

London Learning Consortium

Independent learning provider

Inspection dates		24–28 November 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- success rates have improved rapidly and are now high
- the majority of learners progress to employment after completing their courses
- learners enjoy returning to education or training and gain self-esteem and confidence through their achievements
- the vast majority of teaching is good
- tutors and assessors use their in-depth knowledge of learners' starting points and personal circumstances to plan learning very well
- tutors and assessors provide outstanding support to help learners make rapid progress and achieve their goals
- directors and leaders set high standards throughout the organisation and take every opportunity to celebrate learners' success
- managers have implemented highly effective performance management arrangements leading to significant improvements in both outcomes for learners and the quality of teaching, learning and assessment
- strong and effective partnerships benefit employers and the community and ensure that learners gain relevant skills and qualifications to fill job vacancies in the local area.

This is not yet an outstanding provider because:

- too many apprentices do not complete their training by the planned end date
- tutors do not promote English and mathematics well enough and, as a result, too many learners do not appreciate the importance of gaining qualifications, or improving their skills, in these subjects
- tutors and assessors do not set learners sufficiently detailed targets
- the quality improvement plan has insufficient focus on either building on existing strengths or the impact that strategies for improvement will have on learning.

Full report

What does the provider need to do to improve further?

- Assessors should accelerate apprentices' progress by recognising prior achievement in their planning and developing a broader range of appropriate strategies for assessment.
- All tutors need to promote and teach English and mathematics better and develop these skills more consistently in their lessons so that learners recognise their value.
- Tutors should ensure that the targets they set are specific to the individual learner and achieved on time.
- Managers should use the quality improvement plan to build on areas that are already good, and to develop strategies that focus on improving learning further.

Inspection judgements

Outcomes for learners	Good
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- The large majority of learners are adults who study on part-time, short, classroom-based courses aimed at developing their basic skills and improving their employment prospects. Apart from the four largest subject areas directly inspected, learners also take qualifications in information and communication technology (ICT) and training for classroom learning support assistants in schools. Around 200 apprentices are in training, at both level 2 and level 3, mainly in health and social care, business and administration.
- The proportion of learners successfully completing their qualifications has risen rapidly since the previous inspection and is now high. Learners on short programmes that focus on enhancing basic skills and helping them to find work achieve extremely well. Learners make rapid progress, often with little, or no, formal prior attainment. The majority of apprentices gain appropriate vocational skills and successfully complete their training. However, the proportion that completes by the planned end date is too low.
- Success rates for functional skills qualifications have improved rapidly to well above the national rates for similar providers, although the rate for the small proportion of learners taking qualifications at level 2 requires improvement. Learners take qualifications at an appropriate level based upon their prior attainment. If they complete a level, they benefit from the opportunity to move to the next level and gain more advanced skills.
- Learners gain employability and vocational skills rapidly, and in many cases are well ahead in their learning, producing work of a higher standard than that required by the specification. Tutors ensure that the aspirations of individual learners are very closely matched to the skills that they develop. Learners are rightly very proud of their achievements, particularly when they gain employment as a result of their learning or training. Staff actively celebrate and promote learners' successes, for example at the annual awards ceremony, and this provides further motivation to current learners.
- Achievement gaps between different groups of learners have narrowed, but still exist. Learners from non-White heritages still do not achieve as well as they should, and females achieve better than males. Learners taking classroom-based qualifications with subcontractors achieve well, but apprentices doing their training with subcontractors achieve less well than those training directly with London Learning Consortium (LLC). Although managers have taken steps to address this, it is too early to judge the impact on success rates.
- Attendance rates are high and the majority of learners arrive at their class or place of work on time, ready to learn. Tutors work tirelessly to communicate the importance of good attendance to learners, who often find it difficult to attend regularly due to other commitments. They set learners short-term, achievable targets and adopt a flexible approach to learning that allows

learners to fit their work around their family lives. The discipline of attending regularly and on time prepares learners very well for future employment.

- The capacity for learners to gain wider skills through their learning is outstanding. Learners improve their self-esteem through the qualifications that they achieve and enjoy returning to education or training. By working collaboratively, presenting their work to tutors and other learners, preparing curriculum vitae and practising interview skills, learners gain the confidence to apply successfully for jobs.
- Managers have ensured that the courses and training available to learners are matched to identified skills shortages in London, as well as to the needs of the learners who enrol with LLC. Learners benefit from clear progression routes that enable them to gain higher levels of qualification. For example, learners in bicycle maintenance progress from entry level through to level 2 and develop the skills they need for employment in the industry.
- Managers monitor the progression of learners well when they complete their qualifications. The majority of learners have a positive destination, most directly into employment. However, the proportion going on to higher levels of education or training is low. Managers have in place a range of good strategies to improve this, but it is too early to judge any positive impact.

The quality of teaching, learning and assessment

Good

- Since the previous inspection, the quality of teaching, learning and assessment has improved and is now consistently good. This is reflected in the high success rates for learners.
- The quality of the vast majority of lessons is good. Tutors use their vocational expertise well to plan a range of stimulating activities to motivate learners. They link theory well to real-life work situations, improving learners' understanding and employment prospects. In most lessons, tutors set a brisk pace. Learners make rapid progress, increase their knowledge and skills, and produce work of a high standard. A very small minority of lessons requires improvement. In these lessons, tutors do not challenge or inspire learners well enough and learners do not progress as well as they should.
- Tutors at LLC and at subcontractors provide highly effective training to learners to prepare them for work. For example, ICT level 1 learners proficiently used spreadsheets on a simulated company network to improve their knowledge of employment practices. In a practical lesson at a subcontractor, learners thoroughly enjoyed their work and developed excellent personal and vocational skills. They safely used a range of products to clean repaired bicycles to industry standards, overcoming many of their complex barriers to learning. They valued their training and recognised the contribution it made towards improving their self-esteem and preparing them for work.
- Tutors use the virtual learning environment (VLE) and other learning technologies well to support learners who unavoidably miss teaching sessions. Learners are able to access worksheets and other learning materials and benefit from the increased flexibility that this gives to when and how they learn. However, tutors are less skilled at using learning technologies to challenge learners to broaden their knowledge, understanding and interest.
- Learners and apprentices receive a thorough and comprehensive induction, regardless of when in the year they start, that effectively prepares them for their course. All learners undertake thorough initial assessments that tutors use well to plan learning. Tutors and assessors use their knowledge of learners' needs, skills and circumstances effectively to ensure learners make good progress and successfully complete their course. Tutors and assessors are highly skilled in providing good personalised support to learners to enable them to achieve their goals and gain employment.
- Assessment of learning is highly effective in ensuring that the vast majority of learners make rapid progress. Most tutors and assessors skilfully use probing verbal questioning to test learners' knowledge. For example, an ICT tutor used mini-whiteboards to assess learners' understanding of graphs, followed by well-directed verbal questioning to test their knowledge

further. Tutors and assessors provide learners and apprentices with detailed verbal and written feedback to ensure that they know what they need to do to improve.

- Learners receive regular and effective progress reviews with their tutors to ensure that they are keeping up with their work. Where progress is slow, tutors conduct reviews more frequently and learners benefit from the additional support they receive. Tutors are skilled at helping learners to fit their learning around their other commitments and at providing flexible patterns of learning. However, most tutors do not set targets that are sufficiently detailed, or specific, to allow learners to develop learning in progressive steps.
- Assessors monitor apprentices’ progress effectively using an online tracking system, which identifies in detail their progress and highlights where additional support is required to ensure apprentices achieve by their planned end date. These management improvements are a recent development and have yet to translate into improved timely framework success rates for all subject areas.
- Where functional skills are a compulsory part of the learners’ course or training, tutors use the results of initial assessment very well to identify the gaps in learners’ knowledge. They plan learning so that the majority pass English and mathematics functional skills at an early stage. However, tutors do not emphasise enough the importance of improving English and mathematics to other learners. Too many learners do not benefit from the opportunity to gain the formal qualifications in English and mathematics that would improve their employment prospects. In vocational lessons, not all tutors ensure that learners continue to develop their English. They do not pay close enough attention to the correction of spelling and grammatical errors. Most tutors give insufficient time to developing the numeracy skills that learners require.
- Most tutors promote equality and diversity very well in their teaching. They have created an inclusive culture with an ethos of mutual respect and tolerance, both at LLC and with the subcontractors. Tutors consistently challenge learners to improve their understanding of different cultures. They prepare learners well for working with the diverse range of colleagues and clients they will meet in their places of work. For example, an assessor extended an apprentice’s understanding of diversity in a nursery setting with skilful questioning and the use of an interactive e-learning tool.

Health and social care	Good
Apprenticeships	
19+ Learning programmes	

- Teaching, learning and assessment are good and this ensures that most learners successfully complete their qualifications. Adults on advanced apprenticeships achieve particularly well. The large majority of learners gain the skills that they need to work in this sector.
- Learners, including those studying with subcontractors, value the good, personalised support they receive from their assessors and tutors. This helps them to make good progress. Learners benefit from individual and group sessions where tutors and assessors pay careful attention to their career goals and ensure that learners take the most relevant optional study units. Assessors closely monitor apprentices and intervene promptly when they fail to make the expected progress. To support further progress, assessors fully involve the employer. They make more frequent visits, focused on specific areas that the apprentice needs to improve.
- The resources available to learners to support their progress require further development. Tutors place standard materials such as worksheets on the VLE and learners use these well to make up for sessions that they unavoidably miss. However, learners do not have access to sufficient resources to generate further interest in the subject or to challenge them to develop skills beyond those required by the specification.
- Assessors use the results from initial assessment and diagnostic tests effectively to identify learners’ support needs and the English and mathematics skills that learners require to achieve

their functional skills qualifications. Assessors prioritise functional skills at the beginning of the training and, as a result, most apprentices now achieve these qualifications early on, with the opportunity to progress to higher levels. Tutors and assessors are less skilled at embedding the development of English and mathematics in lessons or training. They do not highlight all spelling and grammatical errors and they make insufficient reference to the development of the numeracy skills that are required when working in health and social care.

- Learners receive good verbal and written feedback from their assessors, which guides them well on how to improve their care practice. Assessors meet their apprentices frequently and schedule visits to fit around their shifts to maximise their attendance. Assessors also provide good support for learners through regular telephone and email contact. Assessors set learners pre-assessment tasks to prepare them fully for assessments in the workplace. For example, an assessor set one learner a reading activity on how to move and handle clients, which helped her to prepare well for the assessment.
- A minority of tutors and assessors set targets that are insufficiently specific to ensure that learners make good progress over time. These targets frequently relate solely to unit completion. They do not ensure that learners making less than expected progress have appropriate goals to address this shortfall. Tutors and assessors do not set learners targets to develop wider skills, such as how to communicate better with clients or reflect on their practice.
- Learners receive good information, advice and guidance prior to starting their courses. Tutors use learners' prior care experience or qualifications to place them on an appropriate course. Assessors also make initial contact with employers to develop effective professional relationships between employers and learners. However, assessors do not use learners' previous care experience and training as accreditation for the requirements of some units. As a result, learners repeat work they have already done and this slows down their progress through the framework. Learners receive ongoing advice and guidance to support very well their career aims and progression. The majority of learners gain employment on completion of their course or training.
- Assessors ensure that learners have a good understanding of equality and diversity. For example, one apprentice had to consider how she would feel about being asked to support a client to pray if she was of a different faith. Another apprentice explained that training in the workplace helped her respond more professionally to an elderly service user who was reluctant to accept personal care from carers of Black or Asian heritage. Learners use appropriate language to talk about clients with different needs and have a good awareness of their clients' individual rights.

Building and construction

Good

19+ Learning programmes

- Teaching, learning and assessment are good and this is reflected in the outstanding success rates at the subcontractor responsible for training and assessing all construction learners.
- Learners' progression through levels and over time is good. Learners with little or no prior attainment develop good vocational skills and knowledge to reach high standards of attainment in the technically demanding courses. For example, a high percentage of learners that complete the level 2 electrical installation qualification progress to level 3 and then into employment.
- Learners rapidly develop good technical skills in practical lessons. Learners on both electrical and plumbing courses demonstrate skills well in advance of those required by the course specification. The quality of theory classes has also improved since the previous inspection. Learners now benefit from the more sophisticated questioning techniques that tutors use to assess their understanding of theory. Tutors are skilled at using small group activities to build upon and extend learning. The lack of use of technology to enhance learning, identified at the previous inspection, remains an area in need of improvement. For example, tutors do not use readily available and useful video clips to demonstrate more complex aspects of plumbing.

- Tutors' assessment of learners' work is accurate and meets the awarding body requirements. Internal quality procedures ensure that tutors sample an appropriate number of assessments. This helps ensure assessment standards are consistently high in all areas and that learners have an accurate understanding of the quality of their work.
- Information, advice and guidance are very good. Tutors give learners good guidance on course details, progression opportunities and the possible funding available to them. Initial assessment tests effectively establish learners' ability in English and mathematics, and good quality support is available for those that need it. The uptake of additional support is high and this is a key factor in maintaining success rates at current levels. Support staff use the detailed results from initial assessments and interviews well to devise individual programmes of support. However, a small minority of vocational tutors do not use the information sufficiently well when planning for the progress of individual learners in their lessons.
- Learners receive good support in achieving English and mathematics qualifications. The very large majority pass functional skill qualifications at the appropriate level and a good proportion then progress to a higher level. Tutors provide focused mathematics support to learners in the more advanced plumbing and electrical courses where the level required is high. However, vocational tutors do not develop English and mathematics sufficiently well in their teaching. Uncorrected spelling errors remain in some learners' work and in tutors' written resources.
- Tutors' feedback to learners on the quality of their practical work is good. Constructive comments and effective questioning encourage learners to arrive at their own conclusions on what they have done well and what they need to do to improve. Tutors' feedback on written work and on learners' accurate use of technical language is good.
- Learners benefit enormously from the majority of classes being in the evening and at weekends. Learners negotiate attendance patterns to fit in with other commitments. The overwhelming majority of learners are adults with work and family responsibilities, and this flexible approach contributes to the high attendance and success rates.
- Tutors highlight the practices of different cultures in electrical generation and the plumbing industry extremely well. Learners come from many different countries and enjoy discussions on the wider aspects of construction within their own communities. However, tutors do not take opportunities to discuss the ways in which plumbers and electricians might adapt their services to meet the wide range of customers they will meet in the workplace.

Foundation English and mathematics

Good

19+ Learning programmes

- Teaching, learning and assessment are good and this is reflected in success rates that have risen rapidly since the previous inspection and are now very high. The quality of learners' work and of their contributions during lessons is good. Learners make good progress, often from low starting points.
- Tutors provide good support and care to make sure learners achieve their goals. Many learners have circumstances which make them vulnerable and frequently do not have good previous experiences of education. Tutors successfully build learners' trust and self-esteem which give them the confidence to learn. Tutors provide carefully planned one-to-one support for learners in group and individual sessions. For example, a tutor provided good guidance to a homeless learner to help him complete his workbook for his painting and decorating qualification. On rare occasions, tutors provide insufficient challenge for those who could make more rapid progress.
- Learners work very effectively in groups and pairs which helps them develop their English and mathematics as well as their ability to work constructively with their peers. Learners demonstrate a good capacity to listen, reflect and express their understanding during discussions and in answering questions. For example, learners developed their comprehension well through consideration of a text about cuts to the adult education budget. Each learner

confidently read a section to the whole class. They then all made thoughtful contributions to the debate about the difference between fact and opinion, guided well by the tutor. In another lesson, learners worked productively in a team to select information about lunch items chosen by learners on a trip, for example the number selecting ham sandwiches. They then calculated accurately the percentage, fraction and decimal this represented.

- Tutors make effective use in their planning of the information from the initial assessment of learners' starting points in English and mathematics. Learners agree their overall goals with their tutor at the beginning of their course and subsequently carefully review whether they are on track to achieve these. During lessons and sessions with individuals, tutors set challenging tasks that take learning forward in small, manageable steps. They continually monitor each learner's progress and check their learning. They ensure that learners are ready before moving on. Tutors support learners well, responding to requests for help outside lessons and in additional classes. Learners benefit from good support for a wide range of issues, such as financial or personal problems or health-related matters.
- Learners receive detailed feedback on their progress and know what they must do to improve. Tutors offer suitable tasks to support further learning. They give useful feedback immediately during lessons and following homework tasks. They provide helpful written comments, correct learners' spelling, punctuation and grammar, and note errors in their calculations. Learners' written work is neat and learners present their calculations clearly and accurately.
- Learners develop their English and mathematics well, and most are successful in gaining a qualification or accreditation. The incremental gains they make in understanding, knowledge and confidence are very well nurtured by tutors. In a health and social care lesson, for example, the tutor helped a learner move on quickly in calculations involving fractions. These gains help them achieve their goals, move on to further study, or enter employment. Learners use their improved skills in their community, for example in voluntary work or helping their children with their school work.
- Information, advice and guidance are good. Learners benefit from individual interviews and assessments before allocation to an appropriate level and subject. They receive good advice about their next steps at the end of their course. There are many examples of learners achieving their targets and then progressing to higher levels, thus improving their employment prospects.
- Tutors display a strong commitment to promoting equality and diversity. During lessons, tutors use materials and examples that foster an understanding of differences. For example, in a discussion about the use of suitable fonts in preparing a document, the tutor drew well on one learner's experience of helping those who are dyslexic.

Administration

Apprenticeships

19+ Learning programmes

Good

- Teaching, learning and assessment are good and this is reflected in outcomes for learners on short, online courses, that are consistently high, and overall success rates for apprenticeships, that are above the national rate.
- Apprentices develop good vocational skills. They produce minutes of meetings, memos and spreadsheets of a high standard. They are able to identify common problems that occur in the workplace, for example staff sickness and delays due to breakdowns in systems, and the potential impact that these may have. Assessors coach them well to foresee the negative effect of poor service on the reputation of their organisation and to identify appropriate strategies for dealing with these challenges.
- Highly experienced and qualified assessors challenge apprentices well to reflect on their own performance in the organisation and their standard of work, with useful verbal and written feedback. As a result, learners are able to modify their communication style to achieve better

results and they develop more self-confidence. For example, one learner has started to write emails and memos that are much more professional in style and to take notes more effectively.

- Assessors have access to a wide range of electronic resources that they adapt to meet their learners' needs, ensuring best use of time during visits in the workplace. They use these resources well to plan interesting sessions with a variety of activities to stimulate the interest of learners. For example, a video about planning meetings stimulated an apprentice to consider various ways in which she can plan more effectively using electronic diaries and schedulers.
- Assessors track and monitor apprentices' progress well. Learners receive any additional support that they require when they are at risk of not completing their training on time. On short, online courses, the small proportion of learners who have found it impossible to complete their course at the agreed time has received extensions to make sure they succeed.
- Assessors check learning well using questions and discussion. They make good links to the learners' employment in order to ensure that learners are able to build on their existing knowledge and apply it in a practical manner to improve the quality of their performance at work.
- A thorough induction at the start of each apprenticeship enables assessors to build up trust with their learners. During induction, assessors make sure that the course is relevant to the needs of the learner, based on initial assessment and a skills test to identify what they already know. The employer is appropriately involved in negotiating what is most useful for the apprentice to learn in order to improve their performance in the workplace. For example, one employer has already started planning for an apprentice to fill a new role with additional responsibilities.
- When apprentices fall behind in their course for unavoidable personal reasons, assessors support them well to catch up. They visit more frequently and set action plans to motivate learners, without causing them to feel overwhelmed. Focused weekly visits ensure that the majority of apprentices complete the qualification on time. Learners correspond with their assessors between sessions by email and text messages, and receive prompt responses to clarify any queries or concerns. This encourages learners to remain enthusiastic about making progress.
- Learners make a good start on developing improved functional skills at an early stage in the course. This gives learners the opportunity for extra time to practise, using good quality electronic resources and support from their assessors, until they are confident about passing the tests. However, a minority of assessors do not set high enough standards of literacy in the documents that they provide to learners. They also overlook mistakes that learners make in their written work or communication style. For example, a learner on an online course emailed the tutor using block capitals in the correspondence, but the tutor did not advise the learner that this was not appropriate in a professional communication.
- Assessors and tutors foster learners' understanding of equality and diversity well. For example, one apprentice explored the ethnic composition of different local neighbourhoods in order to appreciate better the diverse community in which she lives and works. Assessors use their expertise to highlight the importance of meeting customers' needs, taking into consideration a wide range of challenges that learners face, such as dealing with hearing impairment or mental health problems. For example, an apprentice involved in organising a conference emphasised the importance of considering the dietary needs of participants in addition to ensuring that the building is easily accessible to all.

The effectiveness of leadership and management

Good

- Leaders and senior managers at LLC promote a very clear vision that all staff commit to. They set high expectations to tutors, subcontractors, employers and learners. Much effective action continues to be taken to improve quality and performance. A significant reduction in the number of subcontractors has ensured a focus on better quality while not reducing the breadth of the curriculum. The move to new premises has resulted in a much better learning environment. The

board of directors provides very effective challenge and support, and the introduction of new sub-committees, such as that for quality and curriculum, has further improved the directors' focus on the quality of the learners' experience.

- Performance management is highly effective. Managers use data very well to monitor staff and subcontractor performance across a range of aspects, such as success rates, attendance, the quality of teaching, assessors' caseloads and financial information. Close monitoring of individual learners' progress ensures timely action planning to address any underperformance. LLC staff receive good support and supervision in regular one-to-one and team meetings. Subcontractors have regular and effective contract review meetings and robust quality monitoring visits that ensure that standards are consistently high. Managers use risk assessment well to identify those staff and subcontractors requiring additional support, who then receive training and monitoring leading to improved practice.
- Staff benefit from a good range of regular training and development opportunities. A quarterly internal review focuses well on improving the quality of teaching, learning and assessment. Recent worthwhile workshops for staff have included topics such as excellence in teaching and learning, embedding equality and diversity, differentiation, stretch and challenge, and questioning techniques. Staff value these opportunities and use their increased knowledge well to improve their teaching practice. Subcontractor managers and staff regularly attend the workshops to improve their teaching.
- Self-assessment is effective and involves staff and subcontractors well in identifying broadly accurate strengths and areas for improvement. The quality improvement plan carefully follows the self-assessment judgements with clear, specific and time-bound actions. Managers monitor progress carefully. Managers use learner and employer feedback well to identify improvements. Employers have high levels of involvement in learners' progress reviews.
- Despite the contribution of many staff and sub-contractors, the self-assessment fails to judge the quality of English, mathematics and functional skills sufficiently well. In addition, the quality improvement plans, including those of subcontractors, do not sufficiently focus on the impact on the learner and learning when setting actions.
- Managers have very effective links with local partners and have a good awareness of local skills gaps to plan and manage the curriculum. Managers participate well in the local skills and employment strategy group, and use local labour market information well. Managers are in the process of introducing additional apprenticeship subject areas to meet local employment needs. Staff work well with partners, such as housing associations, to develop courses to meet the needs of the local community. The availability and use of work placements are improving, although still of insufficient number and variety to meet all learners' needs.
- The promotion of equality and diversity is good. There is a strong, inclusive culture running throughout the organisation, including at subcontractors, to support those with barriers to learning and employment. Managers have a good awareness of gender participation gaps. Financial incentives are available for subcontractors to recruit in non-traditional roles. New marketing material to promote male role models in the care industry is now in use. Staff attend regular training, for example using discussions around body language and its implications in different cultures. Good use of data clearly highlights any achievement gaps, for example the lower achievement of male learners. However, managers do not plan effectively enough to close these gaps fully.
- Safeguarding arrangements are good, with a strong focus throughout the organisation on ensuring learners are safe. Designated officers provide good leadership and have appropriate links with external agencies. All staff training, including that of the directors, is up to date. Guidance in learner induction and employer information packs provides good information on issues such as radicalisation and online safety. Record keeping is sound. Officers deal with the very few incidents that occur appropriately. Learners feel safe and understand what to do should they have any concerns. Staff monitor the health and safety of workplaces well.

Record of Main Findings (RMF)

London Learning Consortium

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
	2	-	-	-	-	2	2	-	-
	2	-	-	-	-	2	2	-	-
	2	-	-	-	-	2	2	-	-
	2	-	-	-	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Building and construction	2
Foundation English and mathematics	2
Administration	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	2891							
Principal/CEO	Mr Stephen Jeffrey							
Date of previous inspection	June 2013							
Website address	www.londonlc.org.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	250	-	624	-	73	-	2
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	123	7	134	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	-							
Number of community learners	14							
Number of employability learners	-							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Millennium Academy ■ Grenfell Housing and Training ■ St Mungo’s Broadway ■ Surrey Lifelong Learning Partnership ■ West Kent YMCA ■ St. Giles Trust ■ Lifecare Qualifications 							

Contextual information

LLC is a Community Interest Company, with around 40 member organisations. Alongside representing its members' interests, it provides learning opportunities in and around London, predominantly in the south and east, including in some boroughs with high levels of deprivation such as Tower Hamlets and Newham. LLC routinely uses subcontractors and partners to provide a significant proportion of the learning; those subcontractors and partners generally represent community or specialist interests. The great majority of learners are adults on part-time courses, who are aiming to improve their employability skills and life prospects. Unemployment rates in London boroughs vary but, at the time of inspection, the cross-London rate was slightly higher than the United Kingdom average. Over half of learners have no qualifications above level 1. Most learners enter programmes with low skill levels and many have had poor experiences of education in the past.

Information about this inspection

Lead inspector

Stewart Jackson HMI

One of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Head of Curriculum and Standards as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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