

Ebenezer Community College Limited

Monitoring visit report

Unique reference number:	1270852
Name of lead inspector:	Steve Lambert, Her Majesty's Inspector
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Type of provider:	Community Learning and Skills
Address:	726–728 Seven Sisters Road, London N15 5NH

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.

Ebenezer Community College Limited (ECC) is a training provider based in Tottenham, north London. The provider offers training primarily to adults in English, mathematics, English for speakers of other languages (ESOL), information and communication technology, and in health and social care at level 2. ECC has worked as a subcontractor to other providers since 2002. It has received funding directly from the Education and Skills Funding Agency through the adult education budget since 2017, and it is this provision that is in scope for the monitoring visit. In 2018/19 the provider has 184 learners funded through this route.

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 established a positive, supportive culture where learners' personal circumstances are at the centre of leaders' curriculum planning.

Staff are careful to recruit learners who will gain new knowledge and skills and access to further learning and employment through achieving qualifications in English and mathematics. Leaders provide intensive programmes which learners can attend during the day or evening. Learners make rapid progress. Most learners stay to the end of their course and a majority achieve qualifications. Most learners move on into further study when they complete their course.

Leaders and managers have established effective partnerships with Jobcentre Plus, local colleges, and universities. These partnerships have led to more learners being referred to the provider to improve their English and mathematical skills.

Leaders' and managers' quality assurance arrangements are not yet effective. They do not evaluate well enough the quality of training and do not provide effective support to staff so that they can improve their teaching. Leaders have a broadly accurate picture of the college's strengths and are candid in their evaluation of areas

for improvement. However, the areas for improvement that they have identified focus largely on business development rather than on the quality of the training offered. Leaders and managers do not set targets by which they can judge the improvements they have made. As a result, they are unable to assess the progress they have made in improving the quality of the provision.

The board of trustees does not have sufficient oversight of the quality of the provision. Leaders and managers have established plans to re-engage trustees which include frequent meetings and more activities that involve learners, staff and trustees. However, it is too soon to see the impact of these actions.

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**

At the start of the programmes, staff provide good guidance to learners to ensure that they enrol on courses that will meet their aspirations. They assess accurately learners' prior English and mathematics skills.

Teachers on English and mathematics courses have good subject knowledge. Teachers on health and social care courses also have up-to-date commercial experience. Staff use their experience well to help learners to develop their skills quickly. For example, learners in health and social care have developed their confidence in talking to service users.

Teachers in mathematics skilfully structure lessons to enable learners to understand related topics. This helps learners to understand the relationship between decimals, percentages and fractions. As a result, learners make good progress in developing new skills and knowledge.

In ESOL, learners make good progress in the development of their reading skills and in their confidence to speak English. They enjoy their learning. They have good attendance.

Learners produce work which is of an appropriate standard for the course on which they are enrolled. Learners' portfolios on health and social care courses are of a good standard and demonstrate the skills they have gained. However, in too many cases teachers' feedback on learners' written work does not provide learners with sufficient information on what they need to do to improve.

Leaders and managers do not provide sufficient support to the small number of learners who have additional learning needs. Teachers provide very limited support to students, particularly those with dyslexia. As a result, learners are not able to

access the specific support necessary for them to make the progress of which they are capable.

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

Leaders, managers and staff have created an environment which is welcoming and where learners feel supported.

They have appropriate policies and procedures in place, including procedures to ensure the safe recruitment of staff. The policies and procedures outline in detail the risks learners may face, and the actions staff should take. Staff are trained in safeguarding and the 'Prevent' duty. The designated safeguarding lead has completed training to the appropriate level to be effective in their role.

Learners receive appropriate safeguarding information. They know how to keep themselves safe, work safely and report concerns. They have a good understanding of health and safety in relation to themselves and, for health and social care learners, their clients too.

Leaders have been slow to implement the requirements of the 'Prevent' duty. They have not provided sufficient training for learners. As a result, learners do not have a sufficient understanding of the dangers of radicalisation and extremism.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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