

Lionheart in the Community Limited

Independent learning provider

Inspection dates

6–9 February 2018

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Adult learning programmes Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Good	
Outcomes for learners	Good	
Overall effectiveness at previous inspection		Not previously inspected

Summary of key findings

This is a good provider

- The vast majority of adult learners who study their level 3 vocational qualifications in business administration, care, childcare and fitness achieve their qualifications within the planned time.
- Leaders and managers successfully establish a very welcoming environment which meets the needs of the local community very well. Close links with employers and community groups support learners to develop their work-related skills and improve their chances of gaining employment.
- Leaders, managers and staff have high expectations for learners. Learners are ambitious and the vast majority of them remain in employment, gain employment, or move into higher and further education after completing their course.
- Leaders and managers design the curriculum well to meet the needs of learners. Learners enjoy flexible learning times at the weekends and during the evening. As a result, attendance on courses is high.
- Staff support learners very well. Learners enjoy good individual support and one-to-one coaching. As a result, learners make good progress and are on track to achieve their qualifications.
- Learners develop well the technical skills in care, and the knowledge required in business skills to support them to progress within their workplace. As a result, learners take on higher level tasks at work.
- Staff prepare learners very effectively to understand what it is like to be a British citizen. Learners from diverse backgrounds really value being able to learn in the community in which they live. Learners' behaviour demonstrates the British values, such as tolerance and the rule of law, very well.
- Tutors' and assessors' feedback on learners' written work does not help learners well enough to understand how to improve their work, or how to reach a higher standard.
- Staff do not support learners who have English as a second language well enough to improve their written English and their verbal communication skills.

Full report

Information about the provider

- Lionheart in the Community, known as LITC, is a not-for-profit organisation and social enterprise provider based in Brixton, one of the more disadvantaged areas of London. LITC offers a variety of vocational level 3 adult learning programmes, directly funded through advanced learner loans. The majority of adults study business administration, business skills, care and sports fitness. LITC's learners come from the very diverse local community of Brixton and surrounding areas.
- LITC previously delivered employability and apprenticeship programmes through a subcontracting arrangement and now has a direct contract to deliver these programmes. At the time of this inspection, there were no directly enrolled learners on these programmes and the inspection covered the advanced learner loan programme only. LITC also offer a variety of community, international and sports programmes to engage young people into learning and entrepreneurship.

What does the provider need to do to improve further?

- Ensure that tutors' and assessors' feedback to learners on their written work supports learners to improve, by:
 - identifying where they make mistakes in their punctuation, spelling and grammar
 - helping them to proofread their work to ensure that sentences make sense and that the content is correct
 - giving them detailed and clear information on how they can improve the overall quality of their work.
- Ensure that tutors and assessors support learners who speak English as an additional language to improve their written English and verbal communication skills, by:
 - using the outcomes of assessments of their starting points in English to identify their specific needs
 - using their individual learning plans to agree the required actions to support them to improve
 - looking at the potential to offer ESOL courses before they start their level 3 course, through the recently gained adult learning funding.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers successfully create a very welcoming environment where adult learners thrive, make good progress and achieve their qualifications. Managers ensure that teaching, learning and assessment are good and learners receive highly effective support.
- Leaders' and managers' key aim to support learners, the local community, staff and employers to develop their full potential is clearly communicated and understood throughout the company. As a result, all staff work very hard towards meeting the company's objectives and ensure that learners have a deep understanding of what it is like to live, work and learn in the local community.
- Managers and staff work closely together to design the curriculum to ensure that it meets the needs of the local community well. The courses offered are in high demand and the effective flexible delivery ensures that learners can attend at a time that suits them. For example, the level 3 personal training programme runs over seven weekends and contains an element of home study.
- Local partnerships with the community are very good and lead to benefits for adult learners. Learners take part in projects designed to involve the local community. For example, learners are involved in the LITC's 'engage' programme, which has a clear focus on bringing the community to the centre. As a result, learners take part in activities such as healthy eating, poetry reading and art exhibitions, and develop in confidence.
- Leaders' and managers' commitment to developing and promoting staff within the company is very clear. Staff value the training opportunities available to them and the majority of staff started in junior roles and worked their way up to management positions. Staff really enjoy their work. Their knowledge, enthusiasm and commitment to the community and their learners have a positive effect on the attitudes of learners.
- Managers work closely with local employers to offer opportunities for learners to attend work experience and apply for jobs. For example, a cleaning company, contracted to provide a service to local schools, offers work experience to learners during their training and is aware of the progress that learners make while learning. As a result, learners gain employment and make a positive contribution to the business.
- Leaders and managers review the quality of the adult learning programme effectively. Staff use management information systems well to track the progress that learners make and meet weekly with assessors to identify when learners are not on track. Managers have a good understanding of the strengths and weaknesses of the programme and actions are in place to address these weaknesses. For example, managers correctly identify that detailed management reporting for the oversight of the provision is not yet in place.
- Leaders and managers promote the development of learners' English and mathematical skills well. Assessment of learners' skills at the start of their programme is effective in establishing their starting points, and the majority of learners make progress in improving these skills. However, for the majority of learners who have English as a second language, the development of their English skills requires improvement.

The governance of the provider

- Governance is effective for the advanced learner loan programme and overseen by the director of LITC, who ensures the company's financial stability and capacity to improve. The director has a good understanding of the quality of the adult learning programme. He receives updated information on the performance and progress of learners on a very regular basis from the head of work-based learning, and challenges managers and staff on the performance of the programme.
- The director is very aware of the need to identify extra expertise to provide a more comprehensive oversight of the business as LITC begins to offer its own apprenticeship and traineeship programmes.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding processes and procedures meet the requirements for keeping adult learners safe. The suitably qualified safeguarding lead oversees a disclosure and barring service check register as well as a 'Prevent' duty risk register and action plan. Leaders adopt appropriate safe recruitment practices and also systems to check and record safeguarding concerns.
- Leaders' and managers' commitment to learners' health and safety is high and learners know how to stay safe in the workplace. For example, care learners understand the value of personal protective equipment when delivering personal care. Learners have a very good awareness of staying safe online and the dangers of sharing personal information.

Quality of teaching, learning and assessment

Good

- Tutors and assessors are knowledgeable, enthusiastic and know their learners very well. They have high expectations for their learners and use teaching, learning and assessment methods which are effective in helping learners to achieve their qualifications and make good progress.
- Support for learners during and between their learning sessions is very good. Tutors respond quickly to learners' requests and are flexible in providing one-to-one coaching at times that best meet the needs of learners. This support, valued by learners, helps them to gain in confidence and motivates them to stay on their course.
- Tutors use a range of resources and activities to develop the subject knowledge of learners who have different learning styles very effectively. Learning materials and resources are good. Presentations used in lessons are clear and use good illustrations and diagrams to emphasise points. For example, tutors on personal training courses use worksheets, demonstrations and colour-coded diagrams to reinforce learners' understanding of different muscle groups.
- Tutors and assessors make effective use of their online portfolio and tracking system to assess learners' work and check the progress learners make. The majority of tutors use questioning techniques well during reviews and teaching sessions to probe and assess learners' understanding. As a result, tutors, managers and learners can identify quickly how much progress learners make, and what they need to do to achieve their goals.
- Learners develop very quickly the vocational skills needed to achieve their qualification

and prepare them to progress in their employment. For example, learners on healthcare courses working in care homes develop a good understanding of their responsibilities with regard to the duty of care. They appreciate that clients with dementia have differing needs and require individual attention. Learners on business skills courses gain an in-depth knowledge about theories and models of change management.

- Tutors and assessors support learners very well to work independently in, and outside, their learning sessions. Learners take notes regularly and use the handouts given to them well in lessons to continue their studies and research at home.
- Tutors do not provide good enough feedback on learners' assessed work to help them understand their strengths and what they need to do to improve. Too often assessors do not correct spelling, grammar and punctuation. For a majority of learners with English as a second language, feedback is insufficient to support them to improve their writing skills. However, feedback during learners' reviews about their progress is clear and learners know what they need to do to achieve their qualification.

Personal development, behaviour and welfare

Good

- Learners enjoy having the flexibility to attend their training at times to suit them, such as evening and weekend sessions. As a result, learners fit their learning around their family and work commitments and their attendance is good.
- Learners are polite, courteous and show respect to each other and their tutors and assessors. They value highly the community atmosphere at the training centre and develop in confidence. The majority of learners develop their communication skills well and can talk clearly about the skills they develop.
- Learners benefit from a range of work-related opportunities to help them develop the skills they need in employment. For example, they attend work experience at local recruitment and estate agents. Learners on business administration and business skills courses, take part in the organisation of 'Peckham day', a three-week event that brings local businesses together. As a result, learners develop skills in organisation and teamwork.
- Learners are very well prepared for life in modern Britain and gain a deep understanding of British values. Learners from diverse backgrounds work closely together and show respect to each other and staff. Through the carefully planned activities facilitated by staff, learners celebrate diversity and understand very well how to integrate into British society. For example, in a lesson on ethics in business, the tutor compared British law with that in other countries to reinforce British values clearly.
- Learners receive effective careers advice and information at the start of their qualification to ensure that they are on the right course to support them to progress in their career, or gain employment. Staff support unemployed learners well to overcome barriers to employment. For example, they arrange volunteering placements with local employers to help learners gain experience to add to their curriculum vitae, and support learners to prepare for interviews. However, for the minority of learners who want to progress to university, this support is not as effective and learners do not receive sufficient help with their application process.
- Learners' understanding of how to keep themselves safe online and from the dangers of

radicalisation and extremism is very good. Learners feel very safe and know to whom they should speak, should they have concerns.

- Learners develop well the appropriate mathematics skills in relation to their subject of study. For example, on fitness courses learners know how to calculate muscle mass. In business skills, learners use mathematics correctly when preparing invoices and using spreadsheets.
- For a majority of learners, for whom English is not their first language, tutors and assessors do not support them sufficiently to improve their written English and verbal communication skills. For example, the portfolios of learners on level 3 business skills contain too many answers with weak sentence construction. A minority of these learners struggle with their spoken English.

Outcomes for learners

Good

- In 2016/17, the vast majority of adult learners on vocational level 3 courses achieved their qualifications within the planned time. Achievement rates for business administration, and skills for business qualifications were very high.
- Managers and staff track the progress that current learners make well. The majority of learners across all subject areas stay on their programme, make good progress and are on target to achieve their qualifications.
- Learners develop well the appropriate technical and vocational skills to support them in their studies and employment. For example, learners on fitness programmes are confident to explain parts of the anatomy to gym users. In care, learners know well how to arrange their care plans, taking into account the individual needs of clients.
- The majority of learners who complete their course remain in employment, gain employment or move into higher and further education. Learners on business administration courses take on extra responsibilities at work and those who achieve level 3 in fitness teach classes on their own.
- In 2016/17, learners from Black ethnic groups achieved at a much lower rate than other groups. Managers quickly identified this concern and engaged with a specialist local community group to support staff in identifying the reasons for lower achievement rates. Staff attend workshops to understand the barriers to learning within the local Black community, and early indications show the gap is closing.

Provider details

Unique reference number	1237135
Type of provider	Individual learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	450
Principal/CEO	Lionel Foy
Telephone number	020 3397 0303
Website	www.litc.org

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	–	–	–	–	138	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–	–	
Number of traineeships	16–19		19+		Total			
	–		–		–		–	
Number of learners aged 14 to 16	–							
Number of learners for whom the provider receives high-needs funding	–							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the head of work-based learning, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Jane Hughes, lead inspector	Her Majesty's Inspector
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Roger Pilgrim	Ofsted Inspector
Francoise Beregovoï	Ofsted Inspector

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