

Inspection of Uganda Community Relief Association

Inspection dates: 17 to 19 January 2023

Overall effectiveness	Good
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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	Not previously inspected

Information about this provider

The Uganda Community Relief Association (UCRA), established in 1984, is a registered charity based in Tottenham, London. UCRA has previous experience of providing training as a subcontractor. It has been teaching apprenticeships since August 2020 and adult learning since January 2021. UCRA offers a range of other services to the community, including immigration advice and casework and how to operate a food bank. At the time of the inspection, there were 66 adult learners on courses. Learners take courses from foundation level to level 3 in English, mathematics, health and social care, early years, support work in schools and information technology.

The provider had a new provider monitoring visit in December 2021. This inspection covered the adult learning programmes. The provider no longer offers apprenticeship programmes.

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

The vast majority of learners are speakers of English as an additional language. They really value the opportunity to improve their English skills during their learning. Many gain significantly in their confidence in speaking English. This helps them integrate in their communities and support their families. Learners on vocational courses in early years and in health and social care use their improved spoken and written English skills successfully in their work placements. For example, employers say that learners speak more confidently with the parents and carers of children in their care. They write up medical notes and reports accurately.

Many learners who have experienced difficulties in the past have overcome barriers. They have gained resilience as a result of their training and good pastoral support from staff. Most learners enjoy learning online in highly inclusive, safe and positive learning environments. Many receive computer equipment to help them access their learning. However, a few learners would like more in-person interactions with staff. Learners are motivated to achieve and gain employment. They have high attendance in their lessons. Leaders and staff ensure that learners celebrate their success together.

Learners on vocational courses get good support to secure their work placements. This includes help to put their curriculum vitae together and to identify suitable employers. Learners have good attitudes towards their learning, and many learners volunteer at their placements. As a result, learners gain valuable work experience and apply their learning in appropriate work placements.

Learners receive effective initial and ongoing careers advice and guidance. They benefit from frequent discussions about their next steps. Most understand the progression routes available to them. Many have progressed from lower-level courses to level 3, and a small number to higher education. A high proportion of learners have gained employment as a result of their learning. The vast majority of learners achieve their qualifications.

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

Leaders and managers have a clear rationale for the adult courses they offer. They commit to supporting those from disadvantaged backgrounds and those who are unemployed. They offer courses specifically to support these groups in developing the knowledge and skills they need in order to gain relevant qualifications or jobs in high demand in their communities. Leaders and tutors understand the cultural background and needs of their learners very well. This helps them ensure that they consider learners' cultural differences and treat them with respect.

Tutors have good subject knowledge and are appropriately trained and experienced. They use their professional and teaching skills to plan well-sequenced learning. They present course content in a logical order. They provide good opportunities to reinforce and check learning over time. In sessions, tutors create good links

between theory and practice. They bring learning alive and make it relevant to the settings in which learners work. Tutors use group activities and case studies effectively to help learners discuss topics such as inclusivity and diversity.

Learners gain in-depth knowledge about their subject. On health and social care courses, learners know how to deal with, and report on, safeguarding concerns raised in their workplace. Early years learners develop a good understanding of child development and their role as an early years educator. In mathematics, learners build their knowledge in areas such as fractions gradually. They have good opportunities to revisit this and improve over time.

Tutors give learners frequent, helpful feedback on their work. This includes during lessons and on learners' homework and assignments. They clearly direct learners on how to improve the quality of their work. Tutors focus on the development of English language skills particularly well for learners of English for speakers of other languages. This helps learners extend their vocabulary in topics such as mathematics. For example, tutors encourage learners to use more formal words such as 'addition' instead of 'and' or 'plus'. However, on a minority of occasions, learners are not encouraged sufficiently to pronounce words accurately.

Leaders and tutors promote the importance of British values successfully. They ensure that this is woven into the curriculum seamlessly. Most learners have a good understanding of British values and why it is important to promote these in their communities. They appreciate that this helps them integrate into British life. Learners on the teaching and supporting learning course know why it is important to respect the culture of the children in their care.

The process of enrolment for vocational courses is effective. Staff collect relevant information on learners' previous vocational experience and qualifications. They record learners' short- and long-term goals clearly. They give appropriate advice if learners need to take intermediate steps, such as in improving their English and mathematical skills, before they progress to vocational learning. Staff monitor closely new learners and those with additional learning needs. Learners with additional learning needs achieve as well as their peers.

Staff do not assess learners' prior English and mathematical skills thoroughly enough. They do not identify the specific areas of strength or where learners need focused help. As a result, staff do not set learners clear, individual goals on how to make improvements in these areas. Tutors do not adapt the content of teaching enough to meet learners' needs. For a minority of learners on English courses, the content taught is not challenging enough.

Leaders and staff have put in place a variety of activities and opportunities for learners to develop their knowledge beyond their qualification. For example, through the dedicated UCRA community radio station, learners listen to chat shows about how to deal with mental health issues, understanding healthy lifestyles and how to access financial support. A few learners take part in fitness classes and sports arranged at the UCRA community centre. However, leaders have not put in place

sufficient opportunities to inform learners about appropriate, healthy relationships and how to deal with sexual harassment.

Leaders and managers know their strengths and weaknesses. They correctly identify improvements needed in teaching through their quality assurance activities. They give tutors and staff useful professional development and feedback to help them make improvements. Tutors and staff appreciate the support that they receive. They feel valued and are positive about their work at UCRA.

There are suitable arrangements in place for governance. New governors have recently joined the board and have specific roles and responsibilities. Governors understand their duties. Reporting is appropriate, and suitable support and challenge are in place for the leadership team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff place sufficient importance on promoting a safeguarding culture. There are appropriate policies and procedures in place to ensure the safety of adult learners. The designated safeguarding leads have completed appropriate training. They understand their roles and responsibilities well. Governors, staff and tutors complete frequent safeguarding and 'Prevent' duty training.

Leaders ensure that staff are suitable to work with adult learners. They complete the necessary background checks and references.

Learners feel safe and know whom to report concerns to if they have any. Most learners can explain the risks associated with being online and from those who hold extremist views. They have a reasonable understanding of how to recognise the signs of radicalisation. Learners on health and social care and early years courses have a detailed understanding about safeguarding and how this impacts on their work.

What does the provider need to do to improve?

- Leaders must ensure that their assessment of learners' prior English and mathematical skills is thorough and identifies learners' strengths and weaknesses clearly. They must support tutors to use this information to set clear and meaningful goals for learners and to adjust their teaching to ensure that learners' individual needs are met.
- Leaders must ensure that they give learners appropriate information to help them understand healthy relationships and how to deal with sexual harassment.

Provider details

Unique reference number	2627065
Address	Selby Centre Selby Road Tottenham London N17 8JL
Contact number	0208 808 6221
Website	
Principal, CEO or equivalent	Sarah Nansukusa
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
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 monitoring visit 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

Jane Hughes, lead inspector

His Majesty's Inspector

Philida Schellekens

Ofsted Inspector

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