

# Ignite Sport UK Limited

Monitoring visit report

---

**Unique reference number:** 1280319

**Name of lead inspector:** Mark Shackleton, Her Majesty's Inspector

**Inspection date(s):** 23 to 24 July 2019

**Type of provider:** Independent learning provider

**Address:** Ignite Sport UK Limited  
The Community Arena  
Oxford City Football Club  
Marsh Lane  
Marston  
Oxford  
OX3 0QN



## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Ignite Sport UK Limited (Ignite) provides apprenticeships for young people who are interested in sports coaching and teaching. These apprentices are either employed by Ignite and deployed to schools or employed directly by schools. At the time of the visit, 25 apprentices were on a range of four programmes, including framework programmes in activity leadership at level 2, supporting teaching and learning through physical education and school sport, standard-based community activator programmes at level 2 and teaching assistant programmes at level 3.

### Themes

**How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

**Reasonable progress**

Managers ensure that recruitment staff provide potential apprentices with accurate information, advice and guidance before they start their programmes. Staff accurately assess apprentices starting points and place them on level 2 or 3 programmes which match closely their abilities and career aspirations. As a result, virtually all apprentices are happy they have made the right choice and remain on their programmes.

Coach-mentors and tutor-assessors help apprentices develop rapidly the knowledge, skills and behaviours that school managers and teachers need them to have. They achieve this through frequent visits to apprentices' workplaces and, remotely, through online learning sessions. Tutor-assessors do not, however, always work closely with school staff to ensure that off-the-job learning and the on-the-job learning provided by schools are complementary or recorded. This slows apprentices' progress.

Managers and tutor-assessors review apprentices progress frequently and hold a formal progress review every 12 weeks. As a result, managers have a strong understanding of the progress made by individuals. This works very effectively with the current small numbers of apprentices. Virtually all apprentices secure full-time work or progress to further or higher education.

Apprentices benefit from sufficient off-the-job learning time. When they are diverted to other activities, tutor-assessors work with employing managers to ensure that additional learning time is allocated.

Toward the end of their programmes, tutor-assessors ensure that apprentices on standards-based programmes are effectively prepared for their assessments. This is achieved through practice assessments that help apprentices identify any knowledge, skills or behaviours which require further development. These apprentices do not know whether they can achieve a pass or distinction early enough in their programmes.

Apprentices have a basic awareness of British values. This awareness needs to be developed further so that apprentices understand how British values relate to schoolchildren and sport.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Apprentices enjoy their programmes and have good relationships with each other and their tutor-assessors. Tutor-assessors plan and set work that improves apprentices' skills, knowledge and behaviours and is relevant to their employment.

Apprentices develop high levels of confidence and are aware of the skills they need to improve further and which skills they have mastered. They appreciate the support and guidance they receive from their tutor-assessors and coach-mentors.

Programmes meet the needs of employers well. Employers benefit from the rapid development of their apprentices. They can see significant improvement in apprentices' skills and confidence, for example their ability to plan lessons and provide cover during teacher absences.

Tutor-assessors are well qualified and have high expectations of their learners. They attend regular professional development training that helps them improve their understanding of the changing qualifications. Tutor-assessors benefit from frequent observations of their teaching, learning and observations which focus reasonably well on the learning achieved and identify areas for improvement.

Tutors do not always use information from the thorough initial assessments of their apprentices' existing vocational, English and mathematical skills well enough in planning learning. Learning plans for these apprentices do not reflect their starting points accurately.

Action plans for apprentices who are behind on their programme are not clear and specific enough. Individual action plans do not have effective targets that are clear enough for learners to know exactly what they need to do before the next review.

The feedback tutor-assessors provide to apprentices is not always specific or detailed enough. For example, 'improve presentation skills' does not help a learner to understand what they need to do differently next time.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Managers use effective safeguarding practices. Their safeguarding policies are comprehensive but do not always reflect the strong practices they employ. The safeguarding lead and staff have appropriate safeguarding training.

Managers keep detailed records of concerns and welfare issues. These show that apprentices receive high levels of support where needed. Managers work closely with external agencies to ensure that appropriate action is taken when safeguarding concerns arise.

All staff have appropriate safeguarding checks and staff and apprentices wear identification lanyards. Staff and apprentices challenge unknown visitors.

Apprentices have a basic awareness of the dangers of extremism and radicalisation through completion of an online course. During learning activities or progress reviews, tutor-assessors do not effectively develop further this basic awareness. Apprentices have a reasonable awareness of online safety.

Managers use a 'Prevent' duty risk assessment and action plan to guide their management of risks. They do not review and update its contents frequently enough.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). 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**

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. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a 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. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

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 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019