

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



6 November 2015

Ms S Ricks  
Locomotivation  
The Old Bank  
40–42 High Street  
Poole  
BH15 1RZ

Dear Ms S Ricks

### **Short inspection of Locomotivation**

Following the short inspection on 13 and 14 October 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the provider was judged to be good in March 2010.

### **This provider continues to be good.**

The strengths observed at the previous inspection have been maintained and good progress has been made to remedy the areas for improvement identified. Links with employers remain strong. Leaders and managers demonstrate a strong vision for the provider's future, which is expressed through a clear strategic plan. Consultation regarding changes and future development remains strong. There is a broader range of expertise within the senior management team and the experienced owners of the company provide clear strategic direction.

The company has diversified its range of provision, but much of its work is still based on providing apprenticeship training to a wide range of employers. It has developed partnerships working to provide European Social Funded (ESF) training locally. A computer-based management information system which produces an excellent range of information has been developed. Using this system, managers and training coordinators pay much closer attention to up-to-date progression information and use it to help ensure that learners are making good or better progress.

Learners make good progress and a very large majority of them achieve their qualification within the allocated time. Support for learners is good. Training coordinators visit learners at work frequently and learners contact them easily at other times, including weekends.

Teaching staff deliver good-quality teaching and assessment and monitor the performance of learners well. Learners demonstrate a good understanding of their progress and know what they need to do to progress further and achieve.

At the previous inspection, inspectors judged that the quality of your leadership and management was good. At that time, leaders and managers set clear company targets and monitored progress towards these targets well. Managers used data well to set targets for improvement, but regional staff did not have sufficient access to information about learners' progress. Outcomes for your learners were good with a significant majority achieving their qualification within the allocated time. Training and assessment were judged to be satisfactory overall with some good assessment practice, but this did not always take account of learners' prior experience. The promotion of safeguarding was good and learners understood their rights and responsibilities. Staff did not sufficiently reinforce and extend learners' understanding of equality and diversity.

Leaders and managers have taken action to improve these areas and have moved the provision forward. The impact is clear:

- staff now use a management information system, producing an excellent range of information to monitor learners' progress and all learners understand their own progress
- the quality of assessment before learners start their courses has improved and is used well to plan learning in general
- the standard of training and assessment has improved and is consistently good across the provision
- the promotion of equality and diversity is much better because trainers use real-life examples and learners' understanding is good as a result.

### **Safeguarding is effective.**

Leaders and managers continue to keep learners safe. All staff have had appropriate security checks and these are recorded centrally. There are designated safeguarding officers who have been trained to the appropriate level. All staff receive regular update training, with very good contributions from outside speakers and the local council. Learners have a good understanding of safeguarding and report that they feel safe. Staff demonstrate a good understanding of safeguarding procedures and the few potential safeguarding concerns reported have been dealt with appropriately. All staff have completed 'Channel' training as part of the providers' response to the 'Prevent' strategy. Learners are better informed about extremism and radicalisation and this work is being further developed.

### **Inspection findings**

- The company's directors are very experienced. They plan strategically to ensure that the company works to its strengths and is sufficiently fleet of foot to

respond to national and local changes. Leaders and managers keep the range of provision under review to ensure it meets local and national needs and reflects funding priorities. In response to a national skills' shortage, the majority of learners now study aviation. Strong links with employers remain a strength. Locomotivation has further developed its partnership work and plays a full role in local provider networks and the local enterprise partnership. Trainers are well qualified in their subject areas and they maintain links with employers very effectively.

- Managers have maintained the very high proportion of learners who complete their qualification successfully within their planned timescales. This proportion is significantly higher than the national rate and has risen slightly for the last full year when compared to the previous year.
- Locomotivation has developed a bespoke management information system producing an excellent range of information. This enables all staff to gain access to the information they need in order to closely monitor the progress of learners. Every visit is recorded electronically and managers check rigorously the frequency and timing of visits. Managers generate and use a wide variety of reports. They use these reports well to track learners who are in need of remedial support so that they complete their qualification on time. Leaders and managers also monitor closely learners' overall performance against key learning targets.
- Managers collate and analyse data relating to the progression of individual learners well. They check learners' progress through the different levels of functional skills, their main qualifications and their entry into employment where applicable. However, more work should be done to monitor learners' progression into management and team leading roles when in employment.
- Managers have improved the system for assessing learners' starting points before they begin their courses and these results are used well to plan learning. Learners' prior experience is generally used well to plan learning and learners are involved in choosing the study units which meet their needs and interests as well as their job roles. However, in a very few cases insufficient attention is paid to learners' prior experience.
- Teaching and assessment are effective, well planned and well managed. Staff make good use of standardisation meetings to ensure that teaching and assessment are consistently good across the provision.
- Staff promote equality and diversity well. Many trainers facilitate good discussions with learners to further their understanding of equality and diversity in the workplace and in the community. In a few cases, staff do not follow up topics with discussion at a sufficiently high level.

### **Next steps for the provider**

Leaders and governors should ensure that:

- the analysis of learners' destination data is extended to include promotion and additional responsibility within employment
- learners' understanding of extremism and radicalisation is further enhanced.

Yours sincerely

Charles Clark  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection we were assisted by the quality manager as nominee. We met you, your senior leaders and members of your staff. We visited three of your main employers with members of your staff to meet with learners, observe teaching, learning and assessment and to look at learners' work. We reviewed key documents including those relating to self-assessment, performance and safeguarding. We considered the views of learners and employers by reviewing the comments received on Ofsted's online questionnaires and by seeking the views of learners and employers during on-site inspection activity.