



Inspire Learning Self-Assessment Report August 2021-July 2022

Mission Statement

- *Why we do what we do:*
 - *“We believe in working with you to create opportunities to achieve your lifelong potential.”*
- *How we do it:*
 - *“Listening to you, we create high quality courses for you and your community, bringing us together in welcoming and friendly spaces”*

Overview

Nottinghamshire has a population of 833,400. A fifth of the population lives in small towns and villages with a population of under 10,000. Inspire provision operates throughout the county. 14% of Nottinghamshire residents live in the 20% most deprived areas in England. 8.2% of the working age population have no qualifications (against a national figure of 6.6% across Great Britain).

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, Inspire College provision for young people and 19+ Advanced Learner Loans provision funded by an Education and Skills Funding Agency (ESFA) contract held by Nottinghamshire County Council.

During the 2021-22 academic year, Inspire Learning directly delivered the majority of our Adult Learning provision. This provision is split into four areas: Health & Wellbeing, Employability, Family Learning and Groups for Learners with Learning Disabilities and Difficulties. Through this provision we aim to meet the diverse and changing needs of the communities across Nottinghamshire. We also worked with 9 sub-contractors who delivered specialised provision in specific circumstances where we were unable to meet the local need.

Inspire College learners continued to have access to a variety of programmes across the county including vocational courses, Personal and Social Development and Traineeships. This provision is designed for those learners who otherwise would not be able to access a college place, thus minimising the number of NEETs in the county. In doing so, we engage with these harder to reach learners who have frequently had negative experiences in their previous educational setting. We create a positive learning environment for these learners through small class sizes and high levels of support which means that the majority achieve more success than they have ever achieved before.

Throughout the 2021-22 year, we adapted to the varying COVID-19 restrictions quickly to ensure that our provision continued. This involved swiftly adapting to the public mood and moving learning that had been planned to take place face to face online to maximise participation. We continued to support those who do not have the required IT kit and know-how by loaning laptops and WiFi dongles as well as offering one to one help. Post pandemic we now have a hybrid model of delivery for both adults and young people allowing a wide range of people to access learning in a way that suits them.

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	2
Education Programmes for Young People	2
Provision for Learners with High Needs	2

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

Area	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall effectiveness	2	2	2	2	2
Outcomes for learners	2				
Quality of education (Quality of teaching, learning and assessment)	2	2	2	2	2
Leadership and management (Effectiveness of leadership and management)	2	2	2	2	2
Personal development (Personal development, behaviour and welfare)	2	2	2	2	2
Behaviour and attitude		2	2	2	2
Community Learning					
Community Learning	2				
Discrete LLDD Provision	2				
Family Learning	2				
Inspire College	2	2	2	2	2
Adult Provision (19+)		2	2	2	2
19+ Advanced Learning Loans		2	2	2	2

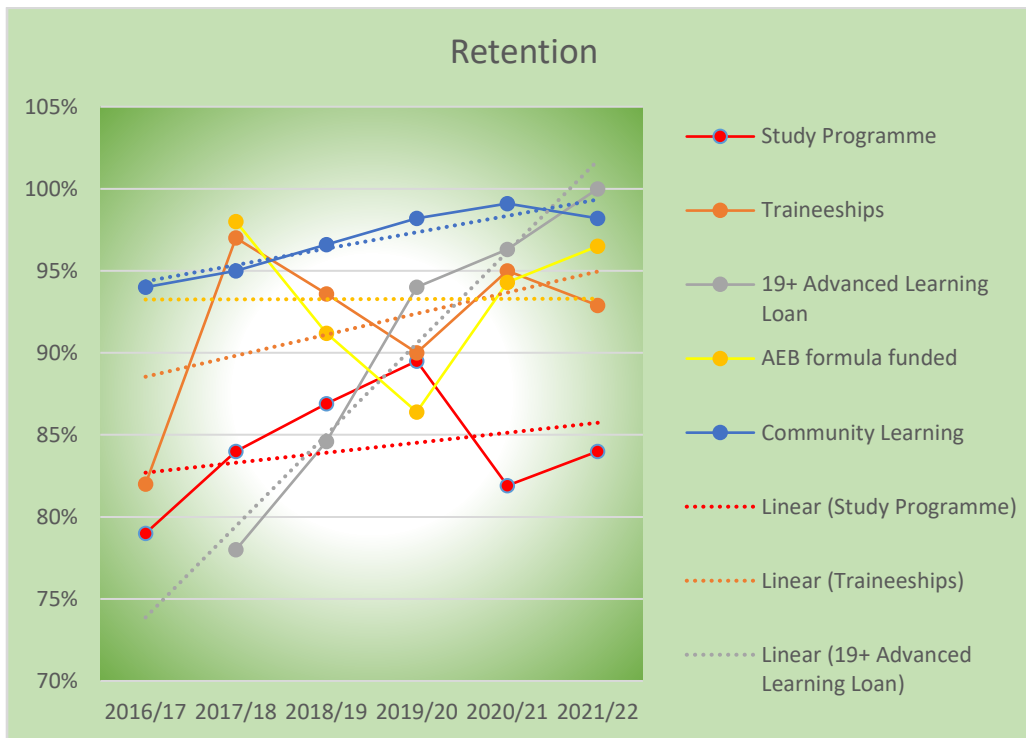
Key Data

Learner Engagement

Provision	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Study Programme	233	267	287	273	221	252	203	166
Traineeships	21	29	22	38	22	15	18	12
19+ Advanced Learning Loan				11	28	21	29	22
AEB formula funded				226	638	392	336	562
Community Learning	9367	8378	8717	10464	7968	4318	2727	4145

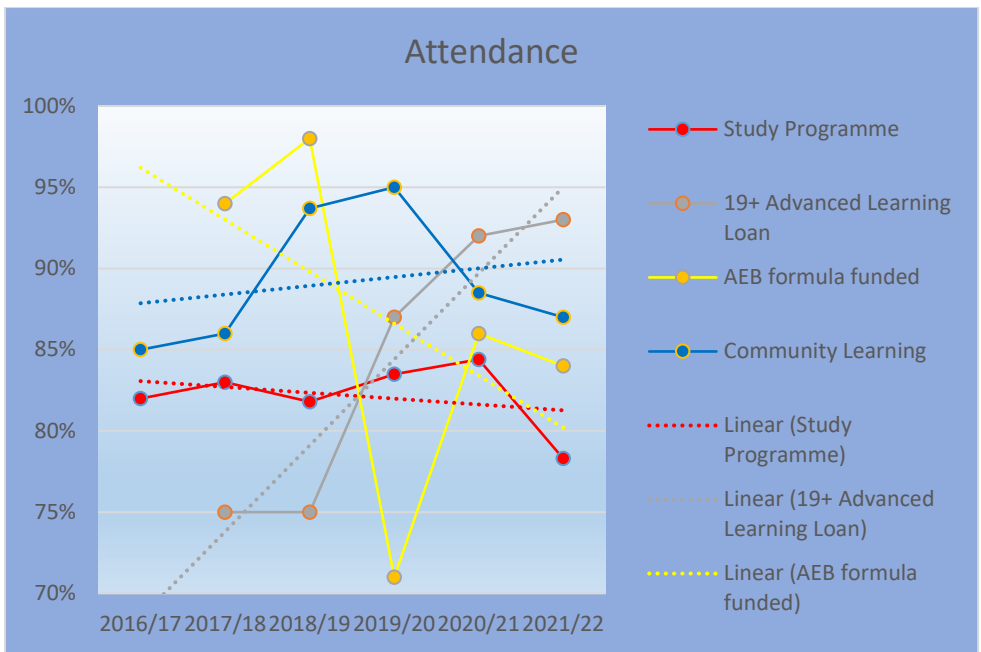
Retention

Provision	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Study Programme	75%	78%	79%	84%	87%	90%	82%	84%
Traineeships	73%	86%	82%	97%	94%	90%	95%	93%
19+ Advanced Learning Loan				78%	85%	94%	96%	100%
AEB formula funded				98%	91%	86%	94%	97%
Community Learning	92%	93%	94%	95%	97%	98%	99%	98%



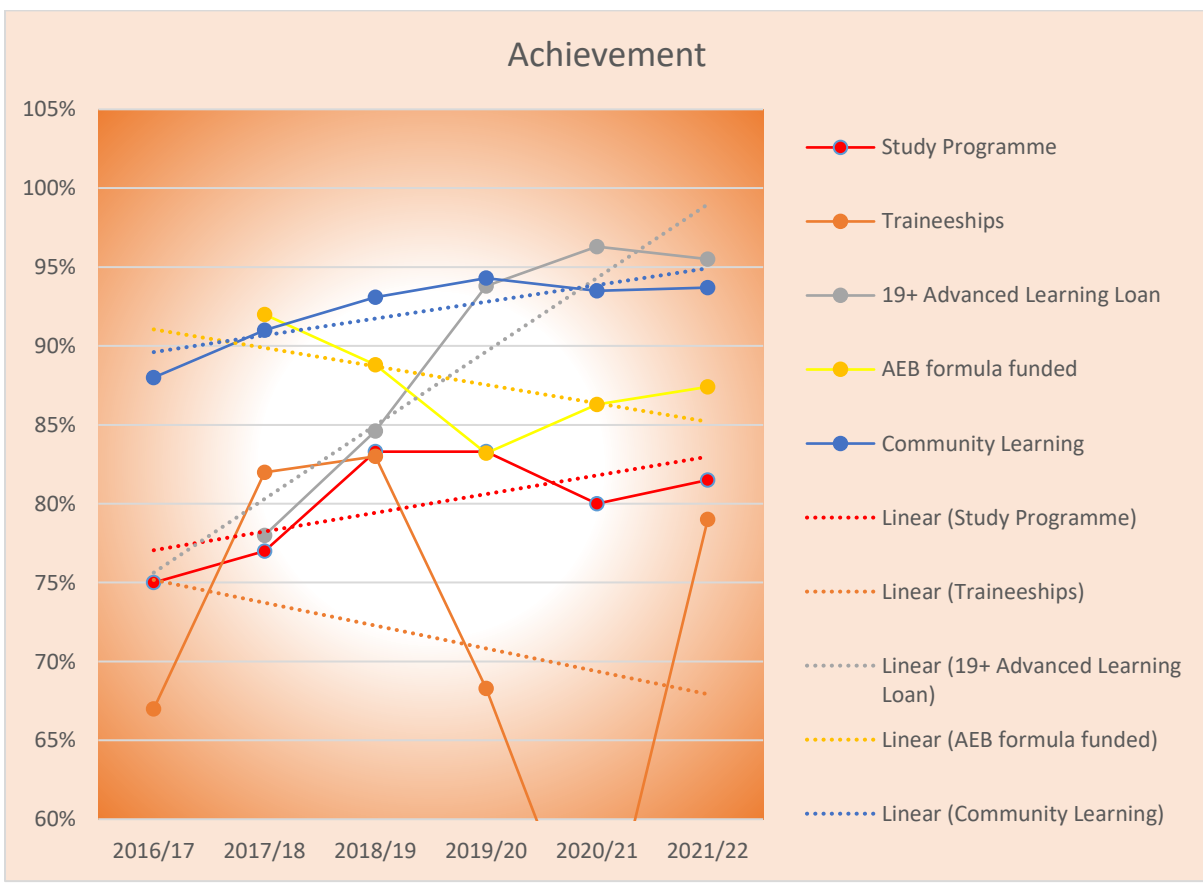
Attendance

Provision	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Study Programme	81%	80%	82%	83%	82%	84%	84%	78%
19+ Advanced Learning Loan				75%	75%	87%	92%	93%
AEB formula funded				94%	98%	71%	86%	84%
Community Learning	86%	87%	85%	86%	94%	95%	89%	87%



Achievement

Provision	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Study Programme	74%	67%	75%	77%	83%	83%	80%	82%
Traineeships	73%	63%	67%	82%	83%	68%	50%	79%
19+ Advanced Learning Loan				78%	85%	94%	96%	96%
AEB formula funded				92%	89%	83%	86%	87%
Community Learning	89%	89%	88%	91%	93%	94%	94%	94%



Overall Effectiveness is good

Inspire Learning on behalf of Nottinghamshire County Council aims to engage the most hard to reach adults and young people into education by providing a welcoming environment that allows them to overcome their negative feelings around previous experiences of education. We work with learners that other more traditional providers would not enrol, giving them the opportunity to achieve their lifelong potential.

All areas of Inspire Learning/Nottinghamshire County Council's provision are good, with some outstanding elements.

The quality of education provided to learners across all provision is good. Leadership and management is highly effective and ensures that the curriculum is relevant and reviewed regularly so that the offer prepares learners for their future careers. All learning is delivered from well-resourced and welcoming venues and all learners feel safe. The unique delivery model where Inspire Learning works very closely with Nottinghamshire County Council's public library service and youth service ensures that all learners have access to learning in a place that is convenient to them.

For young people on Inspire College provision, post-pandemic learning has moved back to face to face. Adult provision runs with a blended model of face to face and online which allows learners across the county to access learning in a way that suits their individual circumstances.

Arrangements for monitoring the safety and well-being of learners are thorough. Learners are very well supported and one to one reviews for learners on Inspire College courses ensure learners have the opportunity to raise any concerns they may have. The curriculum offer for adult learners continues to ensure that learners have access to a wider range of courses that support their mental health and well-being.

Key Strengths

- Learners have access to an extensive and very-well planned curriculum that takes place in welcoming learning environments where they feel safe.
- Learners are very well supported across all areas of provision. They develop positive relationships with their tutors and fellow learners which helps to motivate them to succeed in their learning.
- Tutors are very well qualified, highly knowledgeable and very experienced which enables them to deliver interesting and engaging sessions that enable learners to make very good progress. There is a robust programme of relevant CPD to ensure that tutors develop and maintain the skills they need to deliver high quality teaching and learning.
- The vast majority of learners make significant progress during their courses, developing very good skills and knowledge as well as growing in confidence and self-belief.
- Learners take great pride in their achievements, are highly motivated and enjoy their learning.

Key Areas for improvement

- A lack of consistent and timely data reports means that monitoring of progress towards targets is hampered, and issues cannot always be picked up and dealt with as quickly as desired.
- Within our young people's provision, attendance and punctuality could be improved in places. A significant challenge is establishing effective baselines for young people who, if not retained on our programme, would otherwise be NEET.

- There is an inconsistent use of robust, course-specific, initial assessment which hampers recognition of individual progress towards outcomes.

Improvements since the last Self-assessment Report

- Our relatively new IAG Team is becoming established, meaning that opportunities for personalised career advice are now available to all learners helping to prepare them for their next steps.
- As a result of a curriculum review, we have established a core curriculum alongside a local targeted offer with both online and face to face opportunities, ensuring that learning is accessible and relevant to a wide range of people across the county.

What is it like to be a learner?

Learners benefit from a varied curriculum that helps them to progress within the labour market or to achieve other personal goals. Knowledgeable, friendly and supportive tutors are highly effective at delivering interesting sessions that engage learners particularly well. Many learners who attend courses have had difficulties with participating in learning in the past.

Learners are able to develop good skills and knowledge and, through attending courses, grow in self-confidence and self-belief. The intended outcomes of Inspire Learning's provision are not only qualifications and employability skills, but also better rounded and resilient citizens who are equipped for both the local job market and the challenges of adult life, by improving their mental health, enriching their human relationships and increasing their understanding of how to make a positive contribution to society.

Quality of education is good

Intent

Working with local councils, job centres and other community groups, we ensure that learners have access to a wide variety of well-planned courses that meet the needs of individuals, local communities and employers. The extensive curriculum offer encourages learners to re-engage in learning and provides them with good opportunities to develop their skills and knowledge, whether that is to help them move in to employment, progress to higher levels in education or develop a hobby or interest. As a result of a comprehensive, service-wide curriculum review, the service has developed a core adult learning offer which is supplemented by a local offer tailored to local need.

Provision for young people takes place in communities in which there are high levels of young people who are NEET and high levels of indices of social deprivation. Tutors are well-qualified and experienced in working with young people who may display challenging behaviour and social, emotional and mental-health difficulties.

In addition, the courses provide excellent opportunities for learners to develop personal skills and qualities such as enhanced confidence and self-esteem.

Implementation

Learning takes place in welcoming and inclusive environments where learners feel safe. Learners are extremely well supported across all areas of provision. The essential pastoral support delivered to Inspire College learners is outstanding, allowing learners with complex personal issues to fully participate in and benefit from education, in many cases for the first time.

Well qualified and experienced staff deliver interesting and stimulating sessions using a wide range of pedagogical approaches and effective strategies to support learning and assessment. Learners are stretched, enabling them to make good progress from their varied starting points.

Learners in many areas of the provision have access to high quality resources and materials as well as enrichment activities that are used very effectively to enhance their learning.

Impact

Achievement rates are very good across adult provision with the trend for year on year improvements continuing. GCSE re-sit results for maths and English are outstanding, sitting significantly above the national average. Despite low starting points, and previous negative experiences of education, achievement rates across our Inspire College provision are above national benchmarks, particularly in comparison with comparable providers.

Learners in all areas make very good progress from their varying starting points. Many develop skills that they use effectively away from the classroom to support: progress to employment; help family and friends; move on to higher levels of learning; or develop a hobby or interest. Learners grow in confidence and self-belief as a result of their learning, and enjoy the opportunity to meet new people.

Behaviour and attitudes is good

Overall attendance is good, with some areas of provision having outstanding levels of attendance. However, there are a small number of areas where attendance is still below the expected level, particularly for our college learners. Often these learners arrive with a complex history and a very poor attendance record at their previous educational settings, and for some a 70% attendance rate is a significant improvement on their previous attendance. The vast majority of learners are punctual, meaning that the vast majority of sessions start on time. Learners are very well motivated and have a positive attitude towards their learning resulting in high retention rates in most areas of provision. Thanks to the repeated attempts of tutors to retain Inspire College learners, retention rates have started to improve in this area (84% - an increase of 2% from 82% last year).

Learners take pride in their achievements, often producing work of a high standard. The vast majority of learners demonstrate very good levels of behaviour and tutors have high expectations and are quick to respond to any inappropriate behaviour or language.

Many learners have overcome barriers to learning to participate in their courses. This includes a number of young people who did not attend their previous setting regularly. They are very supportive of each other and develop positive relationships with each other and their tutors. This helps to create an inclusive learning environment where learners feel safe and respected.

Personal development is good

Learners are prepared for life in modern Britain in many ways which equips them to be responsible, respectful, active citizens who contribute positively to society. Tutors and managers implement the 'Prevent' duty strategy well and tutors integrate topics related to British values during lessons where appropriate. This leads to the vast majority of learners having an appropriate understanding of the potential risks. They also seek to develop learners' understanding and appreciation of diversity through celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Learners grow in confidence and have greater self-esteem as a result of attending their learning. This gives them the belief that they are able to progress into employment or further learning if that is their goal.

All learners have access to personalised, good quality career-focused information, advice and guidance enabling them to build confidence and set goals that lead to gaining or progressing within employment. In particular, Inspire College learners benefit from IAG along with regular reviews with their tutors, meaning that they are supported well to make decisions about their future and any issues around physical or mental health can be responded to quickly.

Leadership and management is good

We have a robust quality cycle which builds on best practice to support our shared vision of delivering the best quality learning experience. This encompasses a programme of observation and class visits which drive continuous improvement in tutor and programme development through support and development opportunities. We have a rich, responsive and aspirational CPD offer for tutors which supports them to embed pedagogical excellence and strengthen subject knowledge and expertise.

Curriculum analysis and review has led to the implementation of an ambitious, diverse and engaging curriculum, encompassing a core curriculum alongside a planned local offer that together meet the needs of our local communities, making learning accessible and inclusive to all including the most difficult to engage.

Leaders have created an environment in which staff feel able to raise concerns. These are responded to supportively, effectively and in a timely fashion, with responsive problem-solving and opportunities for development.

The lack of regular data reports, and lack of feedback from learner evaluations continue to be an area for development. The lack of this information means that progress towards performance targets cannot be monitored in as timely a fashion as desired and feedback from learners responded to in a timely manner. The development and introduction of a new data reporting system has been too slow.

A culture of safeguarding has been embedded with a rigorous programme of training for all staff and our governing body. Safeguarding measures and processes are well communicated to learners and staff. When safeguarding concerns are raised, they are dealt with effectively.

Governance is highly effective with the Inspire Learning and Skills Committee receiving regular updates and challenging leaders on our strategic direction and performance. This supports our culture of continuous and sustainable development.