

IC Training Centre

Monitoring visit report

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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. 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.

IC Training Centre (ICTC) is an education and training provider serving adults in East London. In 2017, ICTC began offering directly funded adult learning programmes. In 2018/19, around 150 learners took courses in English for speakers of other languages (ESOL) and in English and mathematics at entry level to level 2. The remainder studied customer service, employability, information and communication technology (ICT) and health and social care at levels 1 and 2.

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 clear ambitions to help local people develop the skills they need to gain employment. They have effective partnership arrangements with Jobcentre Plus (JCP), through which a high proportion of learners who are unemployed take their first steps into employment.

Leaders and managers have a good understanding of local employment needs and skills shortages. As a result, they have developed the curriculum effectively to deliver courses for adult learners. For example, new courses in ICT and ESOL have been developed in response to local needs.

Leaders and managers establish productive relationships with local employers. This helps a high proportion of learners gain work experience. As a result, learners develop their skills, knowledge and behaviours so that they are better prepared for employment.

Leaders and managers have a sound oversight of the strengths and weaknesses of the provision, although this is not fully reflected in their annual self-assessment report. They use a good range of information to understand and assess the quality of the provision and plan actions to make improvements. They receive effective support at a strategic level through the scrutiny provided by the non-executive director.

Managers have put in place suitable arrangements to oversee the quality of teaching, learning and assessment. They regularly visit classes and, as a result, have a sound understanding of the quality of education provided. However, their action plans to improve teaching are not sufficiently clear regarding what tutors need to do to improve.

Managers maintain good oversight of the progress that learners make, and they hold tutors to account for this. They establish regular contact with learners when they have completed their studies in order to establish the impact the training has on them. A high proportion of learners who have recently completed courses move into further learning, employment or voluntary work.

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**

Leaders have invested well in new premises and resources for learning. Staff have appropriate skills, experience and qualifications for their role.

Leaders, managers and tutors know their learners well and have a good understanding of their needs. Staff routinely seek feedback from learners to check that courses are meeting their needs. Managers respond well to learners' feedback in order to improve the curriculum on offer.

Tutors plan and teach lessons that match learners' abilities. As a result, learners produce work and develop their knowledge at the expected standard. Most have been unemployed for a long time and begin courses with few qualifications or without the skills that they need to achieve their ambitions. The courses and support that managers put in place help learners to overcome these barriers to employment well. For example, ESOL programmes help learners understand how to find employment, complete online job applications and prepare for interviews.

Courses in food hygiene, first aid and health and safety at work help learners to gain useful knowledge and basic qualifications so that they can take their first steps into employment. Most learners taking courses in English and mathematics develop their skills well and achieve their qualifications.

As a result of work experience, a few learners gain work after a long period of unemployment, for example as administrators in the health sector and in the care professions.

Tutors do not give clear guidance when they set targets or give feedback on what learners need to do to improve their work. For example, teachers do not provide consistently good feedback to learners on the quality of their written English and on the development of their vocational skills.

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

Leaders and managers have a suitable range of policies and procedures that set out how they and staff will ensure that learners are safe. Clear guidance explains the signs to look for to identify if learners might be suffering from abuse and exploitation. Staff know how to record and report any concerns that they may have.

Staff identify safeguarding and welfare concerns effectively when they first meet with learners. These are then reviewed by tutors at progress meetings. Staff show sensitivity towards learners and put in place appropriate support when learners need it. Learners feel safe and know who to contact should they have any problems.

Leaders and managers have taken sufficient steps in implementing the 'Prevent' duty. They assess the risks to learners appropriately and have put in place plans to help learners better understand the risks of extremism and radicalisation. However, learners' understanding of the dangers of extremism and radicalisation is underdeveloped.

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