

# Feligrace Limited

Monitoring visit report

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**Unique reference number:** 1270873

**Name of lead inspector:** Peter Nelson, Her Majesty's Inspector

**Inspection date(s):** 24-25 July 2019

**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 Education and Skills Funding Agency (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.

Feligrace Limited (Feligrace) is an independent learning provider, based in Barking, in the London borough of Barking and Dagenham. Feligrace has been working as a training provider since 2009, providing full-cost training. In 2017, Feligrace received funding directly from the ESFA through the adult education budget, and it is this provision that is in scope for the monitoring visit.

Over the past academic year, a total of 158 learners enrolled on adult courses, from entry level to level 2. Subjects include business administration, employability skills, railside maintenance and functional skills in English and mathematics. Feligrace subcontracts a proportion of its training to another training provider in Barnet.

### Themes

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

Leaders and managers have set a clear aim to provide opportunities for learners to develop skills and qualifications that will enable them to gain employment. They achieve this aim, as a relatively high proportion of learners successfully complete their courses and move into employment.

Leaders have identified an appropriate range of qualifications which help address the developmental and employment needs in the local area. In particular, learners on the railside maintenance course are readily able to move into employment with local projects, including Crossrail and the Thameslink extension. This course also provides the opportunity for disadvantaged learners, such as ex-offenders, to retrain and gain employment.

Managers maintain effective working relationships with the subcontractor in Barnet. The subcontractor also provides valuable opportunities for learners to improve their employment prospects by taking courses in employability, business administration

and functional skills. Many of these learners gain additional skills through valuable work experience placements.

Two of the partner organisations with which Feligrace works are also employment agencies. This significantly improves the employment prospects for learners, once they complete their courses. Learners on functional skills courses also progress to college for further study.

Accommodation and resources are generally fit for purpose. Railway learners have good access to simulated work environments, where they complete practical training activities.

Managers are not yet consistent in ensuring that they address quality improvement priorities, or actions identified at management meetings. Management information processes and the systems for gathering learners' views are at an early stage of development. Currently, the organisation has no governance arrangements in place to hold the director to account, or to help assure suitable checks and balances are in place, for both financial and quality-related issues.

**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?**      **Reasonable progress**

Staff carry out suitable screening and initial assessment to evaluate learners' developmental needs, particularly in relation to their English and mathematics skills. They use this information well to place learners on the most appropriate programmes, so that they can develop and achieve. Learners acquire valuable vocational skills. For example, learners on the railway maintenance course learn the phonetic alphabet, which they use as part of their radio communication.

Assessors have appropriate and relevant experience and qualifications. They use their industrial knowledge well to make learning relevant and to ensure that learners develop suitable practical skills. As a result, learners talk confidently about the skills they acquire, such as how to stay safe when working in the railway industry.

Most assessors provide detailed written feedback to learners on the vocational components of their course. They accurately identify key developmental points for each learner. However, at times, assessors' feedback does not provide enough detail on how learners can improve their written English skills.

Learners value the support they receive from assessors. They freely and confidently ask for help when required, and value assessors' constructive guidance. As a result,

learners grow in confidence and develop appropriate knowledge, skills and understanding.

Learners receive relevant individual advice and guidance from staff towards the end of their programme to help them plan for their next steps. Staff help learners prepare application forms and support them to apply for employment or further study at college or university. This support helps ensure that the majority of learners successfully move on to further study or into employment.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have established an effective portfolio of policies and procedures to help assure the safety and welfare of learners. They check that subcontractors have similar safeguarding procedures in place. Managers follow safe recruitment practices to assure the suitability of all staff to work with learners.

All staff have received training on safeguarding and have a sound understanding of what actions to take in the event of any safeguarding concerns. Learners feel safe. Staff promote a good awareness of safe working practices in the workplace, particularly to those learners who are taking the rail maintenance course, due to the significant risks of working in the railway environment. Learners know whom to approach if they have any safeguarding-related issues.

The organisation has identified a designated safeguarding lead who has satisfactory knowledge of safeguarding and has developed effective links with the local authority in relation to, for example, safeguarding and the 'Prevent' agenda.

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