

London School of Commerce & IT Limited

Monitoring visit report

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Name of lead inspector: Jane Hughes, Her Majesty's Inspector

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the ESFA. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Established in 2003 to offer higher education courses in education and training, the London School of IT & Commerce Limited is a private training provider based in the City of London. In October 2017, the provider gained an adult education budget to offer short courses to adults in the local area. At the time of the monitoring visit, the provider had nine learners completing entry level 1 functional skills courses in English and mathematics. A further 65 learners had completed courses in 2018/19.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Insufficient progress**

Leaders and managers have not designed and implemented suitable adult learning programmes that meet their objectives of supporting learners to develop their skills and progress in their careers. Leaders' rationale for offering low-level functional skills courses in English and mathematics to learners with very limited skills in spoken English is not appropriate.

Leaders have not planned to use their funding effectively to help learners build on the skills and knowledge that they gain. Nor do they have strong partnerships with the local job centre, which limits their ability to engage the most disadvantaged learners. There is very little opportunity for learners to move on to the next level of qualification, or to complete more appropriate courses for learners who speak English as an additional language.

Leaders and managers do not measure the impact of their courses sufficiently. They do collect destination data, which confirms that the vast majority of learners stay in their current employment positions. However, they do not check how their courses have developed learners' English language skills, or have supported them to improve their employment prospects, or to move to the next level of qualification with other providers.

The management of quality assurance and learners' records is weak. Leaders do not have a good enough understanding of their strengths and weaknesses. Leaders' observation of teaching and learning is ineffective, as tutors do not recognise that they have been observed. Learners' progress review records often contain errors. Managers have been slow to withdraw learners who no longer attend their sessions.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? **Insufficient progress**

Managers and tutors do not use the information they have about learners' prior skills and knowledge to plan and teach sessions that meet learners' individual needs. Staff recruit learners onto the same level and length of programme before they check learners' skills. All learners complete entry level 1 courses in English and mathematics regardless of their starting points, and most learners do not move to the next level.

The vast majority of learners achieve their functional skills qualifications. However, they do not develop sufficiently their English speaking and listening skills. The courses do not help learners to focus on building elementary language skills, such as pronunciation or sentence structure. As a result, learners are unable to conduct basic conversations in English, or to describe how the course helps them to gain the skills they need to develop in their lives, employment or further study.

Tutors give learners detailed feedback on the progress they make at the mid-point reviews. However, they do not follow up on the improvement actions they set for learners. Most learners have the same generic targets set, which do not take into account learners' individual goals and aspirations. As a result, it is not clear if learners have made sufficient progress in making improvements.

Tutors have suitable qualifications and knowledge of the subjects they teach. They support learners well with resources and tasks to complete outside sessions. Learners appreciate that they can attend sessions on a Saturday. As a result, they do not need to disrupt their working week.

The standard of learners' assessed work meets the awarding body requirements, and almost all learners achieve high marks at entry level 1.

How much progress have leaders and managers made in ensuring that effective safeguarding **Reasonable progress**

arrangements are in place?

Leaders and managers have put in place appropriate policies and procedures to safeguard adult learners. Leaders ensure that staff working with learners are safe to do so and complete training in safeguarding and the 'Prevent' duty.

The dedicated safeguarding lead and deputy have appropriate qualifications and experience. They have made links with the local authorities to support them in developing their own knowledge about the specific risks associated with extremism and radicalisation in their local area.

Staff ensure that learners cover safeguarding training during induction and at mid-point progress reviews. Learners confirm through these activities that they feel safe and they know whom to contact should they have any concerns.

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