

# Springboard Sunderland Trust

Independent learning provider

<b>Inspection dates</b>	1–4 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a good provider

- Effective leadership and management have resulted in the continued good outcomes and standards achieved at the last inspection.
- Leaders have promoted a strong vision and ethos focused on meeting the needs of local communities, particularly those who are disadvantaged and have low attainment levels.
- Learners make good progress on their programmes of study compared to their starting points and develop skills that have a beneficial impact on their careers and personal lives.
- Tutors are effective in meeting the differing needs of individual learners through coaching sessions that enable them to make good progress.
- Tutors create well-designed 16–19 study and adult learning programmes that are appropriate to the interests, needs and levels of learners.
- Apprentices develop a wide range of good practical skills through well-planned training programmes, which employers support and value.
- Good teaching, learning and personal support enable learners, many of whom are from disadvantaged backgrounds, to make good progress and successfully complete their course.
- Tutors place a high priority on English and mathematics, consequently, learners and apprentices make good progress in developing their knowledge, understanding and skills.

### It is not yet an outstanding provider

- Too many adult learners leave their programme prior to them completing their qualifications.
- Tutors lack the skill and confidence to integrate issues such as the risks associated with radicalisation and extremism, and the promotion of British values in lessons.
- Currently, leaders and managers are not sufficiently rigorous and evaluative in their self-assessment process and as a result, the improvement plans are too generic.
- Targets for apprentices and adult learners set by tutors focus too much on the achievement of qualifications, rather than also the development of broader employability skills.

## Full report

### Information about the provider

- Springboard Sunderland Trust is an independent learning provider located in Sunderland. Established in 1975, Springboard offers 16–19 study programmes, adult learning programmes, apprenticeships and traineeships in a range of disciplines. It operates from its headquarters in Sunderland where it coordinates the delivery for its eight local centres and numerous subcontractors who are predominantly situated in the North East of England.
- Currently, 1,012 learners are studying at Springboard; almost half are completing apprenticeships, a third completing 16–19 study programmes, with the remainder being on adult learning programmes, traineeships account for a very small minority of learners. Springboard delivers a broad range of qualifications throughout these programmes including health and social care; childcare; building and construction; retail and wholesaling; motor vehicle; hospitality; information, communications and technology (ICT); and functional skills in English and mathematics. Most learners who enrol on the 16–19 study programmes and adult learning programmes work towards qualifications at level 1 and 2; a small minority work towards level 3 qualifications. Unemployment in the North East is high at 8.1% compared to a national rate of 5.1%. The percentage of residents who claim Jobseeker's Allowance is also high and currently stands at 3.7% compared to a national level of 1.9%.

### What does the provider need to do to improve further?

- Reduce the proportion of learners who leave adult learning programmes prior to completing their qualifications, by tenaciously monitoring the reasons for non-attendance and implementing strategies to improve retention.
- Ensure that all relevant teaching staff receive support and guidance on how to incorporate effectively themes such as the 'Prevent' duty and the promotion of British values to ensure that all learners have a thorough understanding of these topics.
- Ensure that all relevant managers gain confidence in the use of the new self-assessment software so that self-assessment of all aspects of the provision is rigorous and evaluative, and this results in highly effective quality improvement plans to develop the provision further.
- Improve the quality of target-setting to ensure that learners have a clear understanding of the short-term targets they must achieve in order to develop their employability skills; fully detail these actions on progress reviews so that learners are clear on how they can develop their skills further.

## Inspection judgements

### Effectiveness of leadership and management is good

- Trustees, managers and staff at the Trust all have a clear understanding of the vision and purpose of the programmes and activities undertaken by the Trust in its centres and with its subcontractors. Since gaining its independence from its previous managing charity, leaders have successfully refocused its main areas of provision around the North East region. They have prioritised the development of programmes for learners and communities from disadvantaged backgrounds and, in many instances, for those with low starting points and those who have been disengaged from learning.
- Leaders and managers have implemented a range of strategies that have successfully improved the standards and, in most cases, the successful achievement of learners' primary learning goal or positive destination. Leaders and managers successfully review the performance at a range of levels including by programme area and for individual centres.
- Since its separation from its previous managing charity, managers have been better able to implement a much more rigorous performance management process for their employees. Leaders and managers are using the teaching and learning strategy to drive an effective process of observation of teaching and learning, a range of systems to target support and provide additional help and guidance for staff who require support. Managers implement effectively the annual appraisal process to monitor individual performance and establish targets for staff through regular one-to-one meetings. Leaders and managers provide good support to staff to access additional training and qualifications.
- Managers completed the Trust's self-assessment for 2014/15, at programme and centre level but they did not consolidate this into an overall report covering the whole of the provision. The process is inclusive and takes on board the views and judgements of staff, learners and managers. Managers use a 'Quality Action Plan' to identify, record and address weaknesses but some of these are too generic and do not sufficiently focus on addressing specific weaknesses from the previous year.
- Leaders place a strong strategic priority on the provision of English and mathematics to improve the level of performance of all learners. Since the appointment of the 'Skills for Life' coordinator, the promotion and support given to Springboard and subcontractor staff has increased and the quality of provision at both functional skill and GCSE level have improved.
- Leaders and managers ensure that effective advice and guidance are provided to learners at appropriate stages of their programme. This ensures that they enrol learners on programmes at the right level and with the required content to meet their vocational aspirations. They successfully engage with learners who are disadvantaged, or not currently in employment or training. Senior managers play an active role in local enterprise partnerships in order to ensure that they are aware of, and meet, local needs and priorities well.
- Vocational coordinators track individual learner progress well at programme level and discuss this with managers at regular one-to-one and team meetings, identifying any learners who are making slow progress and implementing strategies to support them. However, the minutes of team meetings are often weak, not fully recording all aspects of the discussion or recording actions effectively. Although learner destination data is collected, managers do not routinely collate and analyse this data to improve further their performance.
- Managers recognise the importance of promoting equality and diversity. The simple language used in their policy makes it clear to the learners both the expectations and requirements from all learners while on their learning programme. The Trust uses a detailed anti-harassment and bullying policy to ensure that staff and learners feel supported and able to report issues to named designated staff in each centre and location. Staff receive a detailed introduction to equality and diversity issues at their induction, complemented by further training and updating at staff training days. Staff incorporate equality and diversity issues in their teaching well. However, they are less confident in how and when to include the 'Prevent' duty and British values into lessons.
- **The governance of the provider**
  - Overall governance of the Trust is highly effective. A small group of trustees bring a wide range of skills and knowledge to support the Trust. More recently, individual trustees have started to undertake specific 'link' roles with identified groups of staff such as a teaching and learning group. The impact of this activity has not yet been fully realised.
  - The Chair of the Trustees has a good understanding of the legal requirements for trustees and ensures that the trustees are fully compliant with these.
  - The trustees receive regular performance and quality reports at their meetings and these are standing

agenda items. However, these reports are too short and not comprehensive enough and do not provide sufficient detail of performance against the significant performance indicators; the minutes do not record evidence that trustees challenge the Trust's managers to improve provision and achieve better outcomes.

- Trustees recognise that they need to expand the number of trustees and recruit from a broader range of people to reflect better the communities that the Trust serves.

#### ■ **The arrangements for safeguarding are effective**

- The Trust meets all of its statutory requirements with regard to safeguarding. Managers review the arrangements for safeguarding learners and staff regularly and update policies and procedures as required. Recruitment of both staff and learners is rigorous and all staff and relevant learners undergo enhanced checking before they are allowed access to children or vulnerable adults.
- All centres clearly identify named staff who are the designated safeguarding individuals that learners can approach to raise any issues. The Trust handles safeguarding issues well and they keep relevant records securely.
- The detailed induction programmes for both staff and learners incorporates a wide range of good quality information to increase both the knowledge and understanding of safeguarding and the 'Prevent' duty issues. More recently, the Trust have introduced issues around British values and staff are starting to incorporate these into their teaching.
- All staff have completed an online 'Prevent' duty training programme. Staff are not yet confident in how or when to incorporate 'Prevent' duty issues in their teaching; a few learners do not have a good enough understanding of the dangers and risks of radicalisation. The Trust carries out detailed risk assessments for all centres, activities and learning programmes. Its approach to health and safety is good.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching, learning and assessment is good across all provision types. Staff are vocationally experienced, hold appropriate qualifications and confidently link theory learning to current practice in the workplace. They have high expectations of their learners and motivate them to have ambitious career plans.
- Tutors provide very good coaching for individual learners and small groups, which meets their differing needs and abilities very well and enables them to make good progress. Learners undertake practical tasks and interesting learning activities, which engage and involve them. They benefit from probing questions to assess their learning and develop their knowledge, including their familiarity with technical language. Rather than provide the answers to questions, tutors prompt learners to think for themselves and become more independent. In a few instances, because of the leisurely and relaxed approach taken by tutors, the pace of the sessions is too slow for the most-able learners and they do not make the progress expected of them.
- Staff carry out an assessment of learners' starting points and use that information to plan programmes that are tailored specifically to the individual, taking into account their particular support needs, resulting in programmes that engage and inspire learners.
- Resources to support learning and provide a wide range of vocational choices are extensive. Springboard has a number of practical training areas including motor vehicle and construction workshops, a childcare nursery, a commercial bistro and an outward-bound centre. Training rooms are spacious, well equipped and comfortable. Learners use information and communications technology (ICT) extensively, with computers readily available in most venues. Hospitality learners use tablet computers creatively, for example, to research recipes and take photographs of dishes for assessment purposes in the bistro.
- Tutors incorporate English and mathematics well in vocational lessons in ways that enable learners to develop skills and see their relevance to their personal goals. For example, in a practical horticulture session learners enjoyed learning about ratios to work out the fuel requirements for a strimmer. Discrete English and mathematics sessions enable learners to acquire the skills they need to achieve their qualifications such as letter writing and proofreading. Learners understand the importance of these skills and qualifications to their future prospects.
- Staff provide very good personal support for learners, many of whom are from disadvantaged backgrounds and have difficulties in their lives. Tutors know their learners very well and adjust sessions and their expectations of learners in the light of their personal situations and emerging difficulties. Springboard also employs a full time mentor to provide additional personal support. Staff refer learners to specialist support agencies where required and liaise with parents and carers closely to promote learners'

well-being.

- Assessment of learning is effective. Tutors' written feedback on learners' work is constructive, detailed and mainly provides specific suggestions on how to improve. A small minority of adult learners do not receive guidance to help them improve their writing skills, particularly spelling and punctuation.
- For apprentices and adult learners, targets set at progress reviews are not always specific or short-term enough. They focus on the achievement of qualifications and do not include personal targets to help them develop broader employment skills. A small minority of adult learners do not have formal progress review meetings with their tutors and therefore their knowledge of health, safety, equality and diversity is not checked or reinforced.
- Tutors promote equality and diversity well through opportunities that naturally arise in sessions that effectively develop learners' understanding. For example, in an English GCSE session, tutors expertly link the use of characters in a novel to explore themes of stereotyping, discrimination and prejudice. Learners successfully explored multiculturalism through a practical tasting activity of foods from around the world.

## **Personal development, behaviour and welfare**

**are good**

- Learners develop their confidence and become more positive about their future as a result of their programmes. They are enthusiastic about applying for jobs and undertaking voluntary work, often after extended periods of not participating in work or learning.
- Learners develop good personal and social skills, including the confidence to express their opinions and work collaboratively with their peers. They gain a broad experience of life through a wide range of external visits, such as to trade competitions, local employers and army taster days. They develop social skills through an extensive range of activities including dealing with members of the public at Springboard's country park, working at a local food bank, greeting external visitors and being involved in community restoration work.
- Learners and apprentices develop very good employability skills, including time management, teamwork and the ability to make decisions. Apprentices undertake a variety of additional qualifications and training to enhance their employability skills such as first aid, food safety, forklift truck operating and manual handling.
- Work experience is used well to provide study programme learners and some adult learners with vocational tasters. They benefit from a varied and interesting range of opportunities that promote community involvement and positive attitudes towards work. Examples include refurbishing community venues and park areas, raising money for charity and taking part in a project to recycle unwanted goods. These experiences make learners feel that they are contributing to the community well and raise their self-esteem.
- Apprentices and learners feel safe and adhere to strict health and safety guidance, sometimes in potentially dangerous environments such as when checking gas boilers for leaks. In hospitality and horticulture, learners are well aware of the hazards when using equipment and follow the health and safety guidance given by tutors vigilantly. Learners are well aware of how to raise concerns about their personal safety, for example if they were to experience bullying or harassment. However, not all learners are aware sufficiently of the specific dangers of radicalisation and extremism.
- Tutors promote a culture of mutual respect and set high expectations for standards of professional behaviour. Learners behave maturely and cooperate well with their peers. Tutors tackle inappropriate behaviour, such as the use of mobile telephones in sessions, promptly. A small minority of apprentices do not remove their hats and coats before the start of lessons, which is not acceptable practice in the workplace.
- Attendance and punctuality require improvement for study programme and adult learners. Low attendance in some sessions prevents tutors from implementing their plans for group work, discussion and the sharing of ideas and impedes learners' progress. Staff are vigilant in following up absences and often set learners targets to improve their attendance. A small minority of subcontractors' approach to timekeeping is too relaxed and the start times of sessions are vague.
- Staff provide learners with accurate and impartial information, advice and guidance throughout the programme. Staff help learners to decide on their next steps after completing their programmes and most develop very clear career plans. For example, one is actively seeking work after completing a study programme in construction and being directed towards specific local employers, who are likely to have appropriate vacancies.
- While staff promote a general culture of respect and tolerance, the specific promotion of fundamental

British values is not yet consistently good. Although staff training has recently taken place, not all staff are yet confident in how to explore these issues with their learners.

## Outcomes for learners

are good

- The majority of apprentices, which account for almost half of the provision, make good progress in developing skills, acquiring knowledge and attaining qualifications required to contribute significantly to their employer's business. The vast majority of all apprentices are making at least the expected progress in relation to their starting points. Springboard's internal data suggest that the proportion of learners who succeed in completing their apprenticeship has improved since the previous inspection, particularly in the past twelve months; more than three quarters of apprentices complete their qualifications and a large majority do so within the planned timescales.
- Almost all apprentices who are required to complete qualifications in English and mathematics at level 1 are successful. However, a small minority of apprentices are unsuccessful in achieving these qualifications at level 2, which is a barrier to the successful completion of their apprenticeship.
- The vast majority of learners on the 16–19 study programmes enjoy their learning and make good progress in developing their vocational competencies, knowledge and employability skills to support their effective transition into employment. A minority of learners gain employment prior to the completion of their programme or progress onto an apprenticeship. Since the inception of the 16–19 study programmes in 2013, managers have secured incremental improvements in outcomes, resulting in more than three quarters of learners achieving their qualifications, progressing to sustainable employment or gaining an apprenticeship.
- The proportion of learners who achieve functional skills qualifications in English and mathematics is high. Learners make good progress in developing these skills from low starting points; around half of all learners achieve a level 1 qualification with a quarter achieving qualifications at level 2.
- Current adult learners make good progress on their programmes in relation to their low starting points, achieving their qualifications in a timely manner and acquiring the skills that they targeted at the start of their programme. The vast majority of learners in the current year have completed their qualifications in the planned timescales. However, in 2014/15 too many learners left their programme before completing their qualifications, which had a demonstrable impact on the success rates of this group of learners; declining significantly from previously positive success rates. The majority of the learners who stay on programme achieve their English and mathematics qualifications.
- Learners access a diverse range of enrichment activities and additional qualifications to develop employability skills and acquire trade-specific qualifications and training, allowing them to acquire additional skills, which are influential in securing sustainable employment. For example, hospitality learners acquire food allergen certificates; childcare learners undertake childcare enrichment activities and paediatric first aid courses, all of which are essential qualifications to operate in their respective sectors, which employers greatly value.

## Types of provision

### 16 to 19 study programmes

are good

- Springboard has 368 learners on study programmes in vocational subjects including childcare, business administration, construction, hospitality, and hairdressing and beauty therapy. Of these, 194 follow study programmes delivered by Springboard. The remainder are with 12 subcontractors based in Sunderland, Northumberland and Hereford.
- Springboard provides good oversight of the study programmes and monitors the work of subcontractors to ensure that the quality of provision is consistently good for its learners. Subcontractors value the support and guidance provided.
- Learners follow well-designed study programmes appropriate to their needs, interests and levels. They benefit from good individual support and coaching, with small group sizes enabling tutors to give learners the attention they need. Tutors know their learners well and use this knowledge to plan learning effectively. Tutors rigorously check learners' work and assess their progress during sessions and in one-to-one reviews. They use direct questioning effectively to involve all learners and monitor their learning. In a small minority of lessons, the pace can be too leisurely, particularly during discussions, meaning that learners do not receive sufficient challenge.
- The quality of teaching and learning is good. For example, in construction tutors use their good subject



knowledge to engage learners effectively in crafting a range of objects in wood, developing skills they can use in work and in their personal lives. In hairdressing, learners enjoy and benefit from good practical demonstrations and enthusiastically put into practice what they have learned. Resources reflect good industry practice and trainers use them well to prepare learners for the workplace.

- Effective and impartial advice and guidance both prior and during the programme prepare learners well for next steps. The large majority of learners taking study programmes achieve either a qualification or move on to positive next steps in employment or an apprenticeship.
- Learners develop their employability skills well through a varied and stimulating range of work experience and enrichment activities that promote positive attitudes to work and community involvement. Examples include refurbishing community venues and park areas; raising money for charity; and taking part in a project to warehouse and recycle unwanted goods. Catering learners gain practical experience of working in the provider's commercial bistro facility. Learners are well behaved, mature and positive about their learning. Tutors encourage learners to develop good social skills appropriate to acquiring skills for work, for example, introducing themselves to visitors and indicating fire exits and toilet facilities.
- In English and mathematics, tutors use a range of strategies to engage learners and maintain a brisk pace to learning. Learners enjoy and benefit from imaginative and stimulating approaches to learning maths, such as tarsia puzzles to compare fractions, and using mini-whiteboards to show and share their working out. In English GCSE, tutor enthusiasm motivates and inspires reticent learners to present their ideas clearly and with confidence.
- Learners feel safe and know how to keep themselves safe. Tutors explore issues of equality and diversity well in sessions. In English GCSE, tutors make excellent use of characters in a novel to explore themes of stereotyping, discrimination and prejudice, engaging learners, and encouraging them to see the point of studying literature as a means of exploring social issues.

## Adult learning programmes

## are good

- At the time of inspection there were 197 learners with 50 of these based at four subcontractors based in Sunderland, North Tyneside, Hereford and Kent. Springboard delivers an adult programme for the unemployed including foundation to intermediate level qualifications and single units of qualifications. A small number of adults complete work experience only. Programmes are at a number of Springboard sites including a recreational park and a bistro on the main site.
- Managers plan programmes well to meet the needs of the unemployed and have particularly good partnerships to ensure that the most disadvantaged in the community benefit from these programmes. Springboard fully maintains a local park, no longer funded by the council, through the offer of horticultural programmes and volunteering opportunities. The local community benefits a great deal from the continuing maintenance of this open space and the many activities that adult learners support in the park. Activities include sporting events, some at national level. Local groups working with people who have disability appreciate and make good use of the park.
- There are exceptionally good partnership arrangements with the Jobcentre, resulting in carefully designed programmes for the current group of adults, many of whom have been unemployed for several years and some have longstanding health issues. Springboard carries out a very thorough and effective initial meeting, to identify the learner's starting points before the type and content of their programme is agreed. Subsequently, programmes are highly individualised and responsive to their needs.
- The quality of teaching and learning is consistently good. In small learner groups, tutors are able to give very effective individual support to make sure all learners can learn at a pace and in a way that meets their needs. Learners are highly engaged and motivated in sessions and thoroughly enjoy the good range of activities. This results in good progress made by the vast majority of learners.
- Tutors are very skilled at planning sessions that are relevant to the group of learners – ensuring that they can relate the topic to their work, life and life experiences. Tutors promote e-safety on the internet and social networks very well and give advice to learners on how to protect themselves when using this technology. Tutors skilfully question learners, helping them to develop their thinking and problem-solving skills while assessing their understanding and learning.
- Learners support each other well as they work together in groups, improving their communication and showing mutual respect for each other and staff. Tutors effectively develop learners' awareness of diversity and promote equality. In a maths session, different approaches to problem solving were encouraged and reinforced and the contribution by different cultures to mathematical methods highlighted.
- Sessions include relevant English and mathematics as part of their learning so learners have the opportunity to practise continuously the application of these skills. Learners appreciate the importance of

these skills and enjoy the fun way in which tutors help learners to develop these skills. In an IT class, learners have to use their newly acquired computer skills to move numbers around in order to solve a number-based puzzle. In a maths session, learners have to think about and spell words that are opposite in their meaning as preparation before completing reverse calculations. However, feedback on written work does not correct spelling or grammatical errors and learners' spelling of technical language shows little improvement.

- Learners develop good employability skills including their communication, motivation and confidence. Learners taking IT courses develop the skills required to job search online as well as being introduced to the benefits of having good computer skills. Some learners with no previous knowledge or experience of using computers demonstrate the ability to search online and send emails and develop their curriculum vitae. Learners are very enthusiastic about how their new skills and confidence increases their chances for future work. Three quarters of those based at the park go on to do voluntary work at the park.
- Too many learners withdraw from their programme and managers do not always know the reasons for them leaving. Tutors follow up learner absence but the impact of the actions taken is unclear.
- The progress that learners make in their qualification is recorded and documented but few learners understand the qualification they are taking, how far they have progressed and the level at which they are working. Too many targets set during reviews are for the qualification rather than the skills that learners are developing. For a small minority, progress reviews are not completed, resulting in learners not fully appreciating the progress they are making.

## **Apprenticeships**

## **are good**

- At the time of inspection, there were 433 apprentices, mainly in children and young people's workforce, sustainable resource management and business administration. Almost all are on advanced and intermediate apprenticeships with a very small minority on higher apprenticeships. The majority of apprentices are adults and there are slightly more male apprentices than female.
- The management of the apprenticeship programme is strong and programmes meet the principles and requirements of Specification for Apprenticeship Standards in England (SASE). The large majority of apprentices successfully complete their apprenticeship framework. However, although small in volume, apprentices who complete their qualification frameworks in children and young people's workforce and sport is significantly lower than all other apprentices at the provider and requires improvement.
- Staff assess apprentices' needs well to ensure that they are on the most appropriate programme. Where tutors identify a support need, in collaboration with the employer, staff ensure that the appropriate level of support is implemented quickly. Apprentices receive effective careers advice and guidance at appropriate stages throughout their programme.
- Employers are involved in the design of the apprenticeship programme and select topics and additional qualifications they require their apprentice to study. Employers of teaching assistant apprentices have requested various additional training programmes and qualifications in food hygiene and first aid, which managers arrange and deliver swiftly to meet their needs.
- Apprentices develop good work-related skills and knowledge supported by motivated and proactive employers. The vast majority of learners make the required progress towards their planned end date and are taught by knowledgeable industry specialist assessors who competently link theory to industry practice. Assessors use a wide variety of assessment methods including professional discussion, direct observation, written assignments and audio recordings, which effectively capture apprentices' progress, learning and performance.
- Apprentices enjoy their learning, and are motivated to succeed. They behave well, attend lessons and are punctual. However, a small minority of apprentices do not attend lessons ready to learn. Assessors use highly effective teaching techniques which learners find interesting. Particularly good questioning techniques regularly challenge and develop apprentices' knowledge and understanding of industry specific terminology.
- Apprentices produce work of a good quality, which meets industry standard. For example, one graphic design apprentice, at the request of the owner of a clothing alteration shop is designing a shop front logo, promotional flyers and business cards. Assessors and apprentices are competent in the use of the e-portfolio system, apprentices upload work and assessors provide highly effective and constructive feedback, enabling learners to know what they need to do to improve their work further.
- Most of the current apprentices are making at least the progress expected of them. The majority of apprentices remain in employment or progress to the next level of study. For example, all health and care apprentices remained in employment on completion of their framework in addition to the majority of



business administration and customer service apprentices.

- Employers value the contribution apprentices make to their business. For example, one business administration apprentice has developed resources for the company that were previously outsourced, saving the company money by doing so.
- The majority of apprentices develop their English and mathematics skills well. For example, children and young people's workforce advanced apprentices solved complex mathematical problems and then simplified them for children to use. In addition, domestic gas apprentices used formulas to calculate the correct height to install a gas boiler and flue. However, a very small minority of apprentices' formative work is not swiftly marked; as a result, spelling and grammatical errors are not routinely corrected, resulting in apprentices not knowing what they need to do to improve their skills further.
- The vast majority of progress reviews are of good quality, carried out regularly and are thorough in content. However, targets set to help apprentices improve are not always specific and short term enough to enable them to know the detail of what they need to do to achieve. Most targets set focus on the qualification outcome and awarding body requirements. Too few targets are set to help improve apprentices' personal development and confidence.

## Provider details

<b>Type of provider</b>	Independent learning provider
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	2,000
<b>CEO</b>	Denise Wilson
<b>Website address</b>	<a href="http://www.springboard-ne.org.uk/">http://www.springboard-ne.org.uk/</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	239	112	111	56	18	29	N/A	N/A
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	63	135	54	177	N/A	4		
Number of traineeships	16-19		19+		Total			
	5		2		7			
Number of learners aged 14–16	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ TEAM Wearside</li> <li>■ Lomax Training</li> <li>■ Horizon Training</li> <li>■ Foundation Of Light</li> <li>■ Reynolds Group</li> <li>■ Skills 4 U</li> <li>■ Boldon School</li> <li>■ Oxclose and District Young People Project Limited</li> <li>■ Milltech</li> <li>■ YMCA Foyer</li> <li>■ Blue Watch Youth Centre</li> <li>■ STEF</li> <li>■ Chameleon Vocational Training Limited</li> </ul>							

## Information about this inspection

### Inspection team

Paul Cocker, lead inspector	Her Majesty's Inspector
Tim Gardner	Her Majesty's Inspector
Gary Cumisky	Ofsted Inspector
Pat Hornsby	Ofsted Inspector
Catharine Jackson	Ofsted Inspector
Jean Webb	Ofsted Inspector

The above team was assisted by the Trust Secretary, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

