

# Fareport Training Organisation Limited

Address: 28a Westfield House, Lower Bath Lane, Fareham, Hampshire, PO16 0DH

Unique reference number (URN): 51815

## Inspection report: 10 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

### **1. Inclusion, and leadership and governance**

Expected standard	● ●
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## Expected standard

### Inclusion

### Expected standard

Leaders identify apprentices' and learners' support needs well. They provide staff with useful training to make sure that staff are confident in supporting learners and apprentices. Staff benefit from team discussions in which they share strategies for support. Leaders have developed useful tools to help staff to continue to develop their knowledge and skills in reducing specific barriers to learning.

Staff work well with employers to make sure that appropriate support is in place in the work setting. However, although leaders work with external professionals such as the virtual school, staff are not confident about how their work with external partners can benefit learners and apprentices.

Most staff review the impact of the support that they provide and make suitable adaptations or reduce the support appropriately. However, the quality of these reviews is not consistently high. Leaders are working to improve the consistency of this process.

Leaders work with partners, such as the youth justice service, to inform and adapt their teaching strategies in order to reduce barriers to learning. They monitor the outcomes of learners and apprentices with barriers to learning and/or training effectively and recognise the importance of using this information to contribute to staff training topics.

### Leadership and governance

### Expected standard

Leaders have a clear focus on improving the quality of the provision. They know their strengths and weaknesses well. They recognise where improvements are required and take swift action to remedy these.

The members of the highly qualified and experienced advisory board receive detailed information and reports from leaders and managers. They know the strengths and areas to improve well and provide appropriate challenge and support where needed.

Leaders have developed a strong culture of mutual respect and support throughout the organisation. Staff value the support they receive in relation to professional and personal needs, wellbeing, family and health. Staff enjoy working at Fareport and are motivated to do their best.

Leaders provide staff with training that supports them to remain updated in their industry. Those without a teaching qualification are supported to achieve them to help them improve their teaching and learning strategies. However, leaders do not ensure that trainers benefit from highly tailored development that supports them to improve their teaching skills so learners receive training of a consistently high standard.

Local authority representatives value greatly the training that Fareport leaders provide to local residents. Learner outcomes meet and often exceed their expectations as funding partner.

Leaders monitor the quality of subcontracting effectively. They communicate with subcontractor leaders frequently and make sure that they are aware of the requirements set by themselves and the funders. Leaders use feedback from both parties effectively to make improvements.

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## 2. Adult learning programmes

Strong standard	●
Expected standard	● ●

### Strong standard ●

#### Achievement

Strong standard ●

Skills Bootcamp learners make swift progress from their starting points. They learn how to use data techniques to combine and analyse data. They improve their confidence and develop wider professional skills, consistently achieving the personal and learning goals set at the start of their courses.

Learners' work is of a consistently high standard. Learners achieve in line with, or exceed, the high targets set by Skills Bootcamps funders. The pass rate for courses that are externally accredited is very high.

Adults who have faced long-term unemployment secure interviews and employment as a result of the very good support and preparation that they receive from staff and what they have learned on their course. The vast majority of Skills Bootcamp learners complete their training, with a very high number moving to positive destinations in their current employment, becoming self-employed or securing a job.

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### Expected standard ●

#### Curriculum and teaching

Expected standard ●

Leaders understand the strengths and areas for development of their Skills Bootcamps for adult learners. They use stakeholder, employer and learner feedback effectively to develop and improve their training.

Leaders have developed the Skills Bootcamp curriculums to meet local and regional skills priorities. They work with a broad and relevant range of stakeholders, such as local

authorities and the Department of Work and Pensions, to design and deliver Skills Bootcamps in key sectors such as cyber security and digital marketing.

Trainers ensure that Skills Bootcamps are sequenced logically and incrementally build the knowledge and skills that learners need. Trainers use a range of teaching strategies effectively. They systematically check learners' understanding and help learners develop strategies to remember what they learn long term.

Skills Bootcamp learners benefit from industry-expert trainers that bring their knowledge and experience to teaching sessions. Trainers develop learners' professional and technical language well. They use assessment effectively and provide learners with constructive and developmental feedback so they can improve their work. As a result, learners make good progress.

Leaders ensure that the Skills Bootcamps are accessible to learners experiencing barriers to learning. Learners with additional health or learning needs are well supported while on programme and successfully complete the training.

Learners who attend Skills Bootcamps at the subcontracted partner benefit from high-quality training that leads to high achievement and positive destinations.

## **Participation and development**

**Expected standard** 

Staff create calm learning environments for learners to study in. Trainers set high expectations and encourage learners to show respect for each other and listen to others' opinions and points of view.

Attendance on Skills Bootcamps is high. Adult learners enjoy their learning. They actively contribute to lessons, where they work well independently and in pairs. Learners develop their confidence and ability to work successfully in the classroom with others from a range of backgrounds. This stands them in good stead when they seek employment at the end of the course.

Trainers support learners' mental health and wellbeing. They teach them how to use social media platforms safely. Learners who have health conditions have support plans in place to help with their studies.

Learners benefit from an appropriate curriculum on topics such as safeguarding, online safety, radicalisation and extremism, and fundamental British values. They know how to keep themselves safe and how to raise concerns if they have them.

Staff provide learners with useful careers advice and guidance. This includes broad advice and guidance on writing CVs and cover letters. However, some learners would like more specialist careers advice and guidance around the sectors in which they plan to work.

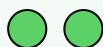
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### 3. Apprenticeships

Strong standard



Expected standard



#### Strong standard

##### Achievement

Strong standard 

Apprentices, including those with barriers to learning, make extensive progress from their starting points. They learn new skills, such as managing projects or teams, which they apply confidently in the workplace.

Leaders are rightly proud of their overall achievement rate, which has significantly improved in 2024/25 and is high. Achievement on level 5 apprenticeships is particularly high. Most apprentices achieve distinction or merit grades in their final assessments.

Apprentices produce work that is typically of a very high standard. Written work clearly demonstrates that apprentices understand the topic, the sector and their job role very well. Apprentices apply theoretical learning carefully at work through projects, which adds value to their workplace. They swiftly develop the skills and confidence to work independently and with minimum supervision.

Apprentices are very well prepared for their next steps after their apprenticeship. Almost all stay with the same employer, gaining promotions or taking on new responsibilities.

#### Expected standard

##### Curriculum and teaching

Expected standard 

Leaders have selected apprenticeships that successfully meet the needs of the employers with whom they work. They understand the strengths and weaknesses of their curriculums. They take appropriate actions that typically lead to improvements. For example, they strengthened progress monitoring and now identify apprentices at risk of falling behind and swiftly put in place interventions to support them.

Leaders sequence curriculums appropriately so learning builds on what apprentices know and can do. Data analyst apprentices learn about legislation and ethics before looking at the use of artificial intelligence so that they can consider aspects such as potential confirmation bias, reliability and accuracy more appropriately when scrutinising results.

Functional skills mathematics trainers carefully and accurately identify apprentices' starting points and plan individualised curriculums focused on learning gaps, which helps

apprentices to achieve their goals.

Trainers are experienced, knowledgeable sector experts who use their subject expertise well to model language and illustrate concepts. They use questioning effectively in order to explore apprentices' understanding and test their recall. Trainers provide apprentices with helpful feedback so they know how to improve.

Leaders work closely and mostly successfully with employers to ensure that apprentices receive high-quality off-the-job training. They involve employers in frequent, helpful progress reviews so they know how to support their apprentices in the workplace.

## **Participation and development**

**Expected standard** 

Leaders set high expectations for attendance and participation, which apprentices understand and respect. Most attend well.

Apprentices benefit from training about safeguarding and signs and symptoms of radicalisation. They feel safe while studying and at work. They know how to report concerns and seek support if they do not.

Apprentices understand and apply fundamental British values very well. People professional apprentices confidently discuss legislation, such as health and safety regulations, that they operate under. Care apprentices put in place advocacy for residents with communication or mental health difficulties so their voice can be heard. They create people-centred care plans and respect cultural diversity in the way they care for residents and clients.

Leaders provide a range of helpful resources for apprentices to support their health and wellbeing. However, trainers do not consistently revisit these topics in training to scaffold learning, and leaders do not monitor take-up of these resources. Consequently, apprentices' understanding and recall are inconsistent and too often lack depth.

Apprentices benefit from careers advice and guidance throughout their learning. They are typically clear about a range of options that are open to them when they complete their apprenticeship. They feel well supported to make informed choices about their next steps.

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## **What it's like to be a learner and/or an apprentice at this provider**

Trainers create a safe and respectful learning environment where learners and apprentices enjoy their learning and attend well.

Apprentices, including those with barriers to learning, make extensive progress from their starting points. They learn new skills, which they apply confidently in the workplace. Level 5 learning and development consultants develop and launch new learning platforms, being involved from project initiation to implementation. Level 5 care apprentices train staff to create person-centred care plans for hospital discharge customers.

Skills Bootcamp learners improve their confidence and gain wider professional skills. They start learning the basics of marketing, such as email marketing, and then move on to developing their own marketing plan for their job roles. They gradually become adept at using a range of digital marketing techniques, such as social media and developing paid adverts.

Adult learners with barriers to learning benefit from individualised support so that they make good progress. For example, adults who are unemployed benefit from useful employability training that helps them prepare well for job interviews. Learners who have long-term health conditions have frequent check ins, one-to-one sessions and more frequent breaks in lessons.

Apprentices grow in confidence and take on further responsibilities as they move through their course. Level 5 people professional apprentices take ownership of core parts of the business, such as staff recruitment. Level 3 human resource apprentices know how to be more assertive at work and feel more confident having difficult conversations with team members and staff they manage. Some apprentices take up volunteering roles, supported by their employer, such as picking and packing Christmas presents for families going through hardship.

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## Next steps

- Leaders should provide tailored training to develop trainers' teaching skills to a consistent high standard.
- Leaders should continue to improve the consistency of reviews so that learners and apprentices benefit from appropriate adaptations to the support they need.
- Leaders should ensure that they tailor the careers information, advice and guidance to the ambitions of adult learners so that they prepare them well for their next steps in their chosen sectors.
- Leaders should strengthen the planning and implementation of the wider curriculum to make sure that topics such as healthy living and healthy lifestyles are revisited and reinforced to support learning.
- Leaders should make sure that staff are aware of how working with external partners, such as the virtual school, can contribute to learners' and apprentices' success.

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## About this inspection

Following the updated framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with leaders and managers, learners, apprentices, trainers, employers and members of the advisory board during the inspection.

The inspectors confirmed the following information about the provider: Fareport Training Organisation is an independent learning provider based in Fareham, Hampshire. At the time of inspection, there were 347 apprentices in training. Apprentices study a range of apprenticeships from level 2 to level 5, with the largest numbers studying the level 3 lead adult care worker apprenticeship. Sixteen apprentices were aged 16 to 18 years old. Twenty six apprentices were working towards achieving qualifications in mathematics and/or English functional skills.

There were 684 adults on Skills Bootcamps, studying a range of subjects such as digital marketing, sales and retail, and maintenance, installation and repair at level 3. Of these, 200 were in active learning at the time of the inspection.

CEO: Natalie Cahill

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### **Lead inspector:**

Jo-Ann Henderson, His Majesty's Inspector

### **Team inspectors:**

Emma Leavey, His Majesty's Inspector

Christine Blowman, Ofsted Inspector

Kay Hedges, Ofsted Inspector

Liz Greenhalgh, Ofsted Inspector

Viki Faulkner, His Majesty's Inspector

Emma Barrett-Peel, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

## **Number of learners**

### **Total learners**

**1,031**

### **Adult learning programmes**

## Apprenticeships

347

## Percentage of learning aims successfully achieved

## Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	66	61	Close to average
2022/23	51	55	Close to average
2021/22	51	53	Close to average

## Apprenticeships pass rate

Year	This provider	National average
2023/24	97	98
2022/23	100	97
2021/22	100	98

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard 

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

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