

# MI ComputSolutions Incorporated

Report following a monitoring visit to a 'requires improvement' provider

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**Unique reference number:** 58370

**Name of lead inspector:** Steve Lambert HMI

**Inspection date:** 31 October 2018

**Type of provider:** Independent learning provider

**Address:** 47a Bellefields Road  
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## Monitoring visit: main findings

### Context and focus of visit

MI ComputSolutions Incorporated was inspected in February 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

MI ComputSolutions, established in 2002, is a limited not-for-profit organisation providing education and training to disadvantaged community groups in the London boroughs of Lewisham, Newham, Merton and Lambeth. The majority of learners are adults who attend classes in the provider's centres in Brixton and Deptford. A few learners aged 16 and over are on traineeship programmes. MI ComputSolutions provides courses in areas such as English, mathematics, retail, health and social care, childcare and business administration.

### Themes

**What impact have leaders, managers and teachers had in increasing the proportion of adult learners gaining employment or continuing into further training on completion of their studies?**

**Significant progress**

Leaders' and managers' actions have markedly improved their collection of learners' destination data. Staff gather information during learners' exit interviews about their intended destinations. They contact leavers at regular intervals.

The proportion of learners in 2017/18 who moved onto further education and training was high. There was a small increase in the proportion of learners who gained employment in 2017/18, immediately after completing their course.

Staff support learners very well to improve their work-related skills. They provide useful information, advice and guidance throughout learners' programmes to help them gain employment. As a result, learners are right to identify how the support and guidance they received have improved their confidence to complete job applications and improved their interview skills. Learners access additional funding to overcome barriers to getting a job, such as money for appropriate clothes for an interview, and support with travel costs. Learners benefit from good work placements in schools, nursing homes and nurseries to develop their work-related skills while completing their course.

Staff promote the importance and benefits of gaining English and mathematics qualifications and skills well to learners. As a result, learners understand and

appreciate the importance of increasing these skills and how they will help them gain employment.

Staff are very successful in supporting learners who have not worked for long periods of time to gain employment or to become self-employed.

**What impact have senior leaders had in enabling directors to scrutinise and challenge the work of senior leaders?**

**Reasonable progress**

Since the inspection, leaders and managers have replaced some of the external board members with new ones who have specific skills in business and education. They have appointed an experienced chair of the board. As a result, board members challenge senior leaders about the required improvements to a greater extent than was previously the case.

While three new external directors are now in place, the remaining board members remain internal to the organisation, and as a result do not have a sufficiently objective view of the quality of provision.

The new chair of the board of directors has taken decisive action to improve the effectiveness of the board. This includes sending formal papers and reports to board members prior to meetings. For example, the board member with responsibility for safeguarding now receives regular safeguarding updates between meetings, including those about the recently introduced risk register. In addition, the chief executive provides, in advance of the board meetings, a written report. Board members question and challenge her on its contents during the meeting. As a result of this, the board is becoming more effective in challenging leaders and managers to improve the provision offered.

Directors have taken positive steps to support leaders and managers to improve the quality of provision. They have re-established the quality committee to oversee the impact of improvement actions. Directors have supported leaders and managers in their decision to introduce consistent approaches to track learners' progress. Leaders and managers use the more accurate data on learners' progress to put actions in place to support learners to make their expected progress.

**What impact have leaders and managers had in improving their evaluation of the quality of provision?**

**Reasonable progress**

Leaders and managers have been effective in improving their own evaluation of the quality of provision. They have recruited additional staff to support improvements in the quality of provision and the reporting of it to senior leaders and the board. Leaders and managers have implemented more effective systems for tracking the progress of learners on courses leading to qualifications and those that do not. These

actions result in leaders and managers having an accurate overview of the progress that learners make.

Teachers and managers meet weekly to review the quality of the provision. For example, they review learners' progress, attendance on courses and recruitment of new learners. Leaders and managers use this to good effect to support their own monitoring and evaluation of the quality of provision.

Teaching staff provide effective contributions to the evaluation of the quality of the provision through subject level reviews, observations of teaching and learning and the impact of their continuing professional development activities. Staff receive good support from managers when they suggest improvements and request training and support to improve their own practice.

The recently reinstated quality committee is effective in gaining assurances from leaders and managers of the provider's performance against agreed performance indicators. The committee ensures that leaders and managers provide sufficient evidence to support their judgements. The committee reports these formally to the board of directors.

Leaders and managers have a realistic overview of the strengths of the provision and the areas which need to improve. However, leaders' and managers' evaluation of their strengths and weaknesses is, in places, overly descriptive and does not focus on the impact of their actions. Leaders and managers, in the action plan produced following the previous inspection, identify the areas of improvement needed, but do not link this to the quality improvement plan. Therefore, leaders and managers do not have a single comprehensive overview of the progress they have made.

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