

London Professional College

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

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Monitoring visit: main findings

Context and focus of visit

London Professional College (LPC) was inspected in March 2019. 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 dealing with the main areas for improvement identified at the previous inspection.

LPC is based in Southend-on-Sea. Staff carry out classroom training and individual support on Saturdays at the training centres in Barking and Bloomsbury. All learners are currently studying for a level 3 diploma in business administration. At the time of the visit there were 93 learners.

Themes

What progress have leaders made in improving the quality of education by pinpointing weaknesses in teaching and learning so that they can quickly put in place actions to secure improvement? **Insufficient progress**

Leaders have not ensured that improvements have been rapid. Leaders now identify weakness in teaching and learning, but they have not established clear and measurable success criteria for improvements. They are unclear about the progress they are making towards improving quality.

Leaders have been successful in raising learners' achievement rates and improving attendance. They now monitor learners' destinations to inform programme planning.

What progress have leaders made in ensuring that teachers assess learners' work enabling them to make good progress? **Reasonable progress**

Teachers provide useful feedback on the quality of learners' written assignments. Learners use teachers' suggestions appropriately to improve the quality of re-submissions. Teachers review their own assessment practice to ensure that learners develop appropriate employment skills.

Leaders have reviewed their approach to helping teachers improve their classroom assessment practice. Teachers have had recent and relevant training. It is too soon to judge the impact of these actions.

What progress have leaders made in making sure that teachers use information about learners' existing skills and knowledge to provide challenging teaching?

Reasonable progress

Leaders have made clear improvements in how the organisation assesses learners' starting points. Staff who assess learners are appropriately trained. Leaders have expanded the breadth of assessment to better reflect learners' starting points.

Teaching staff make good use of this information. They complete a detailed individual learning support plan. This shows clearly the needs of learners and what teachers need to do to enable learners to succeed. Teachers adapt their teaching effectively. The proportion of learners who achieve their qualification is improving.

What progress have teachers made in helping learners to rapidly develop and improve their English skills?

Insufficient progress

Teaching staff do not help learners improve their skills in written English. Most learners speak English as an additional language. Teachers do not focus closely enough on learners demonstrating good written English. They do not ensure that learners have an adequate understanding of basic grammar. As a result, learners do not understand what they need to do to improve their work. Learners often repeat the same mistakes.

Teachers do not always model good English skills. Written feedback to learners contains many errors in spelling and grammar. Workbooks and other company documents contain many typographical errors. Managers have introduced a new system to measure the progress learners make. However, it is too early to judge the effect of this action.

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