

Liral Veget Training and Recruitment Limited

Monitoring visit report

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Name of lead inspector: Rieks Drijver, Her Majesty's Inspector

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Type of provider: Independent learning provider

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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.

Liral Veget Training and Recruitment Limited (LVTR) is a training provider based in Southwark. LVTR primarily offers training to adults in English, mathematics and health and social care. In 2018, LVTR received funding from the Education and Skills Funding Agency through the adult education budget. LVTR uses this funding mainly to teach functional skills qualifications at levels 1 and 2 in mathematics and English and it is this provision that is in scope for the monitoring visit. LVTR has around 70 learners.

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

In their strategic plan, leaders and managers have set out clearly how they use the adult education budget to provide training, primarily in English and mathematics, to help learners improve their employment prospects. They understand the funding guidelines well and ensure that partners know of these in order to target training to adults for whom it will have a positive impact. Learners are clear about their reasons for studying English and mathematics and how this will benefit them in their employment or study goals. Leaders and staff conduct appropriate checks on learners at the start of their programmes to ensure they are eligible to be funded.

Staff at the provider have the necessary skills and expertise to train adults in functional skills English and mathematics. Where necessary, they also have the training and experience to carry out internal verification and moderation of assessed work. In the few cases where staff are not yet fully qualified or experienced, suitable action is taken through professional development to bridge gaps. Staff do not currently have the expertise to provide specialist support to learners who have declared that they need extra help to achieve.

Leaders and managers have a good and honest overview of the strengths and weaknesses of the provision. They are self-critical in their evaluation of the quality of

training they provide. Where they identify weaknesses, they set suitable actions for improvement, but they do not follow up well enough on the impact of these.

The strategy to recruit learners is still at an early stage of development. Managers have worked successfully in partnership with a health and social care training provider to develop the English and mathematics skills of a small proportion of their learners. Other learners who enrolled in 2018/19 mostly heard about the courses on offer through the provider's marketing activities or by word of mouth.

Leaders and managers have yet to establish links with employers to enhance further learners' chances of securing work placements, job interviews or other skills to help them gain employment. They have recently set up partnerships with agencies with whom they are collaborating to provide training programmes. Managers from Jobcentre Plus and a local authority are positive about these emerging relationships. The curriculum offered by Liral Veget matches the skills needs identified by partners, for example in English, mathematics, customer services and business administration.

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**

Learners are appropriately enrolled on learning programmes that link to their personal development goals and career aspirations. Staff identify these goals with learners at the start of their programmes and learners are clear about how achieving qualifications in English and mathematics will help them to gain employment, progress in their current jobs or study at higher levels of learning.

Learners are positive about their experiences at LVTR. They enjoy their learning and feel that they make good progress. They value the feedback they receive, and staff give them positive encouragement to complete their work, including through homework that is set for them. Teachers use topical information in the resources selected for reading and writing tasks. These enable learners to deepen their knowledge of current affairs and issues that affect them. For example, learners read about the votes cast by the members of Parliament on the different Brexit options, as part of functional skills English classes.

Learners are motivated to succeed, and a high proportion stay to the end of their programme. Most learners achieve their functional skills qualifications at the first attempt. However, of the first cohort of learners at LVTR, too many do not achieve within the planned time.

Staff use a range of suitable assessments to evaluate the skills that learners have in English and/or mathematics prior to starting the programme. They use this information effectively in order to place learners on courses at the correct level of learning.

Staff do not teach lessons that take adequate account of the information they have about each learner's existing skills. Learners are taught the same topics over the same timeframes, with insufficient consideration for those who can achieve more quickly, or those who need more time.

Staff do not track the progress learners make effectively enough and a minority of learners have not had progress reviews. While a high proportion of learners do achieve, staff do not have a comprehensive enough overview of each learner's progress so that they can intervene effectively when learners make slow progress. Similarly, managers do not have easy access to information about learners' progress in order to maintain a detailed enough overview of the programmes taught.

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

Leaders and managers place a strong emphasis on safeguarding learners and this is considered at each of the monthly leadership team meetings. They have suitable safeguarding and health and safety policies and procedures in place. These include policies related to their obligations under the 'Prevent' duty, and a suitable 'Prevent' risk assessment and action plan. Leaders have established appropriate safeguarding roles in the organisation, and the designated safeguarding lead and their deputy have both successfully completed training at level 3. Staff are suitably trained in safeguarding, with records held in personnel files.

Leaders check that staff, including those newly recruited, are safe to work with learners. Learners receive sufficient information about safeguarding and 'Prevent' during the first week of their course. They are able to recall what they learned and know how to identify signs of vulnerability in others. Learners know to whom they should report any concerns. Learners receive limited information about online safety.

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