

Inspection of Ignite Sport UK Limited

Inspection dates: 22 to 24 February 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Ignite Sport UK Limited (Ignite) provides apprenticeships for young people and adults who are interested in a career in sports coaching and teaching. Ignite has also started to offer apprenticeships in marketing roles to support the businesses where sports coaches work. Apprentices are employed by Ignite and other sports activities providers, in a range of locations across the country. At the time of the inspection, there were 74 apprentices on a range of seven standards: level 2 community activator, level 3 teaching assistant, level 3 junior content producer, level 3 sports excellence professional, level 3 digital marketer, level 4 sports coach and level 5 learning and skills teacher.

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

Apprentices benefit from an inclusive, safe learning environment. Tutors help them make effective and safe use of virtual learning platforms by providing useful guidance and support.

Tutors set clear expectations of behaviour and professionalism. They reinforce them throughout the programme. Apprentices know the importance of representing the businesses they work for. They wear the correct uniform and identification; they are punctual and well organised.

Most apprentices attend their training well. If they are unable to attend for valid reasons, the tutors support them to catch up by providing recorded sessions and resources. Should an apprentice fall behind, the tutor provides additional one-to-one support to help them to catch up.

Apprentices develop substantial knowledge, skills and behaviours as a result of the programme. They learn about their workplace and understand how their roles contribute to the overall vision of the business. All apprentices develop their knowledge of coaching styles and how to use them, which has helped them to plan activities to meet the needs of clients. Apprentices' confidence in giving presentations, and their voice projection skills, have grown as a result of constant practice.

Apprentices benefit from discussions with staff about their next steps and career plans. They are well informed about what to expect from their apprenticeship, what it prepares them for and possible career opportunities.

Apprentices feel safe and know whom to go to if they need support.

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

Leaders have a clear vision to inspire people to get into sport, and offer high-quality training. They maintained the provision during the pandemic by adapting some of the workplace opportunities to meet the needs of the local communities. Leaders' effective partnerships with local communities provide opportunities for apprentices to work in a range of settings, such as half-term football camps for disadvantaged families, tennis clubs and schools.

Leaders understand well the strengths and weaknesses of their provision. They collaborate well with staff to plan improvement actions that have a positive impact on the training that apprentices receive. They are considerate of their staff's well-being and ensure that their workload is manageable. Leaders are responsive to any suggestions or requests that are made by staff to improve their time at work. They carefully prioritise staff training activities to work towards a consistently high quality of training. Staff find training activities useful and can apply their learning effectively in their practice.

Tutors plan the curriculum coherently to build apprentices' skills over time to meet their individual needs and those of their employers. They use a range of approaches to support apprentices to develop new skills, knowledge and behaviours. For example, apprentices study online, create case studies and carry out independent research and simulations.

Tutors use repetition of key topics and revisits to theoretical subjects in different contexts to help apprentices to remember their learning. They also provide apprentices with interesting and challenging research and project work which helps them to put their learning into practice in the workplace. They use assessment well to identify apprentices' progress and gaps in learning and use this to plan additional learning or interventions to ensure that apprentices do not fall behind.

Apprentices benefit from useful, supportive and positive feedback which enables them to improve their work. Most apprentices benefit from regular progress reviews with their tutor. Tutors ensure that employers know what apprentices are learning so that they are able to plan useful on-the-job training and activities to support apprentices' progress at work. Apprentices know what they need to do to achieve the highest grade possible and are confident that they will do this.

A small proportion of apprentices studying the level 5 learning and skills teacher standard do not benefit from a wide enough range of exposure to varied educational settings to prepare them effectively for their next steps. For example, one apprentice currently only teaches a small group of learners remotely and does not have exposure to face-to-face classroom teaching practice.

Although the curriculum extends beyond the elements of the apprenticeship programme that apprentices study, leaders are in their early stages of planning. As a result, not all apprentices consistently benefit from developing wider skills, knowledge and behaviours. For example, tutors take opportunities as they arise to teach English, mathematics and topics such as the risks of extremism but there is no overall plan of what apprentices will learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appointed a suitably qualified and experienced safeguarding lead, who has ensured that there are suitable policies and procedures in place. Staff are recruited safely to work with young people.

Leaders and managers work closely with employers to ensure that apprentices are safe when they are at work. Apprentices know how to stay safe as a result of mandatory training in safeguarding issues. They have a good understanding of the 'Prevent' duty and of how to keep themselves safe. However, the designated safeguarding lead's, staff's and apprentices' knowledge of local issues which may threaten their safety is underdeveloped.

What does the provider need to do to improve?

- Leaders and managers should ensure that tutors develop apprentices' wider skills and knowledge consistently well.
- Leaders and managers should ensure that all level 5 learning and skills tutor apprentices benefit from a range of teaching experience in relevant settings that prepare them well for their next steps.
- Leaders and managers should improve their knowledge of local risks of extremism and radicalisation, to support apprentices to keep themselves safe.

Provider details

Unique reference number	1280319
Address	The Community Arena, Oxford City FC Marsh Lane, Marston Oxford OX3 0NQ
Contact number	0300 3030890
Website	www.ignitesportuk.com/
Principal/CEO	Justin Merritt
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of education, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, 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 at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Emma Leavey, lead inspector

Her Majesty's Inspector

Alison Attfield

Ofsted Inspector

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