

Springboard Sunderland Trust

Inspection report

Unique reference number: 50199

Name of lead inspector: June Cramman HMI

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Type of provider: Independent learning provider

Address: The Alec Dickson Centre
Rivergreen Industry Centre
Pallion
Sunderland
Tyne and Wear
SR4 6AD

Telephone number: 0191 515 5300

Information about the provider

1. Springboard Sunderland Trust (Springboard) is a registered charity and company limited by guarantee. Its nine training centres each has a centre manager with responsibility for day-to-day management. They report to the trust secretary, based in the main centre in Sunderland. Springboard has 100 staff and a management team led by the trust secretary who also is the operations manager. The operations manager reports to the director of learning at CSV, the parent company. Each training centre has its own structure with administrative support staff and tutors.
2. Springboard has links with numerous community groups, including those for young offenders. It offers alternative education and complementary programmes. Apprentices and advanced apprentices are on a wide range of programmes funded by the Skills Funding Agency in the following areas: health, care and public services; agriculture, horticulture and animal care; engineering and manufacturing technologies; retail and commercial enterprise; arts, media and publishing; sports and leisure; and business administration and law. The majority of learners are on foundation learning programmes, funded by the Young People's Learning Agency. Around 87% of Springboard's provision is government funded. Health, care and public services and foundation learning were inspected directly. Inspectors sampled training sessions in other subject areas.
3. The provider is the main contractor on behalf of a foundation learning partnership in Sunderland that consists of around 15 subcontractors. In South Tyneside it is a subcontractor for foundation learning and in East Durham and Hartlepool it delivers some mainstream programmes as well as foundation learning. It holds a small foundation learning contract in Northumberland. Under the new minimum contract value rules it has recently taken over three other contracts from CSV on a subcontracting basis. In addition, the provider leads a number of initiatives targeting young people not in education, employment or training.
4. The unemployment rate in the North East was 11% compared with 8% nationally in 2012.
5. Springboard provides training on behalf of the following providers:
 - South Tyneside MBC (Foundation learning)
6. The following organisations provide training on behalf of the provider:
 - Milltech (Foundation learning)
 - ETEC (Foundation learning)
 - Team Wearside (Foundation learning)
 - Riverside Training (Foundation learning)

- BL Hairdressing (Foundation learning)
- Oxclose and District Youth Project (Foundation learning)
- Box Project (Foundation learning)
- Blue Watch (Foundation learning)
- Lambton Street (Foundation learning)
- Sunderland Training and Education Farm (Foundation learning)
- Sunderland AFC Foundation (Foundation learning)
- YMCA Foyer (Foundation learning)
- Studio 47 (Foundation learning)
- Sunderland North Community Business (Foundation learning)
- Youth Offending Team (Foundation learning)
- Springboard Islington (Apprenticeships in sports and leisure)
- Springboard Southwark (Apprenticeships in health, care and public services and business administration)
- CSV Newcastle Adult Skills Training
- SWP Limited (Apprenticeships in motor vehicle and business administration)

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: 14 to16 Foundation learning, Entry to Employment	50 part-time learners 895 full-time learners 283 full-time learners
Employer provision: Apprenticeships	593 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject Areas	Grade
Employer provision	
Health and social care	3
Provision for young learners	
Foundations for learning and life	2

Overall effectiveness

7. The overall effectiveness of Springboard’s provision is good. Learners develop good skills and benefit from good support and guidance as well as having programmes and partners that meet their needs well. Teaching and learning are good for some learners but not for all. Leaders and managers in Springboard set a clear direction for staff and learners and make sure that they are safe both at work and in the centres. They also ensure learners understand their rights and responsibilities to each other and to the community well.
8. Foundation learners gain qualifications in personal, social and vocational areas very well. They also achieve high success rates in numeracy functional skills. Entry to employment learners progressed to employment or training well though newer foundation learners’ progression rates were low. Learners make very good progress from low starting points. Apprentices’ success in gaining qualifications has improved well over the last three years and is now satisfactory. Their achievement within planned timescales is good. Particular groups of apprentices succeed well, for instance, childcare advanced apprentices.

9. Learners across the provision enjoy their courses, learn good skills, particularly for employment, increase their health and well-being well and become closely involved in a range of community projects.
10. Teaching and learning are satisfactory overall. However, the better sessions stimulate learners and are exciting, with good use of a variety of activities and resources; others are less stimulating and less well planned. The range of provision is good and meets learner, employer and community needs well. Springboard works well with partners to improve and extend this range. Arrangements for support and guidance are also good with learners getting good, practical advice on career development as well as individual support from a range of staff and partners to overcome barriers.

Main findings

- Foundation learners' success rates in personal, social and vocational qualifications are high. Success rates in numeracy functional skills are also high. Progression into employment and training is good for Entry to employment learners but low for foundation learners. Overall apprenticeship success rates are satisfactory but the success rates within the planned time period are high and there are pockets of very good achievements, for example, for advanced apprentices in childcare.
- Learners across the provision improve their economic and social well-being well through learning and development. Most learners have a good awareness of safe working practices and of safeguarding issues, especially internet safety. Learners feel safe and welcome. They are able to make informed choices about their own health and well-being very well and their contribution to the community is good.
- In foundation learning, teaching learning and assessment are good and on apprenticeship programmes it is satisfactory. Good sessions are planned well and tutors use learners' personal and work experience well to reinforce learning. In these sessions, tutors and trainers use a good range of teaching methods, including information learning technology (ILT) to make lessons interesting. Learners enjoy the sessions and participate very well.
- In the weaker sessions, tutors and trainers do not sufficiently plan activities to meet learners' individual needs or challenge them through stretching target-setting. The quality of planning of training and assessment for apprentices is variable. Learners' understanding of equality and diversity is good; however, the promotion of equality and diversity through teaching, learning and assessment is not systematic.
- The provision meets the needs of learners and the community well. Springboard offers a wide range of programmes in most vocational areas at foundation, intermediate and advanced levels. The vocational options are very effective in re-engaging learners most of whom have low previous educational attainments or significant barriers to learning. The majority of learners attend a number of good enrichment activities including outdoor events.

- Springboard works particularly effectively to review and develop new courses with partners, for instance the Army. It is effective in using its partnership with employers to provide learners with good quality work placements. Its work with schools is very effectively creating young apprenticeship provision and progression routes into mainstream programmes.
- Springboard's arrangements to provide personal support, advice and guidance for learners are good. Learners receive very clear information about training and learning opportunities and the most appropriate way to develop careers. Learners have good access to a member of staff who learners know they can talk to confidentially. Support for learners' additional needs is good.
- Leaders and managers promote a service that responds well to local needs and that provides good opportunities for harder-to-reach learners to engage in learning and to achieve. Operational management is good. Strategic priorities are aligned closely with the core values and vision of CSV. Trustees scrutinise well the work of the service and use their varied expertise to support and challenge Springboard's leaders.
- Springboard's arrangements for safeguarding are good. The provider concentrates strongly on keeping learners safe in training centres and in the workplace. There are detailed policies on safe use of the internet and social media websites along with measures to raise learner awareness of e-safety and e-bullying. Detailed confidential records are kept of any safeguarding issues and all staff are trained to support disclosure.
- The promotion of equality and diversity is good and there is a strong ethos of respect for all users. Springboard's tutors intervene positively to address any identified barriers to learning. Springboard uses data well to narrow the achievement gap for vulnerable learners. The promotion of equality and diversity through the curriculum is unevenly developed.
- Arrangements to improve the quality of provision are good. The monitoring of subcontractors and support given to new partners is good. The monitoring of staff performance and processes for standardising assessor activity are very effective. Self-assessment is effective though not all statements in the self-assessment report are fully evaluative. Arrangements to monitor the quality of training and assessment are mostly good. Not all observation records are sufficiently evaluative and moderation practice is not yet fully developed.

What does Springboard need to do to improve further?

- Further improve success rates for all apprentices and progression rates for foundation learners by continuing its work to improve teaching and learning and by setting more challenging targets for learners.
- Ensure that through good planning of training and assessment, apprentices take more responsibility for their own learning process so that the more-able learners achieve to a higher standard.
- Improve the observation of teaching and learning particularly to develop more evaluative writing and judgements.

- Extend to all vocational areas the good practice in the active promotion of learners' discussion and understanding of equality and diversity.

Summary of the views of users as confirmed by inspectors

What learners like:

- being treated with respect as an adult
- the support and motivation to succeed
- the friendly, helpful, understanding staff
- gaining qualifications and getting into work
- the enjoyable sessions, especially the practical sessions
- learning a good range of skills that employers value
- the well organised, calm, friendly atmosphere and good resources
- the placements that really help to develop skills.

What learners would like to see improved:

- more financial help beyond the bursary
- being able to progress more quickly, with a higher level of work or more days
- better access to computers
- less paperwork, especially at induction.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the excellent training that is well matched to employer need
- very good support and advice for the business as well as for learners
- very professional, polite service that quickly resolves issues
- good way to recruit staff; Springboard takes away the stress and provides well-trained individuals
- good mentor support
- good flexible approach to visits that are managed well to minimise disruption
- the good understanding of employer needs and the willingness to listen to the need for any changes.

What employers would like to see improved:

- increased contact with Springboard and better explanation of funding changes.

Main inspection report

Capacity to make and sustain improvement

Grade 2

11. Since the last inspection, in which the provider was graded good, Springboard has maintained consistent trends of improvement. Overall outcomes have improved from satisfactory to good. Success rates for learners receiving support have consistently improved and are now better than the rates for those not in receipt of support. Learners' acquisition of economic and social skills is good as is their understanding of health and well-being. Learners' contribution to the community is good.
12. The management style is open and inclusive. Staff turnover is very low with the majority of staff being with the provider for many years. Resources are good and well managed. Staff are well trained and experienced. The majority of staff have teaching qualifications and they are continuing to develop wider skills in teaching equality and diversity and in teaching to meet the needs of all learners at differing levels.
13. Springboard has used self-assessment processes consistently since the last inspection. Staff are well involved as are learners and employers. The judgements in the self-assessment report are generally accurate though some satisfactory practice has been interpreted as good.
14. Quality improvement processes such as the observation of teaching and learning have been in place since the last inspection and have been continually improved since then. The observation process is valued by staff and is used as a good tool to improve performance though the provider recognises that some observers' reports are insufficiently evaluative and moderation processes are insufficiently embedded.
15. Springboard has clear strategic and quality improvement plans. However, not all target-setting is sufficiently challenging.

Outcomes for learners

Grade 2

16. Foundation learners account for around 60% of all learners and their outcomes are good. Success rates for foundation learners on qualifications related to personal, social and vocational programmes are high. Within these, success rates on long courses are high. Success rates for numeracy functional skills are high with literacy functional skills rates being satisfactory but improving. Attendance is good. Learners make very good progress relative to their prior attainment. Starting points for learners are low, with many having multiple barriers to learning. Around three-quarters of all learners come from areas of high deprivation. Progression rates for Entry to employment learners were good in their last full year; however, those for foundation learners are low.

17. Overall success rates for apprentices are satisfactory, having climbed steadily upwards over the last three years. Achievement of qualifications within planned timescales for all apprentices is high, with those for older apprentices being excellent. Overall success rates in health, public service and care have risen well over the last three years and are now satisfactory. Achievement of qualifications within planned timescales is high. For the small cohort of advanced apprentices on the childcare programme, success rates are excellent. Success rates for apprentices in engineering and manufacturing technologies, hospitality and catering, business administration and law, and retail and commercial enterprise, are all at around national averages and are satisfactory. Again, achievement of qualifications within planned timescales are good. Overall success rates for learners in construction and the built environment are high as are achievement within planned timescales.
18. Springboard monitors data well to narrow any achievement gaps and has done so effectively in a number of cases. Learners with learning difficulties are achieving better than their peers after improved support. There is, however, a gap between male and female achievement.
19. Learners improve their economic and social well-being well through learning and development. Learners gain friends and networks of support and really enjoy their learning. They become much more self-confident. Employers provide good additional training and support and both apprentices and foundation learners value these opportunities highly. Some benefit from working in the social enterprise businesses that the provider has created, developing customer service, team-working and job-specific skills to allow them to either gain work in the enterprise, or reach the point of entering the wider jobs market.
20. Learners feel very safe and apply safe working practices well. They understand safeguarding issues well, displaying a good understanding of internet and social network site safety. They have a good understanding of health and safety, and take responsibility for their own and others' safety. Springboard places a high priority on the health and safety of its learners and prepares them well before they go into the workplace.
21. Learners have a good knowledge of health and well-being. Health and public care learners enjoy regular well-being sessions and are increasing their knowledge across a range of topics related to health. All learners are invited to Springboard's health and well-being promotions. In the previous year, around 60 learners attended an event to promote, amongst other things, healthy eating, chlamydia testing, sexual health information and fitness testing. Staff and learners have access to a good range of materials and information that are well distributed around the various centres. Foundation learners benefit from good access to a mentor who helps with a wide range of issues including mental health problems, domestic violence and pregnancy. Many learners take part in physical activities such as football, cycling, kayaking and orienteering through Springboard's base in Hetton Park and their outdoors centre. Many learners benefit from these activities.

22. Good numbers of learners are working well in a range of volunteer situations with Durham Wildlife Trust and Washington Wildfowl Park, as well as a number of community venues helping with sports and social activities. Learners are developing communication, team-working and planning skills. They are mixing well with a wide range of people, such as people with disabilities, older generations and people from other ethnic communities and they are developing a good understanding of the barriers other people face. Learners also participate in a good range of fundraising events throughout the year organised both by staff and learners. A number of learners progress from voluntary work to paid employment. Springboard's social enterprises not only give employment and development opportunities to learners, they also provide good services to the community.

The quality of provision

Grade 2

23. Overall, teaching and learning are satisfactory. In the better sessions, tutors and trainers plan practical and theoretical activities well to engage learners' interests. They use learners' personal and work experience creatively to demonstrate complex concepts or to reinforce learning. Tutors, who have a good understanding of the needs of vulnerable learners, provide good individual learning which helps to develop learners' understanding. They use a good range of teaching methods, including the use of information and learning technology (ILT) to support learning and make lessons exciting, interesting and relevant. They use questioning techniques very effectively to assess learners' understanding and extend knowledge. Learners are highly engaged in the activities, give thoughtful answers to questions, support each other well and demonstrate good, purposeful learning.
24. In the weaker sessions, tutors and trainers do not sufficiently plan activities for the individual needs of learners. They do not use a sufficient range of teaching methods to make lessons enjoyable and the use of ILT is underdeveloped. Tutors and trainers do not sufficiently challenge the more-able learners and the literacy and numeracy needs of learners are not always integrated into lessons and made relevant.
25. Trainers regularly visit apprentices and foundation learners in the workplace at flexible times. During these visits, trainers review the progress of apprentices and assess their work satisfactorily. They agree the tasks which learners need to complete and apprentices have a clear knowledge of the tasks that they need to complete before the next visit. However, the quality of planning of training and assessment of apprentices is variable. Not all employers receive sufficient information about learners' progress after each visit. Springboard has plans to improve this, for example, through the piloting of electronic portfolios for new apprentices.
26. Effective initial assessment includes a diagnostic assessment of learners' literacy and numeracy levels. Tutors and trainers satisfactorily support learners who require literacy and numeracy tuition.

27. Apprentices and foundation learners develop an understanding of equality and diversity from a series of pre-prepared questions in reviews. Learners generally have a good understanding of equality and diversity. However, the promotion of equality and diversity through all teaching, learning and assessment is not systematic.
28. Springboard offers a wide range of programmes in most vocational areas at foundation, intermediate and advanced levels. The provision closely aligns with the employment opportunities in Sunderland. The vocational options that Springboard offers are very effective in re-engaging learners. Significant numbers of learners who join Springboard have personal barriers to learning including substance misuse, criminal records and behavioural issues. High numbers of learners were excluded from schools. The provision is very successful in enabling these learners to take their first steps back to learning. Learners and partners say the range of vocational options has been a significant factor in learners joining the provision and feeling motivated to complete. The majority of learners attend a number of good enrichment activities including outdoor events and activities during holidays.
29. Springboard works particularly effectively with employers, partners and other providers to develop provision for young people, particularly those with multiple barriers to learning and complex needs. The organisation uses its partners well to review and develop new courses. For example, Springboard, in collaboration with a number of public service organisations such as the police and the armed forces, has developed provision for learners to have a better starting point when they apply for employment in the public services. It has worked well with two schools developing and offering young apprenticeship provision. Springboard is very effective in using its partnerships with employers to provide learners with work placements.
30. Springboard's arrangements for providing personal support, advice, and guidance for learners are good. Following initial assessment, learners with additional learning needs receive effective additional support. They receive very clear information about training and learning opportunities. Staff give good, practical advice on the most appropriate way to develop careers, for example, in nursing. All learners on foundation programmes receive a bursary and travelling expenses. Springboard supports unemployed learners to gain employment well. Learners have good access to a member of staff who learners know they can talk to confidentially. In 2010/11, a significant number of young parents, young offenders and learners with mental health issues were supported well to stay on their programmes and progress.

Leadership and management

Grade 2

31. Leaders and managers promote a service that responds well to local needs and that aims particularly to engage and help harder-to-reach learners to achieve. Strategic priorities are informed by good analysis of the local economy and are aligned closely with the core values of CSV. The operational plan prioritises

improving outcomes and in particular retention, success rates and the recruitment of apprentices. Not all targets are sufficiently demanding, such as the improvement in learner progression rates in foundation learning. Benchmarking information is not always used effectively. The operational management of the work of sub contractors and of vocational subject areas is good. Springboard's management information is used well to inform priorities for further improvement. Very good specialist accommodation and resources attract learners to accessible, locally-based learning centres. Facilities at the Alec Dickson Centre include industry-standard motor vehicle resources, construction and print and design workshops and good ILT resources.

32. Trustees scrutinise well the work of the service and receive regular reports on its budget and how well its targets are met. CSV trustees and directors use their varied expertise to support and challenge Springboard's leaders. Through their oversight and face-to-face meetings they offer good support in decision making and the exercise of financial control. They ensure that legal requirements are met in relation to areas such as safeguarding and disability.
33. Springboard's arrangements for safeguarding are good and policies and procedures are reviewed and updated regularly. Health and safety has a high priority and learners, staff and volunteers have a good understanding of safe working practices and risk assessment. Staff vet every work placement, risk assess every employer and take appropriate actions to address concerns. Rigorous Criminal Record Bureau checks are made on staff and learners. Learners' awareness of safeguarding, including safe use of the internet and social media websites, is good. Subcontractors are required to submit their Criminal Record Bureau register and safeguarding policies to Springboard. The contact details of designated safeguarding officers are issued to learners and all Springboard sites have a named safety representative. Detailed confidential records are kept of any safeguarding issues and all staff are trained to ensure disclosure where appropriate.
34. Springboard has a strong ethos of respect for all users. It is particularly good at supporting learners with specific additional needs. Staff receive good guidance on policies and procedures on equality and diversity during their induction and through further training. Learners receive good information on equality, diversity, harassment and bullying through briefing documents and at induction. Any incidents are recorded centrally and issues are swiftly addressed and resolved. The provider monitors the policies of its sub contractors, employers and the achievement of learners by particular groups. Provider data shows decreasing differences between these success rates and those of all learners. However, the gap in achievement between males and females has increased. The promotion of equality and diversity through the curriculum is unevenly developed. Session observers do not evaluate systematically how well equality and diversity are promoted through training and reviews. Learners with mobility difficulties have good access to specialist facilities especially at the Alec Dickson and Peterlee centres.

35. The engagement of users and particularly employers to promote improvement is good. Employers are able to make choices about optional units and have influenced the development of new initiatives such as the provision for young apprentices. Springboard regularly collects learners' views and these lead to specific improvements including a prayer room and better kitchen facilities. Learners respond to questionnaires and express their views freely through their good relationships with staff. Springboard has found more formal means, such as learner forums and committees, difficult to sustain and is exploring other ways to involve learners in decision making. Learners' and employers' views are represented in the self-assessment report.
36. Staff at all levels in the organisation take considered action to improve outcomes and the quality of provision. All aspects of learners' programmes are reviewed. Thoughtful consideration is given to why learners with low prior attainment leave early and current initiatives are resulting in improved retention. Staff monitor subcontractors and support new partners well. Arrangements to monitor the quality of training and assessment result in improvements to teaching practice and staff value the good mentoring support. Not all observation records are sufficiently evaluative, and the provider recognises the need to extend its moderation practice. The monitoring of staff performance, their achievement of targets and processes for standardising assessor activity are good. Self-assessment is thorough and inclusive although in places it is too descriptive. The report is largely accurate although inspectors identified some issues that were not sufficiently emphasised.
37. The provider offers good value for money. It has thorough measures for budgetary monitoring. Resources and accommodation are managed to ensure maximum benefit to learners. Learners progress well and develop good skills taking account of their starting points. Outcomes are good. The provider supports several innovative sustainability schemes. Items including furniture discarded by university students are recycled by warehousing learners to support the local community. Successful social enterprises help generate additional income and provide realistic work environments for apprentices.

Subject areas

Health and social care

Grade 3

Context

38. Springboard currently has 90 learners in health and social care of which 55 are on children's development and well-being apprenticeship programmes, 27 are health and social care apprentices and eight are on a young apprenticeship programme in health and social care. The majority of learners are aged 16 to 18 and are enrolled on intermediate apprenticeship programmes.

Key findings

- Success rates for learners are satisfactory overall with some excellent success rates for a small number of children's development and well-being advanced apprentices. All learners complete their apprenticeships well within planned timescales. They develop good personal, social and employability skills and their numeracy and literacy skills develop at an appropriate rate to allow them to operate effectively in the workplace.
- Learners improve their employability well as they develop useful work skills that are highly valued by employers. They have a good knowledge of their rights and responsibilities in the workplace enabling them to be effective team members. A good proportion of learners progress into jobs and are given increased responsibilities and higher pay upon gaining their qualification. Learners gain valuable additional qualifications during their programme.
- Learners feel safe in their workplaces and training provider premises. Their awareness of safe working practices is good as is their awareness of health and safety guidance and procedures. They have a good understanding of the importance of safeguarding the people they work with and care for, and know what to do to report concerns.
- Learners have a good awareness of how to make better decisions relating to their health and well-being. They have access to a variety of visiting speakers and have a good understanding of available services. They request topics for discussion at monthly awareness sessions which enables them to make informed choices about their own health and well-being. They participate well in organisation-wide fundraising activities.
- Teaching, learning and assessment are satisfactory and in some cases good. Tutors develop and prepare a variety of activities to use in sessions that are stimulating and fun. Learners generally enjoy these activities and participate well in sessions. However, not all sessions sufficiently stretch learners and lesson and assessment plans do not always identify teaching and learning strategies to inspire and challenge.
- Learners generally have a good understanding of equality and diversity, which is included in the framework for the National Vocational Qualification. In addition,

learners receive information at induction and during reviews through a series of pre-prepared questions. Staff do not always sufficiently take opportunities which arise during teaching and learning sessions to further promote equality and diversity.

- Initial assessment, including literacy and numeracy skills, is satisfactory. The results of initial assessment are collated onto useful personal profiles and, in some cases, tutors use them well to plan learning that takes individual issues into consideration. However, not all tutors do this. Learners receive appropriate support to develop their numeracy and communication skills though this is not always related well to care.
- The range of programmes is tailored appropriately to the needs of local employers and learners. Internal progression rates from intermediate to advanced level are good. Assessors meet employers' and learners' needs by being flexible in the regularity and timing of visits. Springboard provides enrichment opportunities for learners, including outdoor activities though not all are able to access this due to working hours.
- Springboard works with a good range of partners including schools, nurseries, children's centres, hospital trusts, nursing homes, care homes and community organisations with whom they have developed excellent working relationships over time. Learners develop a good awareness of their sector and the wider community and develop good skills in a variety of settings.
- Learners are well supported in the workplace and have regular contact with their assessor which ensures they remain on target to achieve within planned timescales.. Learners receive good, timely information at induction to support their progression through training. Additional support needs are well met by their tutor or a learning mentor depending on individual needs.
- Managers have made significant progress in improving success rates from a very low base to satisfactory overall and excellent for childcare advanced apprentices. They support staff well, introducing systems to improve teaching and learning that are now working very effectively. They develop provision innovatively. For example, they created Springboard's own employment agency to provide employment opportunities for apprentices.
- Data are used satisfactorily though target-setting does not always sufficiently challenge staff or learners. Self-assessment judgements are broadly accurate.

What does Springboard need to do to improve further?

- Develop the use of more specific and time-bound targets to performance manage staff and improve outcomes for all learners.
- Develop the use of a wide range of teaching and learning strategies so that all learners are inspired to realise their potential.
- Ensure that assessors use assessment plans when observing learners that contain specific objectives to develop learners' wider interests and skills.

Foundation learning

Grade 2

Context

39. A total of 558 learners are on foundation learning programmes across a range of vocational options including sport and recreation, care, hairdressing, construction, motor vehicle and business administration. Learners receive training in personal, social and employability skills. They gain qualifications across a wide range of personal and vocational sectors as well as functional skills qualifications in mathematics and English. Men account for 60% of all learners and Springboard subcontracts two-thirds of its provision to 15 training providers.

Key findings

- Success rates for all foundation learners in personal and vocational qualifications are high and improving. Their success rates for functional numeracy are also high. Progression rates for Entry to employment learners increased significantly in 2010/11 and are good. These learners also enjoyed good achievement of individual aims. However, foundation learners' progression and achievement rates in the same period were low.
- Learners make very good progress. The majority of learners enter into learning with low prior attainment and very complex barriers to learning. They develop good personal and social skills and increase their vocational knowledge well. They also develop their literacy and numeracy skills well. They enjoy their learning programmes and attendance at lessons is good.
- Learners gain good employability skills to make them better able to understand the world of work and to adopt suitable work behaviours. They increase their self-confidence and self-esteem, and they benefit well from the social interaction in both work placements and voluntary projects. Learners gain a good understanding of rights and responsibilities at work and are more confident to apply for jobs.
- Learners feel safe and adopt safe working practices well. They are well protected from bullying and harassment and develop a good understanding of discrimination. They quickly become aware of what is unacceptable behaviour and treat others with respect. They know how they would report any incidents of unfair treatment. Staff reinforce the dangers of cyber bullying and the need for internet safety and learners clearly understand these issues.
- Learners gain a good knowledge and understanding of safe health practices, healthy eating and well-being such as personal hygiene, parenting and cooking healthy food. This enables them to make informed choices about their lifestyles. They also really enjoy taking part in a good range of outdoor physical activities at a country park.
- Learners benefit well from taking part in community development activities and projects. They gain a good understanding of how they can contribute effectively to their local communities and raise funds for charities. For example, they re-

cycle goods from the local university at their training warehouse to give to charitable organisations. They also work on a substantial range of sites carrying out ground maintenance work and clean-ups.

- Tutors use a wide range of methods to engage learners well in practical and interesting activities. Learners benefit from the small class sizes where the tutors give good individual support. They enjoy the sessions and participate well. They access a good range of specialist resources such as media studios that give them the opportunity to develop skills in high quality settings. However, tutors do not always use interactive technologies well or provide challenge to all learners.
- Springboard uses initial assessment very effectively to identify individual learning goals and aims, and to set specific, measurable targets. Learner progress reviews are satisfactory overall. However, not all learners are clear about their progress and what they need to do next. Learners' understanding of equality and diversity is good.
- The provision meets the needs of learners, the community and employers well. Springboard offers a wide range of programmes to learners allowing them to explore suitable vocational pathways to employment. Around half of the learners engage in work placements and of these, two-thirds subsequently progress to employment. Learners regularly evaluate the provision and contribute well to improving both provision and resources.
- Springboard works very well with a wide range of partners which includes schools, employers and charities, to enhance learners' experiences and provide coherent progression routes. Staff consult partners regularly about the development of the curriculum. A partnership with the city council has led to learners accessing an outdoor activity centre that provides good opportunities for developing significant employability skills.
- Learners receive highly individualised care, guidance and support. The provider's staff work with parents or carers to identify appropriate and prompt support for individuals experiencing a wide range of problems including homelessness, teenage pregnancy and managing relationships. Staff have effective links to external agencies that they use well. They encourage learners to increase their aspirations, become better citizens and act as positive role models.
- Curriculum managers have quickly made good progress in the transition into foundation learning. They plan the curriculum very effectively to meet local needs. Communication is good, staff attend productive meetings and they are well supported. Staff have achievable performance targets for learner retention and achievement. However, not all targets are sufficiently challenging and staff are not set specific targets for learner progression.

What does Springboard need to do to improve further?

- Set staff challenging targets for learner achievement and progression to increase successful outcomes for learners.

- Improve teaching and learning to provide sufficient challenge to all learners by effective planning to meet individual learner needs and by making lessons more visual and interesting through better use of technology in teaching.
- Make better use of individual learning plans, activity records and reviews to provide learners with more detailed information on their progress and to give them sufficient guidance on what they need to do to achieve their objectives.

Information about the inspection

40. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's operations manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.

41. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Springboard Sunderland Trust

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Leamer responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	906	558	348
Part-time learners	0	0	0
Overall effectiveness	2	2	3
Capacity to improve	2		
Outcomes for learners	2	2	3
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	3		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	2		
<i>How well do learners make a positive contribution to the community?*</i>	2		
Quality of provision	2	2	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

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