

# Waltham International College Limited

Monitoring visit report

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**Unique reference number:** 1270871

**Name of lead inspector:** Jane Hughes, 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 October 2018, 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.

Established in 2010 and originally located in Manchester, Waltham International College Limited (WIC) is a private training provider now based in Barking and Dagenham. In October 2017, the provider gained adult education funding to offer short courses to adults in the local area. Currently, there are 20 learners completing functional skills courses in English and mathematics. Approximately 250 learners have completed a variety of courses in 2018/19. A high proportion of learners are employed at the start of their course.

### 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 designed and implemented their adult programmes effectively to meet the needs of the local community. Leaders have worked closely with employers, particularly those in information and communication technology (ICT), to ensure that learners develop the skills needed by employers, such as fault-finding and programming. Employers value the responsiveness of the WIC leadership team and engage with its members frequently by attending careers events and offering work experience for learners.

Leaders have a clear vision to help learners develop skills and progress in their lives. They work closely with groups of learners from low socio-economic backgrounds, Eastern European nationals and those with low-level English and mathematical skills. Learners are recruited with integrity and benefit from the centre being open seven days a week.

Leaders, managers and tutors track closely the progress that learners make. Very detailed progress-tracking records allow staff to identify quickly when learners fall behind, do not attend sessions or need extra help. Tutors have appropriate qualifications and experience.

Leaders have recently put in place an experienced board of governors. Governors support and challenge the leadership team appropriately. Their most recent input has led to higher expectations by staff of learners' attendance.

Clear and thorough quality-assurance processes are in place. Managers use these well to monitor the quality of teaching, learning and assessment, and the performance of staff. Managers take appropriate actions to ensure the necessary improvements and frequently review the effectiveness of these actions.

Managers do not focus enough on how well their courses have supported unemployed learners into work. Learners attend workshops to help them apply for jobs, update their curriculum vitae and practise interview skills. However, managers do not analyse how many of these learners gain jobs.

**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**

The vast majority of learners achieve their qualifications in functional skills English and mathematics, the diploma in ICT and the award in social media. A large proportion of learners move from entry-level functional skills courses to the next level.

Staff assess learners' prior knowledge and skills thoroughly at the start of the programme. They use this information well to develop learners' individual learning plans, identify extra support needed and plan learners' next steps.

Tutors support most learners with English as a second language very effectively to build on their prior learning and develop their English skills. As a result, learners have successfully applied for promotion at work and state that they are more able to communicate with their peers. However, for a small minority of learners whose English-speaking skills are very poor, the functional skills course was not appropriate and did not help them to improve their skills.

Most assessment of learners' work is thorough, and tutors sample and moderate each other's marking to ensure consistency. Tutors give learners detailed and helpful feedback on their assessed work. As a result, learners are clear when they have not met assessment criteria and understand how to improve their answers. Tutors support learners well to correct spelling and grammatical errors.

Tutors and staff give learners very good one-to-one support when learners fall behind or need extra help due to personal reasons. Staff arrange extra sessions for learners and make available online course materials to support learners to get back

on track. Learners enjoy coming to the centre and value the support available from all staff members.

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

Leaders, managers and staff focus closely on the safety of their learners. They pay particular attention to ensuring that learners are aware of the dangers of radicalisation and extremism. Through effective partnerships, they recently held an informative 'Prevent' event attended by 300 learners and members of the community.

Learners feel safe at the centre and know to whom they should report any concerns. The designated safeguarding lead (DSL) has completed the appropriate training and formed good links with the local authority, should a safeguarding referral need to be made.

Leaders and managers ensure that staff are safe to work with learners and that staff and learners complete the necessary training. The DSL keeps a close watch on any learner who may be vulnerable. Learners have access to a 'safe space' at all times should they need to talk or spend time on their own. Policies and procedures are appropriate.

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