

JFC Training College Ltd

Independent learning provider

Inspection dates

5–7 December 2017

| Overall effectiveness | | Requires improvement | |
|--|-----------------------------|---------------------------|-----------------------------|
| Effectiveness of leadership and management | Requires improvement | Adult learning programmes | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement | | |
| Personal development, behaviour and welfare | Good | | |
| Outcomes for learners | Requires improvement | | |
| Overall effectiveness at previous inspection | | Not previously inspected | |

Summary of key findings

This is a provider that requires improvement

- Tutors do not plan or teach lessons to build on what learners already know. Consequently, learners do not make good progress or gain enough new knowledge.
- Tutors do not use information about what learners already know and can do to set individual targets that challenge learners to progress well.
- Tutors' feedback to learners does not sufficiently inform them of what they need to do to improve.
- Tutors do not give learners who speak English as an additional language sufficient support to help them improve their spoken English.
- Senior leaders do not monitor the quality of provision effectively and do not have a full understanding of the strengths and weaknesses of teaching, learning and assessment.

The provider has the following strengths

- Tutors provide effective guidance to learners about what their options are on completing their course and, as a result, a high proportion of learners progress to further learning and university.
- A very high proportion of learners achieve their vocational qualifications in health and social care, early years education and business administration.
- Learners have a positive attitude to learning, are punctual and attend well.
- Managers and staff have good expertise in the vocational areas offered and use this well to make learning relevant to learners' job roles and career aspirations.

Full report

Information about the provider

- JFC Training College (JFC) is an independent learning provider based in Southwark, South London. Southwark is the 41st most deprived borough in England out of 326 local authority areas. Of the 313,000 residents 3.1% are in receipt of out-of-work benefits compared to 1% in Great Britain overall. The college provides vocational training to adult learners who qualify for an advanced learner loan. JFC also delivers apprenticeships as a subcontractor for two other providers. This provision was not in scope for this inspection.
- Learners attend from across London. Most learners are employed and take qualifications to support them progress in their chosen career. There are currently 29 learners studying level 3 qualifications in health and social care, early years education, business administration and a small number who are studying health and social care at level 4. This is the first inspection of JFC Training.

What does the provider need to do to improve further?

- Improve teaching, learning and assessment by:
 - using information about learners' prior attainment to set learners targets that are specific to the skills they need to improve
 - ensuring that feedback to learners informs them of what they need to do to improve further
 - ensuring that learners who speak English as an additional language get the help they need to improve their spoken English.
- Managers, in their evaluation of the provision, need to:
 - focus their improvement actions better on the key areas for improvement in teaching, learning and assessment
 - ensure that senior leaders have a detailed understanding of the strengths and weaknesses of the provision.
- Monitor the progress that learners make more closely to ensure that they are developing well the skills and knowledge that they need to succeed in their careers.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders and managers have high ambitions for their learners, but have not been able to translate these successfully into providing high-quality programmes. They are not aware enough of the areas that require improvement in order to target actions to those areas of teaching and learning that are not yet good.
- Senior leaders do not provide sufficient challenge to managers to improve the quality of learners' training experience. Senior managers identify strengths in the provision such as the high qualification rates, but they do not put enough weight on the specific areas for improvement in teaching, learning and assessment when making judgements about the quality of provision.
- Senior leaders do not accurately assess the quality of provision. Their self-assessment does not sufficiently consider the impact that teaching and learning have on learners' progress. They do not concisely evaluate the strengths and weaknesses of the provision and this hinders managers in targeting their efforts towards those areas where improvements are most needed.
- The performance management of tutors requires improvement. In their observations of teaching and learning, managers do not focus sufficiently on learners' progress or their standards of work. Managers do not follow up actions following observations to help tutors improve in a timely manner.
- Senior leaders and managers do not monitor the progress of learners closely enough. As a result, they do not have an up-to-date picture of how well current learners are progressing.
- Senior leaders and managers have good expertise in the vocational areas offered. They are building well on existing courses to develop the curriculum. Plans to develop an access to higher education course for health and social care learners complement existing programmes well. Managers are responding to requests from local employers and learners by planning an advanced-level diploma in personal training.
- Senior leaders have invested well in increasing management capacity by creating the quality assurance manager role. Since then, improvements have been made by, for example, introducing a scheme for observing teaching, learning and assessment and gaining the status to deliver English and mathematics GCSEs. A new virtual learning environment is in the early stages of implementation and is well matched to suit learners' personal circumstances by enabling them to access learning remotely.
- Learners rate the provision highly and their feedback points to improved levels of satisfaction compared to previous years.

The governance of the provider

- The senior management team oversees the development of the provision through quarterly team meetings. However, the team does not ensure that meetings cover all aspects of provision in sufficient detail and does not track the impact of actions to improve teaching, learning and assessment.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers complete appropriate checks to make sure that staff are safe to work with their learners. Managers and staff have, in the main, responded effectively to the 'Prevent' duty. Staff are trained in safeguarding and in preventing extremism and radicalisation. They know what to do should they be concerned about the welfare of learners.
- Learners improve their knowledge of safeguarding well. For example, those studying health and social care develop their understanding of how best to support vulnerable people they work with.
- JFC College is a safe environment for learners, learners feel safe and know whom to turn to should they have any concerns.

Quality of teaching, learning and assessment

Requires improvement

- Learners join the college with a good range of knowledge and skills and are motivated to achieve. However, tutors do not make effective use of assessments at the start of the course to identify learners' prior attainment or to plan lessons that challenge learners and extend their skills. As a result, tutors do not help the most able learners to make the progress of which they are capable.
- Tutors regularly review learners' progress. However, the targets they set are not specific enough. This hinders tutors in evaluating how well learners achieve their goals and in identifying what learners need to do to improve further. As a result, tutors' feedback to learners is often not specific enough to help them improve.
- Some tasks that tutors set are too basic for learners. Tutors present information to learners regardless of whether the learners already know it. The strategies that tutors use in lessons to check what learners have learned are not effective enough. As a result, tutors miss opportunities to assess how well all learners are learning and a few learners dominate classroom discussions while others do not contribute at all.
- Most learners speak English as an additional language. A few learners have difficulty in making themselves understood in English. Tutors do not give these learners sufficient support with their spoken English to help them improve their pronunciation and intonation, so that they are able to communicate effectively with service users and colleagues in their place of work.
- Staff have appropriate qualifications and industry experience. They have access to a good range of training on subjects such as e-safety, equality and diversity and safeguarding. However, training for teachers to improve the quality of teaching and learning requires a greater focus so that learners make rapid progress.
- Most learners develop skills and knowledge relevant to their subject and the workplace. For example, learners working in early years settings improve their communication with parents and carers, and those working with clients who have a sensory impairment develop their use of sign language well.
- Tutors use their experience of the workplace well to bring theory to life, for example when discussing how to dispense medication safely. Tutors ensure that learners pay good

attention to the welfare of the service users, such as when working with users with dementia.

- Tutors ensure that learners have good opportunities to learn about diversity, equality and inclusion. They explore well what these concepts mean in the workplace, both for themselves as employees and for their clients.

Personal development, behaviour and welfare

Good

- Learners have high aspirations for themselves. Employers value the contribution that learners make to the workplace and recognise that they improve in self-confidence and develop the skills that they need at work. Learners develop their vocational and employability skills, and as a result their career prospects improve.
- Learners are punctual and attend training sessions well. They have a positive attitude to learning and most learners produce work of the expected standard to achieve their qualification.
- Tutors provide effective guidance about what they can do when they complete their course. As a result, learners clearly understand their next steps in education and employment. Many learners have high aspirations and aim to complete degrees or other higher-level qualifications. A good proportion of learners progress onto higher-level further study or remain in their employment once they complete their course.
- Tutors provide good support and guidance for the few learners who need to gain GCSE qualifications in English and mathematics to further their careers.
- Most learners have a clear understanding of the expectations of their course and the standards required, because tutors give learners a comprehensive range of information at the start of the course. Learners are well informed about the qualification content, the course requirements, the expectations of tutors and awarding bodies and the standards required.
- Tutors ensure that the principles of equality, diversity, safeguarding, the 'Prevent' duty and British values are explored through discussing day-to-day events in the news. As a result, most learners are confident in discussing these topics and know whom to go to if they have concerns. However, a few learners are less secure in their knowledge of safeguarding or of the threats associated with extremism and radicalisation.
- Current learners do not participate in enrichment activities or complete additional qualifications as part of their courses. As a result, leaders and managers are not challenging the most able learners to achieve more or enhance their career options further.

Outcomes for learners

Requires improvement

- Too many learners do not make the progress that they are capable of because tutors do not teach lessons which build on their existing skills and knowledge to challenge them to achieve highly. Tutors do not help learners sufficiently to progress swiftly in their careers.
- A few learners who speak English as an additional language do not sufficiently develop their spoken English so that they can communicate effectively in the workplace.

- Managers do not, in all cases, assess accurately enough learners' prior skills or knowledge. Consequently, a few learners are on courses that are too difficult for them.
- In 2016/17 nearly all learners achieved their qualification and there were no discernible differences in how well different groups of learners achieved.
- In this academic year all learners who started their course are still in learning and most are on target to achieve their qualification.
- Learners develop a range of skills that support their career aspirations. They improve their confidence in working with colleagues and their teamworking skills. Learners studying health and social care develop empathy with the clients they care for and improve their record-keeping to ensure that clients' needs are known and met.

Provider details

| | |
|---|--|
| Unique reference number | 1236904 |
| Type of provider | Independent learning provider |
| Age range of learners | 19+ |
| Approximate number of all learners over the previous full contract year | 132 |
| CEO | Funmi Oladimeji |
| Telephone number | 020 7732 9255 |
| Website | www.jfctrainingcollege.co.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 or above | |
|---|------------------|-----|----------|-----|---------|-----|------------------|-----|
| Total number of learners (excluding apprenticeships) | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ |
| | 29 | | | | | | | |
| Number of apprentices by apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16–18 | 19+ | 16–18 | 19+ | 16–18 | | 19+ | |
| Number of traineeships | 16–19 | | 19+ | | Total | | | |
| Number of learners aged 14 to 16 | – | | | | | | | |
| Number of learners for whom the provider receives high-needs funding | – | | | | | | | |
| At the time of inspection, the provider contracts with the following main subcontractors: | – | | | | | | | |

Information about this inspection

The inspection team was assisted by the quality assurance manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews as well as telephone calls to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions and assessments. The inspection took into account all relevant provision at the provider.

Inspection team

| | |
|----------------------------|-------------------------|
| Jon Bowman, lead inspector | Her Majesty's Inspector |
| Rosemary Belton | Ofsted Inspector |
| Philida Schellekens | Ofsted Inspector |

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