

Inspection of London Vesta College Limited

Inspection dates: 26–28 February 2020

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Information about this provider

London Vesta College Limited is a small training provider based in Whitechapel, East London. In the main, it delivers training to young people and young adults seeking careers in digital professions such as in software development. Since the previous inspection, leaders have introduced a new traineeship programme. At the time of inspection, there were 25 young people on the traineeship programme. Of the six apprentices, five are taking the level 3 infrastructure technician apprenticeship and one is studying at level 4 to become a network engineer. All apprenticeships are standards based.

What is it like to be a learner with this provider?

Young people and apprentices enjoy their training. They benefit from studying in small classes and the individual attention they get from staff. Learners say that they would recommend the college to their friends.

Learners develop the skills, knowledge and behaviours that they need to gain jobs and make progress in their careers. A high proportion of young people complete the traineeship and then begin an apprenticeship or gain employment.

Learners profit from training that meets their individual needs and circumstances. They learn interesting new skills and knowledge, which are relevant to employers, including in areas such as digital marketing and programming languages. Consequently, learners make an increasingly valuable contribution to the workplace.

Young people and apprentices grow in confidence during their training. They receive positive feedback from staff, who encourage them to achieve. Young people have good-quality work experience placements during which they gain confidence, for example in meeting and working with new people.

Learners feel safe. They know who to turn to if they have any concerns.

What does the provider do well and what does it need to do better?

Leaders and managers use their good understanding of the sector to provide training that meets the skills and employment gaps in digital industries. They adapt the content of the training so that it meets the needs of employers. For example, leaders added new content on online marketing so that young people are well prepared for a digital marketing apprenticeship.

Tutors design and deliver training in a logical way. This helps young people and apprentices build their skills and knowledge over time. For example, apprentices training to be infrastructure technicians are first taught basic information about networking such as its architecture. This enables them to understand and perform tasks such as adding computers to networks. They then move on to different types of networks before taking more complex modules such as learning to code.

Teachers ensure that young people and apprentices remember what they have learned. For example, young people regularly practise their skills by building websites using code before taking tests. They repeat tasks that help them to remember how to identify, diagnose and solve networking problems. Apprentices benefit from regular tests that ensure they remember what they have learned. The small number of learners with additional learning needs receive effective one-to-one support that helps them make the same, good progress that their peers do.

Young people and apprentices receive effective careers advice and guidance from staff. Staff have a very good understanding of digital industries and job roles. They ensure that young people have opportunities to understand the different career

pathways they can follow. Staff help learners to prepare well for interviews prior to their work experience placement.

Leaders and managers ensure that there is a positive environment at the college. Staff take a personal interest in learners and encourage them to succeed. They get to know them well and ensure that learners develop a positive attitude to learning, an enthusiasm for their subject and respect for each other and staff.

Since the previous inspection, leaders have introduced a successful traineeship programme that ensures that young people get a good start in their career. They are building capacity well to manage the planned growth in apprenticeship numbers, through recruiting additional staff to middle management and support roles.

In 2018/19, too many apprentices did not complete their training. This was largely for reasons leaders had no influence over. For example, two apprentices were made redundant from their jobs. A further two apprentices did not pass their final assessment at the first attempt. This was because leaders were not made fully aware by the end-point assessment organisation of what was needed to achieve a pass. These apprentices remain in training, know what is expected of them to complete and are on track to succeed. Current apprentices are making good progress in developing the knowledge, skills and behaviours that they need.

Leaders have suitable arrangements in place for governance. They invite external experts to provide challenge to them on the quality of the provision. In addition, there is a non-executive board member who brings extensive experience of the sector to the leadership team.

Leaders and managers track the progress that apprentices and young people make. However, they do not collate or use this information to identify weaker aspects of the provision. This hinders the oversight of the provision that leaders have.

Leaders and managers do not provide enough opportunities for learners to develop their broader skills and knowledge beyond the academic and technical skills they need for their programme. Young people can take additional qualifications to support them in their future careers. However, tutors have not included in the curriculum any opportunities to broaden apprentices' and young learners' wider skills and interests, for example related to contributing to their communities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a suitable set of safeguarding policies in place to guide safeguarding practice at the college. These include a comprehensive safeguarding policy and a suitable 'Prevent' risk assessment and action plan. Staff are suitably trained to safeguard learners.

Staff are attentive to any changes in the behaviour of learners that might suggest that their safety is at risk. Where staff identify safeguarding concerns, they act appropriately to protect learners' welfare.

What does the provider need to do to improve?

- As the provision grows, leaders and managers should collate and use information on the performance of the training programmes to ensure that any decline in performance is quickly identified and resolved.
- Leaders and managers should ensure that all learners benefit from extra-curricular activities so that they develop their broader skills and knowledge beyond that of the training programme.

Provider details

Unique reference number	59157
Address	Montefiore Centre Hanbury Street London E1 5HZ
Contact number	0207 377 0731
Website	www.vestacollege.co.uk
CEO	Dr Nathan Vela
Provider type	Independent learning provider
Date of previous inspection	25–27 October 2016
Main subcontractors	NA

Information about this inspection

The inspection team was assisted by the director for education and learning, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Susan Gay	Ofsted Inspector
Rebecca Jennings	Her Majesty's Inspector

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