

# Inspection of JFC Training College Ltd

Inspection dates:

2–4 November 2021

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Adult learning programmes

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## Information about this provider

JFC Training College Limited (JFC) is an independent learning provider based in the London Borough of Greenwich. The college provides vocational training to adult learners who attend from across London and other parts of the country.

At the time of the inspection, there were 21 adult learners studying level 3 diplomas in adult care, early years educator, and fitness instructing and personal training. All learners are funded by advanced learner loans and most are employed. JFC also has an apprenticeship contract but has not recruited any apprentices yet.

JFC has one main site in Woolwich, London, where all face-to-face teaching and training activities take place. They continue to offer a blended learning model of remote and in-person teaching for learners who predominantly work in the adult care and early years sectors. The impact of COVID-19 pandemic has been considered in the findings below.

The provider currently does not work with any sub-contractors.

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

Learners are highly motivated and ambitious to learn. Most learners achieve qualifications that help them gain employment. They value highly the knowledge and vocational experience of their assessors. Assessors use their expertise effectively in order to teach learners what they need to know to be competent workers in the adult care, early years and fitness sectors.

Learners value the supportive relationships they have with their assessors. They find their assessors approachable and responsive when they need help with, and/or advice about, their work. Where learners have personal issues that make studying difficult, staff support them with flexible approaches to learning and assessment. As a result, most learners remain on the programme and achieve.

Learners' attendance and punctuality are not good enough. On a few occasions, learners who arrive late and leave early disturb teaching in these sessions. This has a negative impact on the learning experience of other learners in those classes.

Learners do not have access to suitable opportunities to develop skills and interests beyond their vocational programme. For example, learners who need help with English are not supported sufficiently to improve their written and spoken English.

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

In response to the emerging national and local employment needs, senior leaders have adapted their curriculum offer well. They now offer courses in health and fitness, along with adult care and early years, where the demand for skilled professionals has increased as a result of the pandemic.

Staff plan the curriculum so that learners gradually build their knowledge and skills from basic to more complex areas specific to their work roles. For example, in adult care, staff teach learners an understanding of the relevant health and safety and safeguarding regulations and legislation first. They then teach learners about more complex topics such as dementia and end-of-life care.

In lessons, learners participate well in discussions, practical activities and demonstrations. Assessors use questioning techniques skilfully to enable learners to think deeply and reflect on their practice. In early years and adult care, staff encourage learners to use examples from their work settings to link theory to practice. As a result, learners demonstrate a good understanding of the subjects discussed and how they apply this knowledge at work.

At the start of the course, staff do not routinely share the outcome of their assessment of learners' existing knowledge of English, mathematics and vocational subjects with assessors. Consequently, assessors do not plan what to teach with reference to what learners already know. Staff are not sufficiently trained to teach

learners with specific learning needs and mental health issues. In a few instances, where learners have raised concerns, staff have not implemented appropriate learning plans. Learners do not receive timely individualised support, and so they struggle to make expected progress. As a result, a few learners have fallen behind or have left their courses.

Assessors do not set consistently high expectations of learners for the work they produce. Too often, learners' work is not of a high standard. In adult care programmes, assessors do not provide learners with helpful enough feedback on their written work. As a result, learners do not know how they can improve their work. Too often, assessors do not challenge learners to correct grammatical errors in their assignments, and the content of their assignments includes out-of-date information.

From the very start of the programme, staff set clear expectations for the behaviours and attitudes required for success in learning and work. As a result, most learners behave well in lessons and are highly motivated to learn and achieve. During their lessons, learners take notes, engage in lively discussions, and participate in learning activities with their peers. However, in a minority of cases, staff do not manage challenging behaviours sufficiently well in the class. This makes the learning environment difficult and stressful for others.

All learners have free access to the gym at the college. Staff promote the health and well-being of their learners very well by encouraging them to reflect on their lifestyles. For example, learners on early years and fitness programmes explore their eating habits and physical activity. In these lessons, staff link the benefits of exercise to children's and adults' mental and physical health.

Leaders promote effectively fundamental British values, equality of opportunity and diversity at the start of the course. Assessors follow this up with learners in teaching sessions. As a result, learners know how these topics apply to them and appreciate the need to respect differences when working with members of the public.

Learners discuss their career aspirations with their assessors at the start and end of their programmes. As a result, most learners are aware of the job opportunities available to them. Assessors also provide good support and guidance to learners with their job applications and interview preparation. Learners are able to make informed choices about their next steps through good work placements. However, a few learners in early years and fitness programmes do not have suitable opportunities to gain work experience.

Leaders do not evaluate the quality of teaching well and do not have an accurate oversight of the progress that learners make. While leaders have implemented quality assurance processes, including observations of lessons, they do not use these consistently well to raise the quality of education. They have been slow to take effective actions to improve the quality of learner support to meet learners' individual needs.

## **Safeguarding**

The safeguarding arrangements are effective.

Leaders have suitable procedures to ensure the safety and welfare of their learners. They promote a culture of safeguarding through regular training on safeguarding, including online safety and the 'Prevent' duty for their staff and learners. Where any safeguarding concerns are raised, leaders respond to them appropriately. However, they do not always keep sufficiently detailed records of their actions.

Staff raise learners' awareness of topics such as bullying and harassment, radicalisation and COVID-19 protocols through informative poster displays across the college.

Learners feel safe at work and in their training. They are aware of who to go to if they have concerns, and they understand how to keep their clients safe when at work.

## **What does the provider need to do to improve?**

- Leaders and managers should ensure that effective arrangements are in place to monitor learners' progress and to evaluate the quality of teaching.
- Staff should accurately assess learners' prior knowledge and skills and use this information to ensure that the curriculum meets learners' needs.
- Leaders should provide suitable training to staff so that they can teach and support vulnerable learners and those with special educational needs and/or disabilities effectively.
- Leaders should ensure that all learners have access to suitable work experience opportunities.

## Provider details

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<b>Director</b>	Olufunmilayo Olabisi Oladimeji
<b>Provider type</b>	Independent learning provider
<b>Dates of previous inspection</b>	5–7 December 2017
<b>Main subcontractors</b>	Not Applicable

## Information about this inspection

The inspection team was assisted by the Quality Assurance Manager, 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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