



Inspire Learning Self-Assessment Report August 2023-July 2024

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 834,820. 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. 7.5% of the working age population have no qualifications (against a national figure of 6.5% across Great Britain). Furthermore, whilst the national employment rate for people with Special Educational Needs is 4.5%, it is only 2% in Nottinghamshire.

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 (now Tailored) Learning, Accredited Adult 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. We 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.

During the 2023-24 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 8 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.

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	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall effectiveness	2	2	2	2	2	2
Quality of education (Quality of teaching, learning and assessment)	2	2	2	2	2	2
Leadership and management (Effectiveness of leadership and management)	2	2	2	2	2	2
Personal development (Personal development, behaviour and welfare)	2	2	2	2	2	2

Behaviour and attitudes	2	2	2	2	2	2
Inspire College	2	2	2	2	2	2
Adult Provision (19+)	2	2	2	2	2	2
High Needs				2	2	2

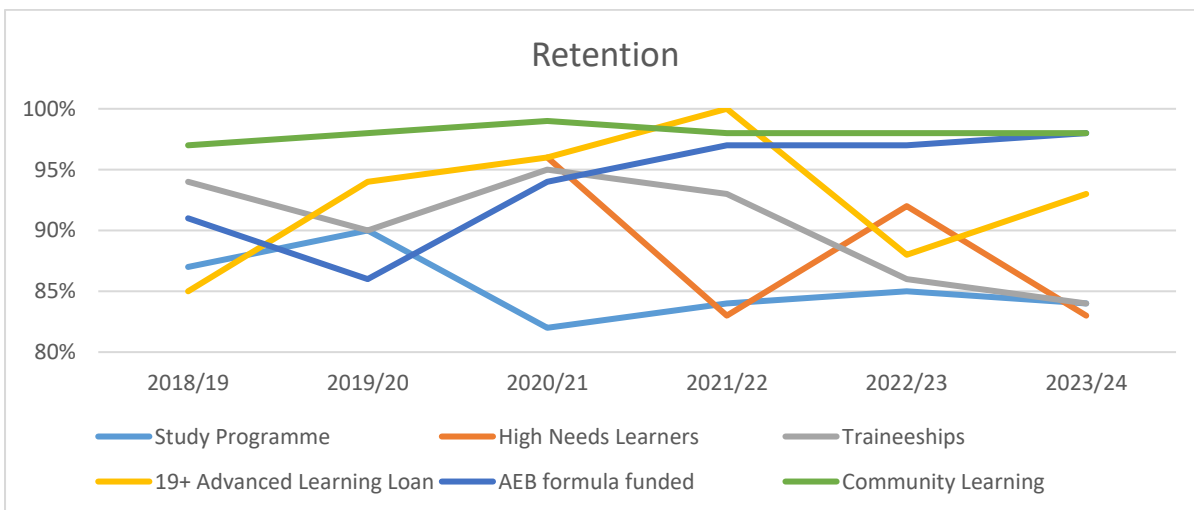
Key Data

Learner Engagement

Provision	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Study Programme	221	252	203	166	256	308
High Needs Learners			25	40	36	54
Traineeships	22	15	18	12	15	12
19+ Advanced Learning Loan	28	21	29	22	8	16
AEB formula funded	638	456	370	602	566	1083
Community Learning	7968	4318	2727	4145	3904	4675

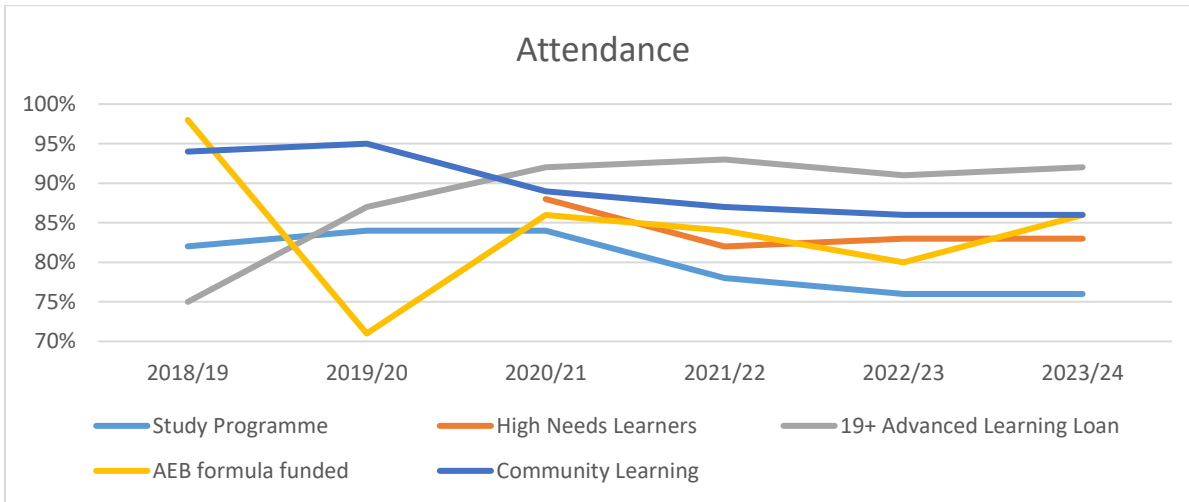
Retention

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Study Programme	87%	90%	82%	84%	85%	84%
High Needs Learners			96%	83%	92%	83%
Traineeships	94%	90%	95%	93%	86%	84%
19+ Advanced Learning Loan	85%	94%	96%	100%	88%	93%
AEB formula funded	91%	86%	94%	97%	97%	98%
Community Learning	97%	98%	99%	98%	98%	98%



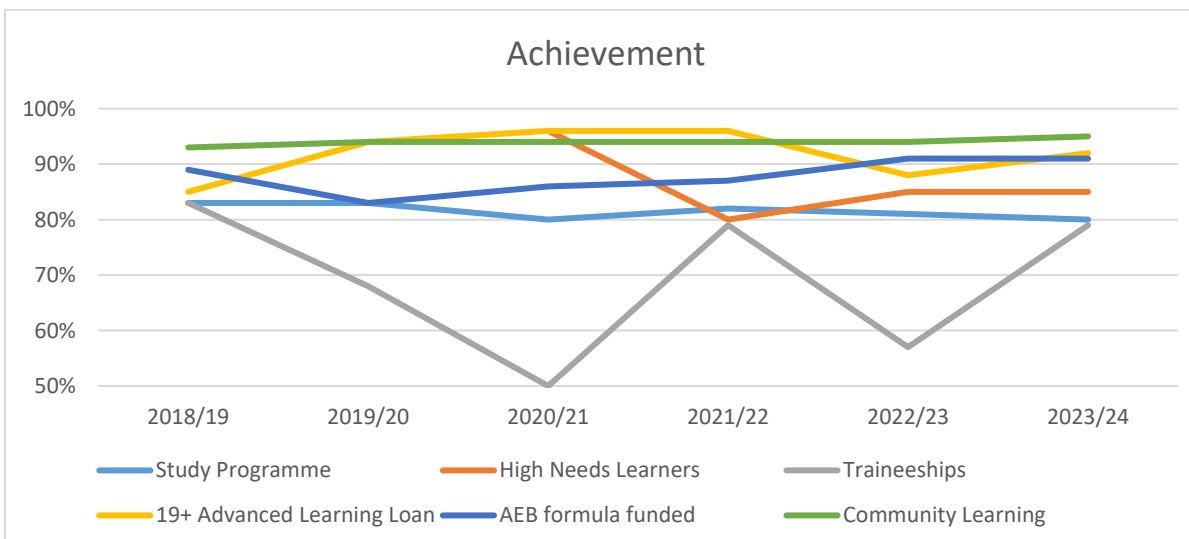
Attendance

Provision	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Study Programme	82%	84%	84%	78%	76%	76%
High Needs Learners			88%	82%	83%	83%
19+ Advanced Learning Loan	75%	87%	92%	93%	91%	92%
AEB formula funded	98%	71%	86%	84%	80%	86%
Community Learning	94%	95%	89%	87%	86%	86%



Achievement

Provision	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Study Programme	83%	83%	80%	82%	81%	80%
High Needs Learners			96%	80%	85%	85%
Traineeships	83%	68%	50%	79%	57%	79%
19+ Advanced Learning Loan	85%	94%	96%	96%	88%	92%
AEB formula funded	89%	83%	86%	87%	91%	91%
Community Learning	93%	94%	94%	94%	94%	95%



Overall Effectiveness is good

Inspire Learning on behalf of Nottinghamshire County Council works to widen participation and 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. In many cases the young learners we work with are those which 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. Through attending Inspire, learners also develop skills outside of their learning programme, such as developing confidence and improving their social skills. Learners are respectful towards each other and their tutors and behaviour is good. 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, learning is all to face to face and, despite the challenges and barriers they face, the vast majority attend full-time. 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, through personalised learning plans and one to one reviews, Inspire College 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.

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

Whole Service

What we do well:

- Strong partnership links with local referral organisations ensures that courses meet the needs of learners and partners, and are responsive to these changing needs
- Well-sequenced, ambitious and inclusive curricula are planned to overcome barriers to learning and prepare a broad range of adults and young people across the whole of the county for their next steps in learning or employment
- Alongside their main qualification or learning aim, young people and adults make excellent progress in the development of their personal skills and confidence, helping them to persevere and get ready to take the next step, such as into employment or further learning.

Key Areas for Development:

- The use of systematic, relevant initial assessment and target setting is inconsistent, which means that some learners do not make as much progress as they could.

Adult Learning

What we do well:

- Well-qualified and well-supported tutors with excellent subject knowledge use a range of teaching methods and approaches to create a positive and successful learning experience for learners.

Key Areas for Development:

- In some areas, community engagement and consultation are underdeveloped leading to an offer which is not always well matched to local need

Education Programmes for Young People

What we do well:

- A strong focus on Maths and English and its discrete delivery by dedicated staff results in strong achievement rates in both Functional Skills and GCSE results, comparing very favourably to the national average. This is known to have a positive impact on the life chances of learners.

Key Areas for Development:

- A lack of consistent and effective assessment for learning leads to an inconsistency in the quality and timeliness of feedback and learners not being given the tools to improve as quickly as they should.

High Needs Learners

What we do well:

- Through well planned, bespoke support packages, learners develop the necessary confidence and skills to progress in life. As well as excellent pastoral support for learners and families, we work closely with external professionals, referring where necessary to overcome barriers to agency and progression, holistically meeting the needs of learners with SEN.

Key Areas for Development:

- The identification of suitable assistive technology and its successful implementation is inconsistent meaning that not all learners make as much progress as they could.

Intent

Working with a wide range of local partners and referral agencies, 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 personalised opportunities to develop their skills and knowledge, helping them to move into employment, progress to higher levels in education, improve their mental wellbeing or develop a hobby or interest. Through regular curricula review, the service has developed a core offer which is supplemented by a local tailored offer of learning opportunities.

Provision for young people including those with high needs 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. 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 at least good progress from their varied starting points.

Learners 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 excellent across all provision, comparing well with other similar providers. For example, Inspire College GCSE re-sit results for maths (50%) and English (25%) are outstanding, sitting above the national averages (17% and 21% respectively) whilst 91.1% of adult learning accredited qualifications were achieved. Despite low starting points, and previous negative experiences of education, achievement rates across our Inspire College provision are above national benchmarks in comparison with comparable providers.

Learners develop skills that they use effectively away from the classroom to progress to employment, help family and friends, move on to higher levels of learning, and 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

Whole Service

What we do well:

- Learners excel and show pride in their learning and achievement, presenting their work for display within the wider community.
- Learners benefit from a safe, respectful, and welcoming environment where they can fully engage with their learning. They play a highly positive role in creating an environment that values and nurtures difference.
- Learners have positive attitudes to their programme and these attitudes improve over the course of their programme. This is reflected in their behaviour and conduct and their approach to their own learning.

Key Areas for Development:

- Attendance rates – although retention on course is excellent, and many young people improve on their attendance at their previous setting, various factors impact on the learners' ability to attend all sessions. Whilst this does not impact greatly on achievement, it is an area that warrants extra focus.

Education Programmes for Young People

What we do well:

- Learners form positive and respectful relationships with their key staff members helping them to improve their attitudes to learning and grow in maturity throughout their programme. They feel safe and are confident and comfortable in reporting any incidence of bullying, harassment or discrimination.

Key Areas for Development:

- There is a lack of consistency in the implementation of the behaviour policy.

High Needs Learners

Key Areas for Development:

- Some learners need to take more responsibility for their learning by becoming less dependent on learning support staff to prepare for sessions and access material/resources.

Our young learners often arrive with a complex history, a poor experience of the education system and a poor attendance record at their previous educational settings. Although attendance is seen as an area for improvement, for some, our average college attendance rate of 76% is a significant improvement on their previous attendance. Across all areas of learning, most 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.

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

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

Whole Service

What we do well:

- There is a wide range of opportunities within learning programmes for learners to develop broader personal development outcomes including health and wellbeing, critical thinking, understanding and tolerance.
- Tutors and managers promote equity and inclusion, ensuring that all learners thrive together, understanding that difference is positive.

Key Areas for Development:

- There is an inconsistency in tutors' knowledge and understanding of the local context meaning that they are not always well-equipped to manage potentially challenging conversations

Adult Learning

What we do well:

- We offer a wide range of courses and support that contributes to the personal development of our learners and their health and wellbeing.

Key Areas for Development:

- Inconsistency in the provision of high-quality information, advice and guidance means that not all learners benefit from bespoke careers advice.

Education Programmes for Young People

What we do well:

- Learners are well prepared for their next steps within education and beyond through the provision of expert Information, Advice and Guidance which provides access to opportunities that are well matched to their interests.

Key Areas for Development:

- Not enough learners access extended individual placements.
- Not all learners benefit from receiving the same level of information about healthy relationships.

High Needs Learners

What we do well:

- Staff hold high expectations of high needs learners in relation to their engagement with the curriculum and work experience with learners enabled to participate in quality community projects and where appropriate, individual work placements throughout the county.

Key Areas for Development:

- Preparing for Adulthood themes are inconsistently embedded meaning that not all learners are sufficiently prepared for independent living.

The majority of 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 most tutors integrate topics related to British values during lessons where appropriate. This leads to most learners having an appropriate understanding of the potential risks, although we need to improve how we share the very localised risk factors, especially with our younger learners. Tutors 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. On occasions this is limited and needs to be developed so that it is seen consistently throughout all courses.

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.

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

Whole Service

What we do well:

- A robust quality cycle, which focuses upon teachers' subject knowledge and pedagogical application, is in place ensuring high quality learning opportunities for our learners. Where issues are identified, these are managed via a robust process of support and development.
- Leaders have high expectations of all learners, and these are embodied in day-to-day interactions with and support for learners.

Key Areas for Development:

- Underdeveloped data analysis means that monitoring of progress towards targets is inconsistent, and issues cannot always be dealt with as quickly as desired.

Adult Learning

What we do well:

- Leaders make opportunities to develop projects and partnership work to broaden and strengthen our offer in communities and to enhance our core offer.

Education Programmes for Young People

What we do well:

- There is a strong, effective system and culture of safeguarding and pastoral care that enables staff to support the vulnerable young learners that we work with.

Key Areas for Development:

- Leaders and managers to better elicit and engage with the feedback of parents and carers.
- Leaders and managers to better engage with local employers and utilise their knowledge in the formation of curriculum this enhancing the progression opportunities for learners.
- Leaders and managers to be more present in the classroom to support both staff and learners.

High Needs Learners

What we do well:

- Leaders and managers have strong relationships with local authorities and external agencies; they react quickly to the growing local need to ensure that this is met through responsive resourcing and targeted CPD for staff.

Key Areas for Development:

- Staff confidence in the multiple, varied and new additional needs that learners present is inconsistent.

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.