

# Numidia Education and Training Ltd

Monitoring visit report

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**Unique reference number:** 12700756

**Name of lead inspector:** Harmesh Manghra HMI

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**Type of provider:** Not for profit organisation

**Address:** 10 Park Road  
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## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the Further education and skills inspection handbook, especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

In the current year, Numidia Education and Training Ltd (Numidia) has enrolled 267 learners who made 402 enrolments on entry levels 1, 2 and 3 programmes in English for speakers of other languages (ESOL), functional skills in English and mathematics, and entry level functional skills in information and communication technology (ICT). Some 60% of the learners are on ESOL programmes, with learners evenly split between mathematics, English and ICT programmes. Almost 50% of all learners are on ESOL programmes at entry levels 1 and 2. Around 20% of learners are on levels 1 and 2 functional skills, and the rest are on entry level 3 programmes. In its first year as a directly funded provider, Numidia enrolled 345 learners, of whom 20% had transferred from its previous subcontracted provision. The great majority of current learners are unemployed.

### Themes

**How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?**      **Reasonable progress**

Leaders and managers have built on their substantial previous experience as a subcontractor, providing courses in ESOL, mathematics, English and ICT. They have made rapid strides in establishing the infrastructure that is required as a directly funded provider. For example, they have employed new staff to meet increasing demand and have invested in a new management information system to produce accurate data.

Leaders have a clear strategy to target their provision at those learners who need to build their confidence and to improve their language, mathematics and ICT skills, and who need long-term help to secure employment. Many of the learners do not have the confidence to attend a large institution. They have low prior attainment, are new to the country with little or no work experience or are hoping to achieve their first vocational or higher education qualification.

Managers have developed a curriculum that is well designed, agile and very flexible to meet learners' needs. They are very responsive to the needs identified by partners. For example, in response to a Jobcentre Plus request, the managers established information technology (IT) provision at short notice in Bedworth, a socially and economically deprived area in Warwickshire.

Managers keep a close eye on the progress of individual learners through a fortnightly meeting with tutors. They monitor the performance of staff and track learners' progress on their learning programmes, including their attendance and progression to the next level, employment or voluntary work. This ensures that learners stay on track and make expected or better progress. Leaders and managers follow up all learners routinely and have a good knowledge of the destinations of learners. These include the jobs learners have begun and the numbers moving into further education. For example, through closer monitoring, managers have reduced measurably the number of unknown destinations.

The processes for quality assurance and quality improvement are well established and effective at maintaining standards and improving the provision. Managers routinely seek learners', staff's and partners' views to improve the provision. They evaluate courses and programmes diligently and make necessary changes to the subsequent design of programmes.

Leaders and managers know their provision well and have produced an evaluative and self-critical self-assessment report. The quality improvement plan outlines areas for improvement and precise steps to improve weaker aspects of the provision.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?**      **Reasonable progress**

Learning programmes enable learners to overcome many of their personal and social barriers to participation and learning. They prepare them well for entry-level employment. Learners become more independent, self-assured and confident. As a result, they begin to make use of public services confidently and to take a fuller part in their communities.

Staff conduct a thorough assessment of learners' needs and their starting points. Learners are allocated to the right level of classes after a trial day. Most learners continue onto the next level of course. For example, in ESOL classes, learners move to reading and writing classes after passing qualifications in listening and speaking. Learners become confident in using computers and access a range of services, including universal credit and job-match services. Learners use the internet to buy goods and services online as their confidence grows.

Tutors develop learners' English and mathematics skills to support them in gaining employment or developing personal skills for their wider lives. Most learners improve their spelling, grammar and comprehension over time. Most learners achieve qualifications at a higher level than their prior attainment.

Tutors set relevant targets for learners to achieve. Learners stay on track and make expected or better progress. In a few cases, tutors set targets that are too broad and difficult to measure.

Tutors work closely with voluntary sector organisations to promote and investigate the benefits of voluntary work. An increasing number of learners enter voluntary work. This helps them to gain valuable experience and improve their chances of securing employment.

Tutors plan lessons based on topical themes which develop learners' understanding of how they can contribute to the local community while enhancing their understanding of British values. For example, tutors planned a theme on the dangers of knife crime. Activities included a visit to the Knife Angel in Coventry and a follow-up discussion. Learners then produced a piece of descriptive writing on the dangers of knife crime to society.

Learners enjoy the flexibility of learning because this suits their other commitments. The centre is easily accessible and close to public transport. Learners can enrol on programmes at any time of the year, as the classes are run on a roll-on roll-off basis. However, this creates difficulty for tutors in integrating learners into an already existing class, and on occasions there are too many learners for a small classroom. Consequently, this stops the flow of the classes and other learners are not able to make the progress of which they are capable.

Staff are friendly and approachable. Tutors and support staff work seamlessly to provide a range of support to learners. Learners are well prepared for learning and are keen to improve their prospects. They make effective use of blended learning – online, paper-based and teacher-led activities – as well as learning in their own time.

Learners have a good awareness of their various career options and next steps. National Careers Service staff provide valuable support on site. Consequently, learners gain useful information on various careers and job opportunities as well as entry requirements for higher-level programmes. Learners develop their curriculum vitae, often for the first time, with support from the careers staff. This makes it easier for learners to seek jobs.

Managers have appointed an appropriate number of suitably qualified, multi-skilled and experienced teaching staff. Managers observe the relatively new tutor team frequently and accurately identify their strengths and support needs. Tutors benefit from ongoing professional coaching, including opportunities to shadow more-experienced colleagues. This helps tutors to improve their confidence and teaching skills.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?      Significant progress**

A culture of safeguarding permeates the organisation. Learners often refer to being part of the 'Numidia family'. They feel safe and relaxed, knowing that people will help them. The learning environment is harmonious and welcoming in the centre. Staff know learners by their first names.

A knowledgeable designated safeguarding lead has over the years fostered strong links with partner agencies. She is aware of sources of help and referral. Managers have produced a clear policy on identifying vulnerable learners and how to recognise different forms of abuse. It includes a comprehensive description of female genital mutilation, forced marriages and honour-based violence. Risk assessments are thorough. Managers have adopted a sensitive and thoughtful approach to identifying any concerns to protect learners.

Training for staff is extensive and includes training on General Data Protection Regulations (GDPR), the 'Prevent' duty and safeguarding for practitioners. Staff and managers are vigilant in identifying any cases of vulnerability. Managers conduct a thorough investigation and act promptly to protect learners.

Leaders and managers have developed simple and clear guidance on safeguarding that the staff understand fully. Learners receive at enrolment and induction useful information on how to stay safe and on the dangers of radicalisation and extremism. Tutors and support staff reinforce these messages at every contact they have with the learners.

Managers have adopted a safer recruitment policy and employ staff only after conducting thorough background checks on them. Leaders and managers have produced a detailed learner handbook that includes helpful and easy-to-read guidance on learners' health and welfare. Links with external agencies are very strong on topics such as women's aid and mental health. Staff make appropriate referrals.

Learners have a reasonable understanding of cyber safety and risks online, as they are made aware of guidance on IT safety. Leaders have ensured that undesirable websites are not accessible. Staff work to the principle of 'making every contact count' by reinforcing safeguarding and British values to learners.

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