

# Short inspection of Locomotivation Ltd.

Inspection dates:

10–11 December 2019

## **Outcome**

Locomotivation Ltd continues to be a good provider.

## **Information about this provider**

Locomotivation is based in Poole, Dorset. Its previous short inspection was in November 2015. Since that inspection the number of apprentices has reduced by around half. The great majority of the 232 apprentices now in learning are adults following level 3 programmes. The apprenticeships offered are mostly standards-based programmes in leisure, health and social care, business skills, retail, aviation and hospitality. Locomotivation employs no subcontractors and currently offers apprenticeships at levels 2, 3 and 5. The largest single group of learners is following team leadership programmes at level 3.

Apprentices are all employed in businesses throughout England, but some are based in certain areas. Aviation learners work in either Manchester, Gatwick or Heathrow airports. Most adult healthcare apprentices work in care homes in York or Harrogate. The majority of outdoors activity apprentices are based in locations along the south coast.

## **What is it like to be a learner with this provider?**

Apprentices benefit from their programmes of learning and are enthusiastic about their studies. Apprentices' employers ensure that their apprentices have good access to learning opportunities. As a result, apprentices are very positive about the quality and impact of the training they receive. They have a good understanding of their apprenticeship programme and its value. They understand their next steps and career options. Apprentices feel safe at work.

The vast majority of apprentices develop new knowledge, skills and behaviours that improve their effectiveness at work. They grow in confidence and become active in their learning. For example, team leader apprentices learn how to work with and manage different types of people effectively. Leisure apprentices are involved in designing new risk assessment documents. Outdoors activity apprentices develop a deeper understanding of diversity through their contacts with a diverse range of volunteers. Almost all apprentices are gaining a wide range of skills that improve their employability.

## **What does the provider do well and what does it need to do better?**

Leaders have a clear rationale for each curriculum area which is built from their substantial experience and expertise. Leaders are committed to developing young peoples' and adults' careers and focus strongly and successfully on building apprentices' new knowledge, skills and behaviours. As a result, apprentices have a clear understanding of why they are doing an apprenticeship, its value to them and their employers. Apprentices are engaged with their learning and enjoy it. They talk enthusiastically about what new knowledge they have learned and how they apply it at work. The great majority become skilled and productive and develop self-confidence, respect for each other and positive attitudes to work.

Most apprentices' curriculums also give them the chance to gain additional qualifications. For example, some apprentices can complete coaching, multi-skills or manual handling qualifications. Outdoors apprentices have good opportunities to gain additional qualifications, such as the level 1 canoeing paddle sports leader, first aid and bushcraft qualifications. Such opportunities aid their progression at work and ensure that they are more effective in the workplace.

Employers are very supportive of their apprentices and provide them with a curriculum that has good opportunities to learn and develop. Close liaison between training staff, the employer and apprentices ensure that on- and off-the-job training for most apprentices is well-coordinated and accessible. However, leaders have not ensured that all employers readily accept that apprentices should be receiving their full quota of off-the-job training.

Locomotivation's training staff are occupationally well qualified and appropriately experienced. The majority have a teaching qualification, and if not leaders support them to achieve one. Leaders provide training staff with valued opportunities for professional development which updates and enhances their qualifications and skill sets.

Trainers conduct effective observations and evaluations of apprentices' work. They get the balance right when providing apprentices with feedback so that positives and negatives are given constructively. Trainers plan assessment well, and apprentices' progress is checked regularly. Training staff check the extent of apprentices' learning and their competence in applying their skills regularly. They use searching questioning techniques to check apprentices' understanding. They conduct regular reviews with apprentices to discuss their progress towards achieving the qualification. However, trainers' records of apprentices' reviews do not all have a strong focus on the quality of education being achieved. Records tend to focus primarily on the achievement of tasks and activities required by the awarding body.

The curriculum provides good support to learners with specific needs and leaders make appropriate adaptations where necessary. For example, dyslexic care workers are provided with helpful learning resources. Adaptive technologies are provided for deaf apprentices. Leaders also provide strong pastoral support for staff. For

example, paying for counselling to support staff through personal issues.

The curriculum ensures that most apprentices receive effective and impartial information, advice and guidance at the start of their programmes, the midway point, and the end of their programmes. Consequently, apprentices have a good understanding of the range of their careers options and can talk confidently about their career aims and aspirations.

Most apprentices are making the progress expected towards completion of their programmes. Apprentices' overall pass rates in 2017/18 were too low. However, apprentices' attainment has since improved, and work seen confirms that for most apprentices it is now high. The curriculum also supports most learners to achieve the functional skills elements of their curricular goals well. Outdoors apprentices develop their mathematical knowledge when applying mathematical principles in their workplaces. However, the curriculum does not help apprentices to receive timely support and develop their English skills. Apprentices with GCSE passes in English and mathematics are not being encouraged to develop their literacy and numeracy skills further.

Leaders have managed substantial challenge and change in their commercial environment well over the past two years and maintained the quality of provision. They have focused strongly on retaining and supporting staff. They have maintained relationships with key employers and gained new ones. The number of apprentices fell by around half since the previous inspection, but leaders have focused successfully on increasing numbers substantially. Leaders have well-established plans for a full curriculum review from the start of the new year for implementation from March 2020.

The use of information and communication technology in the learning environment, and e-learning options for business learners have improved since the previous inspection. Leaders, managers and staff make very effective use of digital communications to improve internal communication. Leaders have revised the website, which now contains substantial and very useful content for apprentices. Leaders recognise that their collection and analysis of learner progression data remains an area for development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have received effective training, which is refreshed regularly. Most apprentices have a good recall of the safeguarding elements of their induction. Most have also received useful training from their employer. Apprentices feel safe and know who to contact if they have any concerns.

Overall, staff and apprentices have a good understanding of safeguarding, fundamental British values and how to protect themselves from the dangers of extremism and radicalisation. Apprentices have a good understanding of how these

aspects relate to their daily lives and work.

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

- Leaders should redouble their efforts to ensure that all employers routinely provide apprentices with the time expected for off-the-job training.
- Improve the quality of monitoring records by ensuring that trainers focus strongly on recording the quality of education and its impact on developing apprentices' new knowledge, skills and behaviours during reviews.
- Improve the curriculum so that all apprentices receive timely support for developing their English skills and apprentices with GCSE passes in English and mathematics develop their literacy and numeracy skills further.

## Provider details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 53094   |
| <b>Address</b>                     | The Old Bank<br>40–42 High Street<br>BH15 1BT                                     |
| <b>Contact number</b>              | 07812 071790  |
| <b>Website</b>                     | <a href="https://www.locomotivation.co.uk/">https://www.locomotivation.co.uk/</a> |
| <b>Principal/CEO</b>               | Ms S Ricks  |
| <b>Provider type</b>               | Independent Training Provider   |
| <b>Date of previous inspection</b> | 6 November 2015   |
| <b>Main subcontractors</b>         | None  |

## Information about this inspection

The inspection was the second short inspection carried out since Locomotivation Ltd was judged to be good in March 2010.

The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent position statement, quality improvement plan and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision offered by the provider. Inspectors collected a wide range of evidence to inform judgements including observing training session and reviews, scrutinising learners' work, seeking the views of apprentices, staff and employers. Inspectors also examined the provider's relevant documentation and records.

### Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Nick Crombie, lead inspector | Her Majesty's Inspector |
| Paul James                   | Her Majesty's Inspector |
| Christine Lacey              | Ofsted Inspector        |
| Andrew Stittle               | Ofsted Inspector        |
| Joy Montgomery               | Ofsted Inspector        |
| Sara Hunter                  | Ofsted Inspector        |
| Priscilla McGuire            | Ofsted Inspector        |

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