

Inspection of London Professional College Ltd

Inspection dates:

11–14 January 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Adult learning programmes

Good

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

London Professional College Limited (LPC) was formed in 2007 and is based in Southend-on-Sea. LPC was awarded its own direct funding contract in 2016 and currently has 57 adult learners. All learners are studying for a level 3 diploma in business administration, which they access through adult learning loans. Most learners at LPC speak English as an additional language. Prior to the COVID-19 pandemic, staff delivered classes and individual support sessions to learners at training centres in Barking and Dagenham on Saturdays and Sundays. Leaders rapidly moved the programme to remote, online delivery at the start of the pandemic. At the time of the inspection, all learning remained online, with teaching sessions taking place on Saturdays and Sundays.

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

Learners enjoy the business administration course. They try hard to always attend classes because they look forward to them. They enjoy the friendly environment in lessons, and being able to work with, and become acquainted with, other learners. They appreciate the efforts their teachers make to present new information in ways that enable learners with English as an additional language to understand. All teaching sessions are recorded, and learners value this. They watch sessions more than once in order to enhance their understanding and to consolidate their knowledge.

Learners quickly improve their skills and confidence. They gain knowledge and skills in English and business administration which help them to achieve their career ambitions. Learners benefit from the extensive support that they receive from their teachers, who provide support in a timely and flexible way when learners need help.

Learners fully take part in weekly discussions at the start of teaching sessions to improve their understanding of staying safe and well. Through these regular discussions, they deepen their understanding of how to stay safe when online and in their personal lives, and how to improve their health and well-being.

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

Leaders and governors have high expectations that learners will complete their course, gain their qualification and use it to successfully progress their career ambitions. Leaders have selected a programme to meet the needs of adult learners who have experienced barriers to traditional education, particularly for learners who have English as an additional language. Studying the course helps learners to improve their English and to progress on to further study or higher education, or to gain employment or promotion.

Leaders and governors ensured that teaching moved swiftly from classroom to online delivery at the start of the COVID-19 pandemic. They maintained continuity for learners. Leaders have supported teachers and learners in moving effectively and safely to online learning. Teachers ensure that learners have their cameras on during teaching sessions. They ensure that learners remain on task, and where appropriate they use breakout rooms so that learners can discuss topics in small groups.

Managers and teachers plan the course thoroughly on a week-by-week basis to ensure that they cover all elements of the curriculum. They teach skills sequentially, building on learners' ability at the beginning of the course so that learners become more adept at understanding business while improving their English comprehension.

Learners benefit from good-quality learning materials. As a result, learners understand what they need to do and the tasks that they need to complete to achieve their qualification. This helps learners with English as an additional language to understand the questions clearly.

Most learners complete their course and achieve their qualification. They make good progress in improving their English skills and in gaining business skills. They use relevant business terminology and can adapt their communication appropriately for internal and external customers. Most learners progress into higher education or employment.

Learners discuss their career plans with teachers very early in the course and agree relevant targets to work on. Teachers provide appropriate, ongoing careers advice and guidance throughout the course and after learners have left, should they require it.

Teachers' feedback to learners, although detailed, does not consistently identify where their written work needs to be improved. Where there are spelling and grammatical errors, tutors refer learners to useful internet links but do not identify what is spelled wrongly. In some cases, feedback does not correct learners when they have not answered a question in sufficient depth. In a few cases, work is passed inappropriately, such as a CV which contained spelling and grammatical errors.

Governors have challenged leaders to address the weaknesses identified at the last inspection and have ensured that they receive more data and reports in order to accurately evaluate progress. While most of these weaknesses have been successfully addressed, leaders and governors still do not have sufficient oversight of the quality of learning. As a result, they have not identified the need to further improve the quality of feedback to learners.

Learners are well prepared for life in modern Britain. They understand British values, the importance of respecting the views of others and the importance of celebrating diversity. However, leaders have not ensured that the programme provides opportunities for teachers to encourage learners to broaden their interests and become active citizens.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong focus on safeguarding learners and staff. Learners and staff learn at induction how to stay safe in a range of situations, both online and in their personal lives. Teachers discuss with learners current issues relating to staying safe and living healthy lives before the weekly classes. Through these discussions, learners are made aware of current threats relating to COVID-19, extremist behaviour and safeguarding. They develop an understanding of how to keep themselves healthy and how to maintain their mental well-being. Designated safeguarding staff have had appropriate training. Learners have a good knowledge of how to report issues to them.

What does the provider need to do to improve?

- Managers and teachers should ensure that feedback on written work accurately identifies areas that need to be improved and should support learners to make the improvements required so that final work is accurate and complete.
- Leaders and governors should ensure that the self-assessment process provides them with a clear understanding of the strengths and weaknesses of all aspects of the provision.
- Leaders should ensure that the programme includes opportunities for teachers to encourage learners to widen their interests and become active citizens.

Provider details

Unique reference number	1247994
Address	Thamesgate House 33-41 Victoria Avenue Southend-On-Sea Essex SS2 6BU
Contact number	01702 831170
Website	www.londonpc.org.uk
Principal/CEO	Mr Kevin Rajmun
Provider type	Independent learning provider
Dates of previous inspection	26–29 March 2019
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the chief executive officer, 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 reviewing 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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