

# JFC Training College Limited

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

---

<b>Unique reference number:</b>	1236904
<b>Name of lead inspector:</b>	Jon Bowman, His Majesty's Inspector
<b>Inspection date:</b>	27 October 2022
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	12–14 Wellington Street Woolwich London SE18 6PE

## Monitoring visit: main findings

### Context and focus of visit

JFC Training College Limited was inspected in November 2021. 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 addressing the main areas for improvement identified at the previous inspection.

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 visit, there were 25 adult learners. One learner was studying adult care management at level 5. There were 7 adult learners studying level 3 diplomas in adult care and early years. There were 4 studying at level 2 early years practitioner and 13 adult learners on a short certificate course in safeguarding, 'Prevent' duty and British values. All learners are funded by advanced learner loans or the Greater London Authority.

### Themes

**What progress have leaders and managers made in evaluating the provision and how well do they use the outcomes from their evaluation to make improvements?**

**Insufficient progress**

Leaders and managers do not have a thorough understanding of the strengths and weaknesses of the provision. This is because their quality assurance processes to identify where the provision needs improving are not thorough enough. For example, leaders and managers fail to identify where learners' work is plagiarised. As a result, they do not have comprehensive plans to improve the provision.

Leaders and managers are too slow to tackle the areas for improvement identified at the previous inspection. For example, while they have identified some weaknesses in teaching practice, they have not put in place sufficient training or development to improve assessors' skills as teachers.

Leaders and managers do not ensure that all assessors have the capacity to offer effective support to learners with specific learning or mental health needs. Not all assessors have received training in this area, despite this being identified as an area for improvement at the previous inspection.

Leaders' and managers' actions to improve the provision have been hampered by staff vacancies at management and curriculum level. This has had a negative impact on existing learners, whose learning was disrupted and whose progress stalled.

Subsequently, leaders have appointed new delivery and management staff, but it is too early to assess their impact.

Assessors are well-qualified and have suitable vocational experience. As a result, learners benefit from assessors' industry knowledge and the guidance they provide. For example, assessors answer learners' questions promptly and confidently, providing up-to-date information on how long their security licence is valid for.

**What progress have leaders and managers made in using assessments of learners' prior knowledge and skills to plan the curriculum that learners follow?      Insufficient progress**

Leaders and managers do not ensure that initial assessments of what learners know and can do is used to plan the curriculum that learners follow. As a result, learners study all units on their vocational course regardless of their prior knowledge and experience.

Leaders and managers are not sufficiently aware about whether the curriculum learners follow meets their needs. For example, they have not identified that too many learners who need to improve their English do not receive the support they need to do so. Assessors do not monitor the progress that learners make in developing their progress in English and mathematics skills. Feedback to learners on their written work does not sufficiently inform learners of where their use of written English needs to improve. As a result, learners do not make progress in developing their knowledge and skills.

Assessors do not set targets for learners that are based on their individual needs identified through assessments at the start of their programmes. Targets for learners are too narrow and relate solely to the qualification units learners need to complete. As a result, the curriculum is not adapted to meet specific gaps in learners' knowledge.

**What progress have leaders and managers made in implementing effective arrangements to monitor the progress that learners make?      Insufficient progress**

Leaders and managers have introduced new arrangements to track learners' progress. They review the progress that learners make in completing their work and in attending training each month. However, leaders and managers do not look critically enough at all the information available on learners' progress. They do not check the accuracy of information recorded on learners' portfolios. As a result, they do not have a secure understanding of the progress that all learners make.

Tutors are not able to monitor learners' progress in completing functional skills qualifications in English and mathematics. Staff do not record this information in learners' portfolios and therefore tutors do not include this in feedback to learners.

As a result, learners are not able to see the progress they are making in these subjects.

Learners appreciate the support they receive from their assessor. They say that assessors meet with them regularly. This helps them to stay on track with their vocational studies.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022