

Shreeji Training Limited

Monitoring visit report

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Name of lead inspector: Steve Lambert, 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.

Shreeji Training Limited is a training provider based in Rainham, east London. The provider offers training primarily to adults in English, mathematics and English for speakers of other languages (ESOL). It has received funding directly from the Education and Skills Funding Agency through the adult education and apprenticeship 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. At the time of the inspection there was one apprentice on a level 3 business administration apprenticeship standard.

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 unemployed learners who will benefit from new knowledge and skills and access to further learning and employment through achieving qualifications in English and mathematics. Leaders provide programmes in community venues, such as libraries, which learners can attend during the day or evening. Learners make rapid progress in gaining new skills in English and mathematics. Most learners stay to the end of their course and a majority achieve qualifications. A majority of learners move on into further study when they complete their course.

Leaders and managers have established effective partnerships with local community centres and libraries. These partnerships have led to more learners being referred to the provider to improve their English and mathematical skills.

Leaders and managers are careful to recruit teachers from the communities that the provider recruits from. This helps leaders and managers to understand the barriers that learners have in accessing learning. As a result, teachers provide effective support to learners.

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 their strengths and are candid in their evaluation of areas for improvement. 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.

Leaders and managers have recently implemented a process to gain independent scrutiny of their provision. However, this is still in its infancy and it is too early to assess the impact on the quality of teaching, learning and assessment.

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. Staff use their experience well to help learners to develop their skills quickly. For example, learners in mathematics have developed confidence in their use of fractions and percentages. As a result, learners are more confident in using these skills at work and in their everyday lives.

In ESOL, learners make good progress in the development of their reading skills and in their confidence to speak English. Because of this, learners feel more confident in going about their daily lives, for example making and attending medical appointments. Learners enjoy their learning and learn valuable skills. Learners' attendance at ESOL lessons is too low.

Learners produce work that is of an appropriate standard for the course on which they are enrolled. Teachers' feedback on learners' work provides learners with sufficient information on what they need to do to improve.

Leaders and managers provide sufficient support to the small number of learners who have additional learning needs. Teachers' support for students, particularly those with dyslexia, is effective. As a result, learners are able to access the specific support necessary for them to make the progress of which they are capable.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Leaders and managers have implemented a realistic plan to carefully expand their apprenticeship provision in areas related to healthcare.

Leaders and managers have recruited staff with the appropriate experience and qualifications in the subject areas being offered. Apprentices benefit from trainers'/assessors' knowledge in order to develop new knowledge and skills.

Leaders and managers use information gained on apprentices' prior skills well to ensure that apprentices are on the correct apprenticeship. Because of this, apprentices learn new skills which they can use in the workplace.

Leaders and managers have a good overview of the knowledge developed and the progress that apprentices make. However, leaders' and managers' tracking of apprentices' behaviours requires further refinement in order to accurately track this aspect of the apprenticeship.

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 and apprentices 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 and apprentices 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.

Staff have a good understanding of the risks that learners and apprentices face based on where they live and learn. Because of this, staff have developed their knowledge of knife crime and county-lines. Learners receive appropriate safeguarding information, including how to stay safe online. They know how to keep themselves safe and report concerns. Learners have sufficient understanding of the risks posed by extremism and radicalisation.

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