

# Inspire 2 Independence (Training) Ltd

## Reinspection report

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Unique reference number: 58472

Name of lead inspector: Mike Berry HMI

Last day of inspection: 8 January 2010

Type of provider: Independent learning provider

Address: Independence House  
Millfield Lane  
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## Information about the provider

1. Inspire to Independence (Training) Limited (i2i) is a private training provider founded in 2004 and is based in York. The workforce development arm of the business holds five regional Learning and Skills Council (LSC) contracts to provide Train to Gain programmes at levels 2 and 3 in Yorkshire and Humberside, North West, North East, East Midlands and West Midlands. i2i offers national vocational qualifications (NVQs) at level 2 in retail skills, warehousing and storage, customer service, team leading and business administration. Management skills at level 3 and adult literacy and numeracy up to level 2 are also offered. Three senior managers report to one of the four directors with responsibility for workforce development. Four regional managers manage the Train to Gain provision. Twenty-three trainer/assessors and a Skills for Life specialist support learners through the programme. Currently there are 677 learners on Train to Gain. The training and assessment take place on the employers' premises.
2. i2i was inspected in December 2008. The effectiveness of provision, achievement and standards, quality of provision, leadership and management, and equality of opportunity were judged to be inadequate. The two subject areas, retail and commercial enterprise, and business administration and law, were also inadequate. Capacity to improve was satisfactory. Since the inspection, i2i has discontinued LSC Train to Gain contracts in the East of England, South West England and London. i2i also holds prime contracts for the Department of Work and Pensions (DWP) provision in Greater Manchester, Lancashire, Cumbria and West Midlands but this inspection is not looking at or grading any of the DWP provision.

| Type of provision                    | Number of enrolled learners in 2008/09 |
|--------------------------------------|--|
| Employer provision:<br>Train to Gain | 1,444 learners                         |

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

|                                    |         |
|------------------------------------|---------|
| Overall effectiveness of provision | Grade 3 |
| Capacity to improve                | Grade 2 |
|                                    | Grade   |
| Outcomes for learners              | 3       |
| Quality of provision               | 3       |
| Leadership and management          | 3       |
| Safeguarding                       | 3       |
| Equality and diversity             | 3       |
| Subject Areas                      |         |
| Retail and commercial enterprise   | 3       |
| Business administration and law    | 3       |

## Overall effectiveness

3. The overall effectiveness of i2i's provision is satisfactory. Directors and managers are very effective in promoting high standards and continuous improvement. Since the original inspection, significant organisational change has been managed well. Many improvements have been made including significant improvements in success rates. The monitoring of learners' progress is highly effective. Learners now make better progress but too many fail to complete within their planned period of study. Teaching and learning are satisfactory though the quality varies significantly across the provision. Resources for teaching and learning and the use of information learning technology (ILT) are insufficiently developed. Assessment is flexible and responsive to the needs of learners and employers but there is too much weak practice which has not been resolved through internal verification. The provision is responsive and adequately meets the needs of learners and their employers. Barriers to learning are effectively removed for learners returning to learning after many years. Partnership working with employers is good and this enhances the training and learners' experience. Assessors provide good practical support which helps most learners make good progress. Support for literacy and numeracy is not sufficient to meet the needs of all learners who require it.

Learners say they feel safe and secure in the workplace. The promotion of equality of opportunity is satisfactory. Good quality resources have been developed which have improved learners' understanding of equality and diversity. While self-assessment is highly effective in driving quality improvement, a few aspects of quality assurance are incomplete and not fully effective. Financial management and value for money are satisfactory.

## Main findings

- Good improvement to success rates. Overall success rates have improved by 10 percentage points to 69% since the original inspection. However, they are still below the national average. Overall success rates have continued to improve during 2009/10. Timely success rates are now satisfactory. Progress of most learners is satisfactory but a significant minority are beyond their planned end dates.
- Most learners attain well and develop good work skills and confidence. Learners' economic and social well-being is improved as a result of the training. Learners feel safe. The standard of learners' work meets the expectations of their employers and industry. Learners' portfolios are satisfactory.
- Teaching, learning and assessment are satisfactory overall but there are variations in practice across the provision. Resources to support teaching and learning are insufficiently developed. The monitoring of learners' performance is very thorough. The observation of teaching and learning is accurate but is not systematically used to improve teaching practice.
- The extent to which the provision meets the needs of learners and employers is satisfactory. The provision is flexible and responsive. Often the training and assessment are tailored to individual companies. Progression opportunities are available but few learners progress from NVQ level 2 to level 3. Partnership working with employers is good.
- Learners receive good practical support and encouragement from trainer/assessors which enable most to make good progress. Some learners have significant barriers to participating in learning which are effectively removed. The arrangements for information, advice and guidance have not been effective in reducing the numbers of early leavers and transfers.
- The provision of additional learning support is insufficiently developed. i2i is unable to meet the literacy and numeracy support needs of all learners requiring it. The assessors provide help to learners but most do not have basic skills qualifications themselves. Most trainer/assessors have recently had training in basic skills.
- Leaders and managers are very effective in promoting high standards. They promote ambition well and provide challenge to all staff and learners. Leaders have been effective in developing a very supportive culture with a strong commitment to improving learners' performance and experience. i2i has a clear organisational vision, strategic direction and a strong commitment to quality improvement.

- Arrangements for safeguarding learners are satisfactory. An appropriate safeguarding policy and action plan are in place. Two senior staff have been identified as designated safeguarding officers. All staff working with learners have been trained to recognise signs of abuse and deal with disclosures. All staff receive a Criminal Records Bureau (CRB) check and a central list of checks is maintained.
- The promotion of equality of opportunity is satisfactory. Learners have a good understanding of equality and diversity which are well covered at induction and progress reviews. All staff have had training in equality and diversity. Accurate data now show the performance of under-represented groups. However, challenging targets to improve participation and performance have yet to be set.
- The engagement of users to support and promote improvement is satisfactory. Learner and employer surveys are carried out frequently using a sample from across the provision. Response rates are low but recently these have improved. Learners and employers are mainly positive about the training. Actions in response to concerns are carried out satisfactorily but they are not formally recorded.
- Self-assessment is highly effective in driving quality improvement. All staff are actively involved and have a good understanding of the process. The self-assessment report is suitably evaluative and self-critical. The judgements are well supported by the evidence. Monitoring of learner and assessor performance is highly effective. Staff have a good understanding of the data.
- Aspects of quality assurance are incomplete. Variable practice between assessors has not been resolved through internal verification. The observation of teaching and learning is not being used as an effective quality improvement tool. No reliable system to ensure the quality of teaching and learning resources is in place. Sharing of good practice is insufficiently developed.
- Value for money is satisfactory. Overall success rates are improving but they are still low. Financial management is satisfactory. Resources for teaching and learning are insufficiently developed. Assessors do not have laptops which restricts the development of ILT. Accommodation at the company's head office is good.

### What does i2i need to do to improve further?

- Continue to improve overall and timely success rates until they are at least in line with national averages. Reduce the number of early leavers who leave the programme within the first six weeks. Increase the number of learners who achieve their qualification by the planned end date.
- Improve the quality of coaching, assessment and reviews of learners' progress to make learners' experience more lively and interesting, assessment practice consistently good and targets in progress reviews more challenging with the involvement of employers.
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- Ensure that all learners who need additional learning support to meet their literacy and numeracy needs receive the support in a timely manner from staff who are appropriately qualified.
- Develop improved resources to support teaching, learning and assessment which more effectively engage learners in sessions and help them make better progress. Ensure that the quality of the resources is consistent and easily accessible to all learners.
- Further develop quality improvement processes so that they are complete and fully effective, including the standardisation of teaching, learning and assessment, quality assurance of resources, the use of observation to improve trainer/assessors' practices and the sharing of good practice.
- Develop information and communications technology (ICT) to enable trainer/assessors to more readily access learning materials to support learners and to promote the exchange of information relating to assessment, learner progress and other administrative issues more effectively and efficiently.

#### Summary of the views of users as confirmed by inspectors

##### What learners like:

- the course of training which is ideally suited to their needs
- the style of teaching which has helped them learn and achieve
- the good support provided by assessors that helps them overcome their barriers to learning
- increasing their skills, knowledge and motivation
- the frequent contact from assessors which enables them to make good progress
- the learning which is enjoyable and enables them to be more effective at work
- the involvement and support of their employers and managers.

##### What learners would like to see improved:

- the timely support to meet their literacy and numeracy needs
- provide good quality learning resources which illustrate the NVQ.

#### Summary of the views of employers as confirmed by inspectors

##### What employers like:

- the very responsive and professional service provided by i2i
- the very flexible and adaptable approach to delivering NVQs in their stores
- the good links between their in-company training and the NVQs
- regular updates on their employees' progress provided by trainer/assessors
- the training which is very complementary to the roles of their employees
- the excellent communication and support with the company

- the excellent standard of i2i's work; they have received great feedback from their employees.

What employers would like to see improved:

- all trainer/assessors communicating with learners through the store managers regarding the training.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

4. i2i has made many improvements since the last inspection. Success rates have improved significantly. The new organisational structure effectively supports the achievement of business objectives. A culture of continuous improvement has been developed which has a clear focus on improving the quality of provision and success rates. Management information is timely and accurate; it is well understood by staff at all levels. It is used very effectively to monitor learner, assessor, regional and organisational performance against challenging targets. Staff are well supported by managers. They are well motivated, enthusiastic and committed to improving the provision.
5. Self-assessment is highly effective in driving quality improvement. The process is thorough and inclusive. Staff are fully involved and have a good understanding of the process. The self-assessment report makes very accurate judgements which are well supported by a good range of evidence. It is evaluative and self-critical; both the judgments and grades awarded match the findings of inspectors. The self-assessment report informs a very good, detailed and well-monitored quality improvement plan.

### Outcomes for learners

Grade 3

6. Success rates have improved but they are still low. At the original inspection overall success rates were only 59%, improving to 69% in 2008/09; however, this is 12 percentage points below the national average. During 2009/10 overall success rates have continued to improve significantly. Timely success rates have improved from 35% to 45% in 2008/09 in line with the national average. Good improvements have been made to timely success rates during 2009/10 and they are now satisfactory. In Skills for Life overall success rates are very high at 93% and timely success rates satisfactory at 42%. Success rates have improved in all the LSC regions in which i2i has retained contracts. In Yorkshire and the Humber, North West and North East overall success rates are satisfactory while in the West Midlands and East Midlands they were low in 2008/09. During 2009/10 success rates have continued to improve in all regions. A significant minority of learners are beyond the planned end dates for their programme.
7. Females achieve slightly better than males. Success rates for learners receiving additional learning support are very high but the numbers are small. Learners of Indian ethnic origin achieve better than White British learners. Learners from other ethnic groups achieve at a similar rate.
8. Learners enjoy the training; they improve their self-confidence and develop good workplace skills. For many the training is the first programme of learning



they have taken for many years. Learners' employability skills are improved and a number of learners have progressed to promoted posts. Learners feel safe in the workplace. i2i and employers give high priority to safeguarding and health and safety.

## The quality of provision

Grade 3

9. Most teaching is one-to-one coaching which is now broadly satisfactory, in line with i2i's self-assessment. The planning of training is highly individualised. Trainer/assessors and employers work closely and often there are good links between the NVQ training and assessment and in-company training programmes. A small number of employers are not sufficiently involved in the planning and delivery of the training. Resources for teaching and learning are inconsistent. Those used with one large employer are good but for a significant number of learners they are poor. Assessment is satisfactory and responsive to the needs of learners and employers. Assessors visit learners in the workplace very frequently. Assessment practice is variable across the provision. Assessment feedback helps learners understand how to improve their work.
10. Learners' progress reviews are satisfactory. Appropriate records confirm that reviews are carried out at timely intervals. Learners' progress is sufficiently reviewed and adequately recorded. Employers are not always present at reviews. The monitoring of learners' progress is very thorough; the process is supported by a wide range of accurate reports. Observation of coaching and other key learner processes has been introduced. The process is relatively accurate and provides a realistic picture of the quality of coaching. Although areas for development are identified and recorded, there are no systematic arrangements to address these issues and support trainer/assessors to improve their practice.
11. The range of programmes offered, adequately meets the needs of learners and employers. The provision is flexible and responsive. Often the training and assessment are tailored to individual companies. Assessors are careful not to disrupt the day-to-day business and this is greatly valued by employers. Many learners initially feel anxious about returning to learning after many years but these fears are skilfully allayed by trainer/assessors. A range of progression opportunities are available though few learners actually progress from level 2 to level 3 programmes.
12. Strong links have been formed with several very large retail companies for whom i2i is the preferred training provider. Good links have also been developed with smaller and public sector employers. Close working with employers has helped meet the needs of the organisations and individual learners. i2i has carefully mapped the NVQs with in-company training programmes to ensure that the training meets the needs of learners and employers.

13. Information, advice and guidance take place through specific reviews with learners at pre-entry, mid-point and on exit. Although the process is satisfactory, pre-entry information, advice and guidance have not been effective in reducing the high number of early leavers in the current year. Trainer/assessors provide good practical support and encouragement which enables many learners to make good progress and achieve their qualifications. They are effective in developing a 'can do' attitude which helps learners improve their self-confidence and motivation. Most employers are highly supportive of the learners. i2i is unable to meet the literacy and numeracy support needs of all learners who are identified as requiring additional learning support. Currently there are too few qualified Skills for Life tutors. Many of the trainer/assessors have provided help to learners which has enabled them to complete their NVQ but they do not have basic skills qualifications themselves. i2i has identified this shortcoming and has already begun to rectify it by providing training which leads to a Skills for Life qualification for all assessors.

## Leadership and management

Grade 3

14. Strategic direction is learner focused and well understood by staff. Managers are highly committed to improving success rates and the quality of provision. They promote high standards within a positive and supportive culture. Since the last inspection significant organisational change has been well managed. The new organisational structure supports the achievement of i2i's key performance indicators. Teamwork is excellent; staff are enthusiastic, committed and well motivated. They know exactly what they have to do to contribute to the success of the organisation. Demanding, realistic targets are set at organisational, regional and individual levels. Performance against targets is monitored rigorously. Monitoring of learners' progress is highly effective through monthly one-to-one meetings between trainer/assessors and regional managers. The meetings are well recorded and detailed action plans are produced.
15. Arrangements for safeguarding learners are satisfactory. The strategic plan has a clear focus on the importance of safeguarding. An appropriate safeguarding policy and action plan are in place. Two senior staff have been identified as designated safeguarding officers. All relevant staff have completed a CRB check, which is recorded in a single central record. All staff have received training on safeguarding appropriate to their job roles. Learners feel safe and secure. Safe working practices are well promoted and learners have a good understanding of health and safety. There is no policy covering learners' safe use of the internet.
16. The promotion of equality of opportunity is satisfactory. An appropriate equality and diversity policy, which includes bullying and harassment, ensures and promotes equality of opportunity. An equality working group has been established which effectively monitors progress on equality and diversity issues. It organises training, devises staff guidance and teaching and learning resources and ensures a high profile is given to equality and diversity across the

organisation. i2i is beginning to assess the impact of its work in relation to equality and diversity. Good progress is being made against actions identified in a detailed equality and diversity action plan. i2i provides training for a large national employer who predominantly employs people with learning difficulties and/or disabilities. Good quality resources have been developed to support trainer/assessors in reinforcing equality and diversity with learners. Learners have a good understanding of equality and diversity which are well covered at induction and in progress reviews. All staff have benefited from appropriate and regular training in equality and diversity. Accurate data now show the performance of under-represented groups and the achievement gap. However, challenging targets to improve participation and performance of all groups of learners have not yet been set.

17. i2i are developing learner and employer involvement strategies. Learner and employer surveys are carried out frequently using a sample from across the provision. Response rates to the surveys are low but recently these have improved. Learners and employers are mainly positive about the training but a few learners have reported trainer/assessor shortages and changes. Actions in response to concerns are carried out but they are not formally recorded.
18. An appropriate quality policy and strategy have been developed. Most quality processes have been written and implemented. The outputs of these quality assurance arrangements are used well to inform quality improvement. However, some aspects of quality assurance are incomplete. Internal verification and standardisation have not successfully dealt with inconsistencies in assessment practice. The observation process identifies actions for improvement for individual trainer/assessors but progress against identified actions is not routinely monitored. The quality of learning resources is not checked. Current arrangements for quality assurance are not successfully sharing good practice. There is no overall quality calendar which identifies when all quality assurance activities are scheduled to take place.
19. Value for money is satisfactory. Overall success rates have improved significantly since the last inspection but they are still low. Financial management is satisfactory. The company head office is located in newly acquired, good quality accommodation. Resources for teaching and learning are insufficiently developed. A central bank of teaching and learning resources has yet to be established. Learners cannot routinely access learning resources on-line. Assessors do not have laptops; they are unable to easily access learning materials to support learners. They do not have the resources to complete and transmit assessment or administrative information using ICT. i2i has developed appropriate policies to promote sustainability. Learners are familiar with their employers' sustainability policies and actively recycle in the workplace.

## Subject areas

### Retail and commercial enterprise

Grade 3

#### Context

20. In retail and commercial enterprise there are 375 learners on Train to Gain. Three-hundred and thirty-six are on NVQ level 2 in retail. Thirty learners are on the new diploma in retail skills introduced in September 2009. At the previous inspection 127 learners were on warehousing and storage programmes at level 2 but this has declined to nine learners in the current year. The majority of learners are full-time or part-time employees of national retail chains. i2i trainers/assessors sign up learners, complete induction and carry out all coaching, assessment and reviews in the workplace.

#### Key findings

- Success rates have improved and are satisfactory. At the previous inspection overall success rates were low at 56%. In 2008/09 they improved to 72% but this is still below the national average. During 2009/10 success rates have continued to improve. Timely success rates have significantly improved from 33% in 2008/09 to 65% in 2009/10 to date.
- Learners' employability skills are enhanced. Most learners have a good knowledge of the retail industry and improved understanding of aspects of retail law, health and safety, and sales. Their enhanced knowledge improves their self-confidence; they feel better placed with job prospects and opportunities for promotion. Employers find that the training improves their employees' motivation and performance.
- Very good attention is given to health and safety such as fire safety and learner welfare. Learners feel safe and are able to explain how health and safety applies to the workplace and their work environment. Question and answer sessions on health and safety are used well by trainer/assessors and are constantly reinforced during visits to the workplace.
- Learners' progress is satisfactory overall. Trainer/assessors are flexible and fit in with learners' shift patterns to give good access to assessment. Visits are increased if learners fall behind due to personal circumstances. For too many learners, the length of time between induction and the trainer/assessor commencing activity is too long and inhibits progress.
- Learners' portfolios are satisfactory and contain an adequate range of evidence. Too many learners are not given sufficient encouragement to take ownership of gathering the evidence and compiling their own portfolios.
- Good links and working relationships have been developed between employers, managers and i2i trainer/assessors. Co-ordination between the NVQ and in-company training is good in some areas. In these areas the training supports the learner in gathering evidence for the NVQ. Across the provision there is too

much inconsistency and in some instances co-ordination between on- and off-the-job training is weak.

- Learners' progress reviews are satisfactory. The better reviews are well planned, learners are fully engaged and equality of opportunity is thoroughly explored. In the weaker reviews, insufficient time is spent reviewing learners' progress and negotiating and setting targets in conjunction with the employer or manager. While target-setting is satisfactory overall, in some cases targets are not reviewed frequently enough.
- Coaching is satisfactory overall. The better sessions fully engage learners in the process. Question and answer techniques are good and learners demonstrate good knowledge and understanding. In the weaker sessions there is insufficient planning, approaches to teaching are uninspiring, too few checks are made on learning and learners are insufficiently engaged.
- Much assessment practice is poor. Often learners are insufficiently involved. They sit alongside the assessor, watching, while the assessor takes full control of the evidence gathering and referencing to the NVQ standards. Some witness testimonies are generated by the assessor in conjunction with managers with no involvement of the learner. Learners' written work is not always marked promptly.
- Insufficient support is available to meet learners' literacy and numeracy needs. Many learners identified as having additional support needs only receive informal support from trainer/assessors who are not always qualified to provide such support. While initial assessment is satisfactory the results of this and the learning styles questionnaires are not used sufficiently to inform the planning of learning.
- Resources to support teaching and learning are inadequate. What learners get depends on the trainer/assessor and where they work. i2i has recognised this in the self-assessment report and appropriate steps are planned to rectify the situation. Assessors are not provided with ICT resources and some assessors use their own equipment which is of a poor standard.
- Leadership and management of the subject area are satisfactory. Since the previous inspection communication and performance monitoring of staff has greatly improved. Managers and assessors have good access to reliable data which are used well at monthly meetings to monitor learner progress and staff performance. Regular meetings are beginning to improve the sharing of good practice.
- Internal verification is insufficiently robust. There is too much variation and weak assessment practice that has not been effectively dealt with by internal verification. Observations of assessment are not frequent enough. Continuing professional development (CPD) is satisfactory. The system for planning and recording CPD is good. However, CPD files are insufficiently monitored to identify staff development needs.

What does i2i need to do to improve further?

- Improve overall and timely success rates to ensure they meet or exceed national averages.
- Improve the quality of coaching and assessment practice so that the quality is of a consistently good standard in order to enhance the quality and variety of the learners' experience.
- Improve the quality and range of resources to support teaching and learning and ensure that all learners benefit from quality materials that support their learning and development.
- Provide additional learning support which meets the needs of all learners identified with literacy and numeracy needs and which will enable them to be successful and achieve their qualifications.

## Business administration and law

## Grade 3

### Context

21. In business administration and law there are 283 learners on Train to Gain. There are 56 customer service learners at levels 2 and 3, twenty-nine learners on business administration level 2 and level 3 qualifications and 198 learners on team leading level 2 and management level 3. The majority of learners are based across the West Midlands, Yorkshire and Humberside, and the North West. i2i works with 35 employers and many are large national companies. All training, coaching and assessment are carried out in the workplace.

### Key findings

- Success rates are improving. Overall success rates in 2008/09 were 67%, an increase of eight percentage points from 2007/08. Timely success rates are broadly in line with the national average at 45% and have improved by seven percentage points from 2007/08. However, in 2008/09 both overall and timely success rates remained below national averages. Success rates in 2009/10 are improving significantly.
- Current learners are making satisfactory or better progress, some having completed well within their planned period of study. Learners enjoy their learning and are particularly well motivated to succeed. They develop a satisfactory range of work and personal skills and benefit from increases in their levels of self-confidence and self-esteem. They understand better their working practices and routines.
- Health and safety and equal opportunities are promoted very well. Learners have a particularly good understanding and demonstrate a sound knowledge of safe working practices. Learners are knowledgeable on their company sustainability policies and actively recycle. Learners feel safe and secure in their work environments. Assessors effectively identify equal opportunities issues in the workplace and take action when appropriate.
- Trainer/assessors provide good practical support in the workplace which meets most learners' individual needs. Learners speak highly of the support they receive which motivates them to succeed. Visits are frequent, productive and at times to suit learners and employers. Assessors have a very good understanding of the work routines of the companies and use this to good effect.
- Assessment and coaching are satisfactory overall. Assessment planning is thorough. Learners are clear about what they have achieved and what they still need to do. Most assessors use voice recording equipment effectively but ICT is not used sufficiently in assessment or coaching sessions. Most assessment is too assessor led. Coaching sessions lack variety with too few practical activities.
- Learning resources are inadequate. Assessors produce their own material which is insufficiently interesting and challenging for the learners. Assessors do not make use of the wide range of external resources available.

- Learners' progress reviews are satisfactory overall. In the better reviews the employer makes a very effective contribution. The individual learning plan is used well to inform the content of the progress reviews. However, too little consideration is given to in-company training links with the NVQ when preparing the learning plans.
- Arrangements to support learners' literacy and numeracy needs are insufficiently developed. The majority of learners identified with learning needs do not receive appropriate additional support. Learners that do well at initial assessment are not developed to a higher level.
- The range of programmes is sufficient to meet learners' and employers' needs. Learners have good opportunities to progress between qualifications and levels. Employers recognise that the training has led to improvements in their business performance. i2i works closely with many of the employers to support their workforce development plans. Links with employers have improved since the previous inspection.
- Learners generally receive satisfactory information, advice and guidance. Some learners experience a delay from initial contact to their first trainer/assessor visit. However, recent improvements have been put in place. Learners benefit from the advice and guidance they receive mid-programme and on exit.
- Leadership and management of the subject area are satisfactory. Managers and assessors use data well to monitor targets in relation to learner progress at one-to-one monthly meetings. Communication within the organisation and with employers is good. Staff are actively involved in the self-assessment process and their views and suggestions effectively inform the quality improvement plan.
- Procedures and practices are not consistently implemented. Across the regions there is inconsistency in the completion of documentation and in the working relationships with employers. Internal verification is satisfactory with regular standardisation meetings which have recently included all regions. However, too little internal verification takes place in the workplace.

What does i2i need to do to improve further?

- Raise overall and timely success rates to meet or exceed national averages.
- Provide timely and individualised support for literacy and numeracy needs to ensure that all learners are appropriately developed according to their prior attainment and potential.
- Ensure consistency of practice across all regions so that assessment practice, completion of documentation and timely completion of learners are improved.
- Increase the use of technology for assessors and learners to improve the quality of coaching, assessment, learners' experience and rate of progress.
- Provide a good variety of learning resources that sufficiently challenge and engage all learners, and in a variety of formats appropriate to all levels.



## Information about the reinspection

22. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's head of quality, funding and compliance, as nominee, carried out the reinspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
23. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Inspire 2 Independence (Training) Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

| Grades using the 4 point scale<br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate                                     | Overall | Employer responsive |
|--|---------|---------------------|
| Approximate number of enrolled learners  |         |                     |
| Full-time learners   |         |                     |
| Part-time learners   | 677     | 677                 |
| Overall effectiveness  | 3       | 3                   |
| Capacity to improve  | 2       |                     |
| Outcomes for learners  | 3       | 3                   |
| How well do learners achieve and enjoy their learning?   | 3       |                     |
| How well do learners attain their learning goals?  | 3       |                     |
| How well do learners progress?   | 3       |                     |
| How well do learners improve their economic and social well-being through learning and development?                              | 3       |                     |
| How safe do learners feel?   | 2       |                     |
| <i>Are learners able to make informed choices about their own health and well being?*</i>  | -       |                     |
| <i>How well do learners make a positive contribution to the community?*</i>  | -       |                     |
| Quality of provision   | 3       | 3                   |
| How effectively do teaching, training and assessment support learning and development?   | 3       |                     |
| How effectively does the provision meet the needs and interests of users?  | 3       |                     |
| How well partnerships with schools, employers, community groups and others lead to benefits for learners?                        | 2       |                     |
| How effective are the care, guidance and support learners receive in helping them to achieve?                                    | 3       |                     |
| Leadership and management  | 3       | 3                   |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 2       |                     |
| <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>                         | -       |                     |
| How effectively does the provider promote the safeguarding of learners?  | 3       |                     |
| How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 3       |                     |
| How effectively does the provider engage with users to support and promote improvement?  | 3       |                     |
| How effectively does self-assessment improve the quality of the provision and outcomes for learners?                             | 3       |                     |
| How efficiently and effectively does the provider use its available resources to secure value for money?                         | 3       |                     |

\*where applicable to the type of provision

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