as delivering courses directly by employing tutors. 31.8% of learners attended courses directly delivered by Inspire Learning.

**Key Data**

**Table CL1-MIS data report for Community Learning**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Enrolments** | **Percentage of total enrolments** | **Retention** | **Achievement** | **Attendance** | **Ethnicity** | **Disability** | **Gender**  **male** | **Age range 19-60 \*** |
| **2016-2017** | 7563 | 57.2% | 92.5% | 86.9% | 83.6% | 5.2% | 41.3% | 25.6% | 74.0% |
| **2015-2016** | 7121 | 53.2% | 90.8% | 86.1% | 85.6% | 3.6% | 26.5% | 28.9% | 75.8% |
| **2014-2015** | 9673 | 62.3% | 90.7% | 87.2% | 84.9% | 3.4% | 28.0% | 26.8% | 75.9% |
| **2013-2014**  **\*\*\*\*** | 10462 | 68.7% | 90.5% | 84.3% | 86.2% | 3.0% | 29.2% | 27.6% | 78.9% |
| **2012-2013**  **\*\*\*\*** | 8918 | 62.1% | 92.1% | 85.4% | 84.0% | 2.4% | 25.4% | 25.5% | 76.3% |
| **2011-2012**  **\*\*\*** | 1508 | 10.6% | 87.8% | 80.8% | 86.4% | 1.6% | 22.2% | 29.8% | 68.6% |
| **2010-2011**  **\*\*** | 1753 | 12.7% | 82.9% | 72.9% | 84.0% | 2.1% | 14.4% | 31.4% | 73.9% |

**\*\*** In 2010-11 SSA 7 was not included in Community Learning but reported on separately.

**\*\*\*** In 2011-12 SSA 12 was not included in Community Learning but reported on separately

**\*\*\*\*** From 2012-13Community Learning included all PCDL provision apart from discrete LLDD courses

**Graph CL2**

**Lesson observation grade details**

57 lesson observations have taken place of Inspire Learning’s Community Learning provision in 2016-17 including 33 ungraded observations. In addition, 1 other observation took place of an Inspire Learning tutor delivering another, non-Inspire Learning course. Their grade is shown in brackets in **Table CL3** below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Ungraded | Average  Grade | Total  (% of all courses) | Total no. of tutors | % of tutors observed |
| 6  **25%** | 15  **62.5%** | 3  **12.5%** | - | 33 *(1)*  **12.5%** | 1.9 | 57 (1)  **(5.0%)** | 176 | 32.9% |

**Table CL4** below shows the observation grade profiles for the last 5 years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016-17**  **(%)** | **2015-16**  **(%)** | **2014-15**  **(%)** | **2013-14 (%)** | **2012-13**  **(%)** |
| **Good or better** (Grade 1 or 2) | **87.5%** | 83.4% | 84.5% | 69.5% | 87.3% |
| **Satisfactory/Requires improvement** (Grade 3) | **12.5%** | 16.7% | 11.9% | 26.8% | 11.3% |
| **Inadequate** (Grade 4) | **0%** | 0% | 3.6% | 3.7% | 1.4% |

**Outcomes for learners**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| CL 1.1 | Overall retention rate is good (92.5%) | Table CL1  Graph CL2 |
| CL 1.2 | Overall achievement rate is good (86.9%) | Table CL1  Graph CL2 |
| CL 1.3 | Teachers have excellent subject knowledge that enables learners to make very good progress in lessons. | EMFEC Report. Lesson observations. |
| CL1.4 | Courses have a positive impact on learners, helping them to develop skills that can support their employability as well as gain in self-confidence. | Provider Mini SARs |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| CL 2.1 | On some courses, initial assessment is weak, assessment methods are unclear and there is insufficient formal recording of learner progress. | EMFEC Report. Lesson observations. |

**Quality of teaching, learning and assessment**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| CL 1.5 | Lesson observation grade profile is good (87.5% good or better) | Tables CL3 and CL4 |
| CL 1.6 | Tutors have very supportive and positive relationships with their learners which help to ensure learners enjoy sessions and are highly engaged. | EMFEC Report. Lesson observations. |
| CL 1.7 | Lessons are very well planned and paced. Good learning resources are used effectively to reinforce learning | EMFEC Report. Lesson observations. Mini SARs. |
| CL 1.8 | Courses take place in accessible, community venues where learners feel safe and welcomed. | EMFEC Report. Lesson observations. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| CL 2.2 | In some classes, a small number of learners dominate the answering of questions resulting in the knowledge and understanding of too many learners not being checked sufficiently. | EMFEC Review Report. Lesson Observation Reports. |

**Effectiveness of leadership and management**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| CL 1.9 | Community Learning provision is well planned and resourced to ensure a diverse curriculum offer is available that meets the needs of learners and their communities. | Provider Mini Self-Assessment Reports. |
| CL 1.10 | Providers use partnerships extremely well in order to ensure provision is targeted appropriately and targets achieved. | Provider Mini Self-Assessment Reports. Data Reports. |
| CL 1.11 | Targets for learner numbers were successfully achieved including the plan for of learners to attend courses directly delivered by Inspire Learning. | Data Reports |
| CL 1.12 | Very good recruitment of ethnic minority learners (5.2%) | Data Reports |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| CL 2.3 | Health and Safety issues identified during the EMFEC review highlighted some inconsistencies relating to Health and Safety practices and insufficient monitoring and sampling of risk assessment. | EMFEC Review Report. |
| CL2.4 | The focus on Inspire Learning developing its own direct delivery provision has resulted in some sub-contracted providers feeling communication with them has sometimes been poor, particularly regarding course planning. | Provider Mini Self-Assessment Reports |

**Personal development, behaviour and welfare**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| CL 1.13 | Good initial advice and guidance | EMFEC Report. |
| CL 1.14 | The learners on the majority of courses are encouraged to establish ground rules in order to effectively reinforce the message of mutual respect. | Provider Mini Self-Assessment Reports. |
| CL 1.15 | Learners take great pride in their achievements and are often keen to share their new-found skills and knowledge with others. | Provider Mini Self-Assessment Reports. |
| CL 1.16 | Learners develop good self-confidence and self-awareness as a result of attending courses. | Provider Mini Self-Assessment Reports. |

.

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| CL 2.5 | Attendance requires improvement (83.6%) | Table CL1  Graph CL2 |
| CL 2.6 | Attendance of “white other” learners (77.4%) and ethnic minority learners (79.4%) require improvement. These clearly impact on achievement rates for these particular group of learners. | End of year MIS SAR Data Report 2016-17 |
| CL2.7 | Although the promotion of British values is evident in some courses it is inconsistent across the provision as a whole. | EMFEC Report. Lesson Observation Reports. |

# Improvements since the last Self-Assessment Report

* Lesson observation grade profile improved to good (87.5%)
* Overall retention and achievement rates improved (92.5% and 86.9%)

**Provision for learners with learning difficulties/disabilities** Grade 2

**Overview**

In 2016-17 Inspire Learning delivered 392 courses aimed specifically at learners with learning difficulties and/or disabilities as well as those with mental ill health. This was just over 30 fewer than in 2015-16. These courses were delivered by 8 providers (including Inspire Learning’s direct delivery) in 141 venues through 75 tutors, resulting in 1907 learners and 3037 enrolments, a decrease of over 300 compared with 2015-16 but still accounts for 23% of all enrolments in 2016-17.

Many courses were aimed at developing learners’ independent living skills, though courses were offered in a range of subject areas such as exploring nature; creative reminiscence; mindfulness; confidence building; drama and dance; crafts for fundraising; sustainable farming; horticulture; photography; film production and cupcake decoration.

**Key Data**

**Table LD1-MIS data report for LLDD provision**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Enrolments** | **Percentage of total enrolments** | **Retention** | **Achievement** | **Attendance** | **Ethnicity** | **Disability** | **Gender**  **male** | **Age range 19-60 \*** |
| **2016-2017** | 3037 | 23.0% | 95.5% | 90.3% | 86.3% | 2.6% | 89.9% | 42.1% | 69.4% |
| **2015-2016** | 3383 | 25.3% | 95.3% | 92.6% | 88.2% | 2.2% | 89.6% | 42.9% | 70.7% |
| **2014-2015** | 2615 | 16.9% | 94.2% | 89.3% | 86.0% | 1.6% | 87.5% | 41.3% | 73.0% |
| **2013-2014** | 2362 | 15.5% | 94.4% | 87.7% | 83.5% | 1.1% | 89.0% | 40.2% | 77.4% |
| **2012-2013** | 2006 | 14.0% | 95.9% | 91.6% | 85.5% | 0.9% | 91.1% | 42.3% | 72.2% |

**Graph LD2**

**Lesson observation grade details**

28 lesson observations have taken place of Inspire Leaning’s LLDD provision in 2016-17 including 13 ungraded observations. See **Table LD3** below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Ungraded | Average  Grade | Total  (% of all courses) | Total no. of tutors | % of tutors observed |
| 4  **26.7%** | 11  **73.3%** | 0  **0%** | 0  **0%** | 13  **46.4%** | 1.7 | 28  **(7.1%)** | 75 | 37.3% |

**Table LD4** below shows the observation grade profiles for the last 4 years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2016-17 (%)** | **2015-16 (%)** | **2014-15 (%)** | **2013-14 (%)** |
| **Good or better** (Grade 1 or 2) | **100%** | 95.6% | 88.0% | 61.0% |
| **Requires improvement** (Grade 3) | **0%** | 4.3% | 12.0% | 27.8% |
| **Inadequate** (Grade 4) | **0%** | 0% | 0% | 11.1% |

**Outcomes for learners**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| LD 1.1 | Retention is outstanding (95.5%) | Table LD1  Graph LD2 |
| LD 1.2 | Achievement is outstanding (90.3%) | Table LD1  Graph LD2 |
| LD 1.3 | Courses are very well planned in collaboration with partner organisations to meet the needs of learners. This results in very good achievement of learning outcomes by learners. | Provider Mini Self-Assessment Reports. Data Reports. |
| LD 1.4 | Learners’ achievements are celebrated very well and learners take great pride in their success. | Provider Mini Self-Assessment Reports. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| LD 2.1 | The impact that the learning has on learners’ lives away from the classroom is not always fully captured. | Provider Mini Self-Assessment Reports. |
| LD 2.2 | In a small number of sessions, where learning is very informal, assessment methods are sometimes unclear and progress of learners not recorded sufficiently. | Lesson Observations. |

**Quality of teaching, learning and assessment**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| LD 1.5 | Lesson observation grade profile is outstanding (100% good or better) | Tables LD3 and LD4 |
| LD 1.6 | Learners are extremely well supported by tutors and support staff creating a positive ethos. This helps learners to feel comfortable in their learning environment and reach their full potential. | EMFEC Report. Lesson Observation Reports. Provider Mini Self-Assessment Reports. |
| LD 1.7 | Courses are extremely well planned in order to ensure that learners’ have access to a varied curriculum and their individual needs and interests are met. | Provider Mini Self-Assessment Reports. |
| LD 1.8 | Positive verbal feedback is used very effectively to help learners to gain in confidence and attempt more challenging tasks. | EMFEC Report. Lesson Observations. Provider Mini Self-Assessment Reports. |
| LD 1.9 | Learners benefit from the friendly and engaging manner of tutors that leads to them actively engaging in sessions. | Lesson Observations. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| LD 2.3 | In some cases, learning does not take place in a ‘traditional’ learning environment. At times, some simple alterations to room layout, resources, equipment or staffing that would improve the learning environment and learner experience are not made. | EMFEC Report. Lesson Observation Report. |
| LD 2.4 | In a few classes, where support workers or volunteers are present, learners would benefit from the support workers being given specific roles and responsibilities to support the learning process and add value to the session. | Lesson Observations. |

**Effectiveness of leadership and management**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| LD 1.10 | Excellent use of partnerships results in the delivery of well planned, varied and cost-effective provision. | Provider Mini Self-Assessment Reports |
| LD 1.11 | Learners have access to a good range of progression courses that allow them to develop their interests and skills further once an initial course has been attended. | Provider Mini Self-Assessment Reports |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| LD 2.5 | Examples of good practice are not always shared effectively between providers and tutors. | Provider Mini Self-Assessment Reports |

**Personal development, behaviour and welfare**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| LD 1.12 | Overall attendance is good (86.3%) | Table LD1  Graph LD2 |
| LD 1.13 | Ground rules are created and enforced very effectively in classes to instil the importance of good behaviour amongst learners. One provider uses an approach called ‘Be Kind, Be Fair, Share’ in order to establish a culture of respect and awareness of others. | Provider Mini Self-Assessment Reports. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| LD 2.6 | Attendance of “white other” learners (75.4%) requires improvement. | End of year MIS SAR Data Report 2016-17. |
| LD 2.7 | On one course there was insufficient reinforcement of health and safety when learners were outside and crossing roads. | EMFEC Review Report |
| LD 2.8 | Punctuality of learners on a few courses is poor leading to slightly disjointed starts to sessions. | Lesson observation reports |

# Improvements since the last Self-assessment Report

* All graded observations were good or better

**Family Learning** Grade 2

**Overview**

There is an extensive offer of Family English, Maths and Languages (FEML) and Wider Family Learning (WFL) courses delivered throughout Nottinghamshire. In 2016-17 Inspire Learning delivered 348 Family Learning courses. This was just 9 fewer than in 2015-16. These courses were delivered by 9 providers (including Inspire Learning’s direct delivery) in 115 venues through 67 tutors, resulting in 2264 learners and 2611 enrolments, a decrease of over 250 compared with 2015-16. This accounts for just over 19.8% of all enrolments in 2016-17.

Many courses are delivered in primary schools, Children’s Centres and other community settings. Family learning helps parents, grandparents and carers to support their children better at home and with their school work, leading to stronger families. Course subjects range from storytelling, crafts, science and parenting, to maths, IT and English.

**Key Data**

**Table FL1-MIS data report for Family Learning**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Enrolments** | **Percentage of total enrolments** | **Retention** | **Achievement** | **Attendance** | **Ethnicity** | **Disability** | **Gender**  **male** | **Age range 19-60 \*** |
| **2016-2017** | 2611 | 19.8% | 94.1% | 89.8% | 87.2% | 3.6% | 19.2% | 17.0% | 95.9% |
| **2015-2016** | 2877 | 21.5% | 97.2% | 93.2% | 88.6% | 3.6% | 10.7% | 16.9% | 96.3% |
| **2014-2015** | 3231 | 20.8% | 95.4% | 92.9% | 88.6% | 4.0% | 11.0% | 13.3% | 96.2% |
| **2013-2014** | 2425 | 15.9% | 94.4% | 90.4% | 83.9% | 4.7% | 13.7% | 12.9% | 95.3% |
| **2012-2013** | 2508 | 17.5% | 95.8% | 91.2% | 82.7% | 3.5% | 11.2% | 12.1% | 96.3% |
| **2011-2012** | 2563 | 17.9% | 93.6% | 87.7% | 84.6% | 3.4% | 13.7% | 10.7% | 97.6% |
| **2010-2011** | 2646 | 19.1% | 93.5% | 86.2% | 85.3% | 3.0% | 12.6% | 11.3% | 97.2% |

**Graph FL2**

**Lesson observation grade details**

7 lesson observations have taken place of Inspire Learning’s provision in Family Learning in 2016-17. In addition, 4 other observations took place of Inspire Learning tutors delivering other, non-Inspire Learning courses. Their grades are shown in brackets in **Table FL3** below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Support | Average  Grade | Total  (%of all courses) | Total no. of tutors | % of tutors observed |
| 1 (2)  **20%** | 4  **80%** | -  **0%** | -  **0%** | 2 (2)  **46.4%** | 1.8 | 7 (4)  **(3.2%)** | 67 | 16.4% |

**Table FL4** below shows the observation grade profiles for the last 5 years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016-17 (%)** | **2015-16 (%)** | **2014-5**  **(%)** | **2013-14**  **(%)** | **2012-13**  **(%)** |
| **Good or better** (Grade 1 or 2) | **100%** | 91.6% | 83.3% | 100% | 100% |
| **Satisfactory/Requires improvement**(Grade 3) | **0%** | 8.3% | 8.3% | 0% | 0% |
| **Inadequate** (Grade 4) | **0%** | 0% | 8.3% | 0% | 0% |

**Outcomes for learners**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| FL 1.1 | Retention is good (94.1%) | Table FL1  Graph FL2 |
| FL 1.2 | Achievement is good (89.8%) | Table FL1  Graph FL2 |
| FL 1.3 | Learners make good progress within lessons and produce work of a high standard. | EMFEC Report. Lesson observations. |
| FL 1.4 | Learners are provided with very good opportunities to develop a wide range of personal, social and employability skills. | Provider Mini Self-Assessment Reports. |
| FL 1.5 | Learners demonstrate significant increase in self-confidence, motivation and a love for learning which they then share with their children. | Provider Mini Self-Assessment Reports. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| FL 2.1 | Achievement rates for ‘white other’ learners (77.9%) require improvement. | End of year MIS SAR Data Report 2016-17 |

**Quality of teaching, learning and assessment**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| FL 1.6 | Lesson observation grade profile is outstanding (100% good or better) However, only a very small number of graded observations took place. | Tables FL3 and FL4 |
| FL 1.7 | A very good range of learning resources and activities are used effectively to enable learners to develop skills that will support their child’s education, | EMFEC Report. Lesson observations. |
| FL 1.8 | Tutors are highly skilled and extremely adept at building respect and positive relationships with learners in order to create productive learning environments. | Provider Mini Self-Assessment Reports. Lesson observations. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| FL 2.2 | Insufficient number of lesson observations of Family Learning tutors completed to fully assess the quality of teaching, learning and assessment. | Table FL3 |
| FL 2.3 | In a small number of sessions, where both children and adults were present, a lack of space created potential hazards that had not been sufficiently risk assessed. | EMFEC Review Report. Lesson Observation Reports. |

**Effectiveness of leadership and management**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| FL 1.9 | Very effective planning with partner organisations ensures opportunities for learners to engage in good inter-generational learning. | EMFEC Report. |
| FL 1.10 | Family Learning provision is a very well embedded part of local partnership arrangements resulting in the development of innovative programmes that support local and national strategies | Provider Mini Self-Assessment Reports. |

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| FL 2.4 | Insufficient capturing of progression data to fully capture the impact of Family Learning on individual learners. | Provider Mini Self-Assessment Reports |

**Personal development, behaviour and welfare**

**Strengths**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Strength** | **Supporting Evidence** |
| FL 1.11 | Overall attendance is good (87.2%) | Table FL1  Graph FL2 |
| FL 1.12 | Ground rules are used very effectively in most sessions to embed respect and tolerance within groups of learners and encourage learners to support each other and share personal experiences. | Provider Mini Self-Assessment Reports. Lesson Observation Reports. |
| FL 1.13 | Learners take great pride in their learning and achievement which encourages them to support their children’s learning at home. | Provider Mini Self-Assessment Reports. |

.

**Areas for improvement**

|  |  |  |
| --- | --- | --- |
| **Ref.** | **Area for improvement** | **Supporting Evidence** |
| FL 2.5 | Attendance of ‘white other’ learners (75.7%) and ethnic minority learners (78.0%) require improvement. *This seems to impact on achievement rates for ‘white other’ learners (77.9%) but not ethnic minority learners (87.4%).* | End of year MIS SAR Data Report 2016-17 |

# Improvements since the last Self-assessment Report

* Recruitment and attendance of male learners

**Study Programmes/Traineeships** Grade 2

**Overview**

Inspire Learning works with 16-19 (up to 24 with LLDD) year olds, with a variety of difficulties including challenging behaviour, learning disabilities, mental health, drug and alcohol problems, dealing with independent living and a lack of qualifications, social skills and confidence.

In 2016/17, Inspire Learning worked with 307 16–19 year olds, 74% of whom progressed into further education, apprenticeships, paid work or voluntary work. Qualification achievement rates were 74%.

85 students studied vocational courses at Sutton in Ashfield and Mansfield and 156 studied Personal and Social Development courses at either Retford, Ollerton, Mansfield, Sutton in Ashfield, Newark, Eastwood or Stapleford. 24 learners enrolled on discrete provision for learners with specific learning difficulties. There were 22 young people on traineeships and 20 learners enrolled on the summer programme.

**Key Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2013/14** | **2014/15** | **2015/16** | **2016/17** |
| Number of Learners[[1]](#footnote-1) | 181 | 212 | 265 | 307 |
| % with LLDD | 56 | 59 | 73 | 73.1 |
| % from 250 most deprived LSOAs | 66 | 68 | 70 | 71.5 |
| % Free School Meals | 8 | 34 | 41 | 31.1 |
| % Prior Attainment L1 or below[[2]](#footnote-2) | 80 | 86 | 89 | 94.8 |
| % Retention[[3]](#footnote-3) | 66 | 74 | 78 | 80 |
| % Achievement | 64 | 73 | 70 | 74 |
| % Progression | 72 | 76 | 73 | 75[[4]](#footnote-4) |
| % Attendance | 79 | 81 | 80 | 82 |
| % Satisfaction |  | 96 | 91 | 93.9 |
| % OTLA good or better | 65 | 85 | 81 | 86 |

**Outcomes for learners**

|  |  |
| --- | --- |
| **Strengths** | Learners make excellent personal progress given their starting points, most learners engaging positively in education and achieving qualifications (including maths and English) for the first time.    Programme pass rates (at 92%) are above national averages, helping disadvantaged learners to achieve challenging qualifications. These lead to positive progression rates of 76%, including non-retained learners.  Support of complex needs within LLDD provision leads to excellent achievement and progression rates, including positive work placement opportunities and community work. |
| **Key areas for improvement** | Retention rates (80%), although improved on 15/16, are lower than the national average, which hampers overall achievement rates (74%).  The number of students going into work placement across the general programme is weak (64). |
| **Actions 2017-18** | Improve tailoring of the Study Programme offer, to ensure learners who are not able to access full time, long-term provision, have an equal opportunity to achieve their aims.  Increased focus on community work group projects, as a bridge for young people with more challenging barriers to work placement. |

**Quality of teaching, learning and assessment**

|  |  |
| --- | --- |
| **Strengths** | Well planned learning activities, including the use of ILT, are used very effectively to engage learners in their learning.  Tutors have a good understanding of learners’ individual needs, supporting them to overcome their barriers to learning.  Tutors develop excellent rapport with learners, encouraging them to make mistakes in a safe environment and learn from these mistakes.  Learners participate well and enjoy their learning, taking pride in their work and are encouraged, through verbal feedback, to improve on previous performance. |
| **Key areas for improvement** | In a minority of sessions, initial assessment is not used sufficiently to inform individual planning.  Tutors do not routinely use peer and self-assessment, which limits learners’ development of their self-critical and analytical skills. |
| **Actions 2017-18** | Develop a comprehensive staff CPD plan, including self-assessment and identification of individual CPD requirements, to support more tutors to become consistently outstanding. |

**Effectiveness of leadership and management**

|  |  |
| --- | --- |
| **Strengths** | Staff have high expectations for learners. They are committed to making a difference in each young person’s life, a result of high standards of provision and pastoral care.  Leaders take a pro-active approach to safeguarding, including British Values and Prevent, ensuring opportunities to address relevant issues are embedded throughout the curriculum. Staff deliver relevant enrichment sessions, focussing on current affairs, that explore problems in today’s society.  Leaders recognise the role of the organisation in the community through contact with other agencies, and a recognition of opportunities for expansion of provision where need is identified, leading to a reduced % of NEET young people in Nottinghamshire. |
| **Key areas for improvement** | Due to structural changes, data analysis is not sufficiently transparent or cogent in the evidencing of specific areas for improvement. |
| **Actions 2017-18** | Leaders to work with data specialists to develop transparent and timely data, leading to improved responsiveness in areas of weakness. |

**Personal development, behaviour and welfare**

|  |  |
| --- | --- |
| **Strengths** | Attendance is good at 82%, given that many learners attended school sporadically or not at all.  An understanding of the importance of British Values and Prevent at all levels supports the Government’s initiative to tackle extremism. Opportunities are taken to embed learning in these areas, as well as discrete projects such as the British Values competition.  Staff excel in supporting learners through personal problems, going the extra mile to alleviate health, housing and social issues, so that they can engage positively in education. |
| **Key areas for improvement** | Behaviour management and attitude towards employability, such as wearing hats in session, is inconsistent and requires a whole organisation approach. |
| **Actions 2017-18** | Redevelopment of RARPA self-assessment to focus on employability skills.  Further improve attendance through group incentives and behaviour and attendance contract.  Develop ‘Side-by-Side’ extremism training for all learners.  Benchmark attendance data |

1. Learners who left the programme in each academic year [↑](#footnote-ref-1)
2. Fewer than 5 A-Cs at GCSE [↑](#footnote-ref-2)
3. In 13/14 and 14/15 this was based on achievement of the main aim. In 15/16 and 16/17, this was based on the latter of the actual and planned end date for each aim [↑](#footnote-ref-3)
4. As at 13th October 2017 [↑](#footnote-ref-4)