

# Inspection of London Learning Consortium Community Interest Company

Inspection dates: 12 to 15 December 2023

## Overall effectiveness **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

London Learning Consortium Community Interest Company (LLC) provides education and training across London and Sussex to young learners, including those with special educational needs and/or disabilities (SEND), adult learners, and apprentices.

LLC provides education and training programmes to young learners within the creative industries such as gaming, music and creative media at level 2 and 3. LLC has centres based in Croydon, Brighton and Bexhill. At the time of the inspection there were 266 young learners. Of these, 91 learners have SEND and an education, health and care (EHC) plan. The majority of the provision for young learners, including those who have SEND, is delivered via LLC's Brighton and Bexhill centres under the brand name LLC/DV8.

LLC provides a range of standards-based apprenticeships from level 2 to level 5 in adult care, housing and property management, business administration, customer service, team leader or supervisor and early years. At the time of the inspection

there were 29 apprentices. All apprenticeships are taught online. The majority of apprentices study adult care apprenticeship programmes at level 3 and level 5.

LLC teaches adult education programmes at level 3, funded through adult learner loans, in access to nursing, midwifery and the diploma in leadership and management for adult care. Learners study programmes through distance learning and self-study. At the time of the inspection, there were 40 adult learners. Most adult learners study the access to nursing and access to midwifery programmes.

## **What is it like to be a learner with this provider?**

Young learners, including those who have SEND, learn in welcoming, supportive and inclusive learning environments. Learners who have SEND integrate well with their peers in all aspects of their education at each centre. Staff and managers set high expectations of learners' behaviour and conduct from the start of programmes. Most young learners, including those who have SEND, attend well and develop good vocational knowledge, skills and behaviours which prepare them well to work in the creative industries. Most young learners achieve their core academic goals. However, too few students achieve a grade 4 or higher in their English and mathematics qualifications.

Most apprentices develop good knowledge, skills and behaviours that they use effectively in their jobs. Their well-planned training helps them to build their professional standing in the workplace, where they take pride in their roles. Employers say apprentices make positive contributions to their organisations as a result of their apprenticeships. However, a few apprentices have fallen behind with their studies, particularly with English and mathematics. These apprentices are supported well by their coaches to get back on track through extra reviews and catch-up sessions.

Adult learners have a positive attitude to learning and make good progress with their studies. Most learners cope well with self-study and completing independent research. They like the flexibility their programme gives them because the programme meets their needs and supports them to get into employment in areas of local demand. For example, distance learning programmes in nursing or midwifery offer adult learners a flexible study option that they can fit around their work or family commitments.

Learners and apprentices receive helpful support and guidance from staff to understand what they need to do to reach their career goals. Staff support learners and apprentices well in the early stages of their programme on their journey to higher education or employment. As a result, the majority of learners and apprentices move to positive destinations when they complete their studies.

Learners and apprentices feel safe. This is because staff promote a positive culture to safeguard and protect them when they are in centres and when learning online. Learners and apprentices know to whom they should report concerns.

## **What does the provider do well and what does it need to do better?**

Leaders and managers work effectively with external partners to make sure that the programmes they offer reflect local and national skills shortages. They have a clear mission to make sure that apprentices, young and adult learners, including learners who have SEND, develop the knowledge, skills and behaviours they need to succeed in their everyday lives and to pursue their chosen careers. As a result, most learners

and apprentices study a curriculum that helps them to develop new knowledge, skills and behaviours.

Tutors and assessors plan and sequence the curriculum effectively so that learners and apprentices develop sound knowledge and understanding of what they are taught. For example, in teaching biology to access to nursing learners, tutors make sure that learners have a secure knowledge of cell biology, which they can then apply when they learn about cell division and biological inheritance. Consequently, learners and apprentices develop good knowledge and understanding that become more progressively complex over time.

Tutors and assessors are well qualified and have suitable expertise in the subjects they teach. They use their expertise well to teach the curriculum content. For example, in level 2 understanding coding programmes, tutors use their background in artificial intelligence expertly to help learners understand how computer language and technology evolve.

Tutors identify well what learners and apprentices know and can do at the start of programmes. They make good use of the results of assessments and discussions with learners and apprentices to plan what they teach. For example, apprenticeship assessors tailor the training to build on apprentices' current knowledge of safeguarding topics.

Most teachers and assessors use effective teaching strategies in lessons. They explain topics clearly by linking new information to concepts with which learners are already familiar. For example, in level 3 games, tutors effectively explain theoretical concepts of freelance, commissioned work and subscription-based services by linking it to learners' understanding of popular online streaming services and video channels. Tutors use demonstrations and practical activities well to teach new topics. As a result, learners and apprentices develop their knowledge securely and remember what they have been taught.

Staff manage the transition of learners who have EHC plans into college well. Learners visit the college a few times before starting to participate in activities to spark their interest. Staff make sure that learners are familiar with and feel settled at college before they start to have lessons with other learners. This helps learners to settle into college well. Learners like the induction process as it makes them feel well supported during a period of significant change.

Staff provide good opportunities within the core curriculum for young learners with EHC plans to work towards achieving their EHC plan outcomes. Learners receive regular feedback from tutors and support staff on how well they make progress towards their outcomes. They receive helpful support if they fall behind, to help them keep on track with their studies. Most learners who have EHC plans make good progress towards achieving their outcomes.

Tutors and assessors use assessment effectively to check learners' and apprentices' understanding, and to identify any gaps or misconceptions they have. For example,

they use skilful questioning, review learners' work, and use mock assessments effectively. They use information from in-year assessments well to review the progress learners and apprentices make, and to set targets with them for their further development. Consequently, most learners and apprentices make good progress and close any knowledge gaps they have.

Across most of the provision, tutors and assessors provide detailed verbal and written feedback to learners and apprentices on their work. As a result, learners are clear on what they need to do to improve their written work, and most complete their practical work to a good standard. For example, on the adult learning programmes, specialist assessors with good subject knowledge and expertise give comprehensive and constructive feedback on learners' written assignments. However, in a few instances, tutors teaching young learners do not provide clear enough feedback to support learners to improve their work.

Leaders and managers provide staff with a range of useful professional development which includes topics related to teaching, learning, curriculum sequencing and safeguarding. However, leaders and managers do not provide sufficient opportunities for staff to develop their SEND and vocational skills and expertise to make sure they are up to date in these areas.

Leaders and managers provide good opportunities for young learners to participate in a range of activities which link to the digital and creative industries. They arrange visits to exhibitions, music studios and gaming events, and bring in creative media guest speakers. However, there are limited opportunities for young learners to develop their talents and interests beyond their vocational subject. While apprentices have opportunities to develop their understanding of the world of work, they too do not have access to activities to help them develop their wider interests.

Tutors teach young learners and apprentices a highly effective personal development curriculum on how to keep themselves and others safe. Topics include internet safety, safeguarding, consent, healthy relationships, community safety, sexual harassment, online grooming, and local risks in their community. Adult learners receive information about the risks of extremism and radicalisation, how to keep themselves safe, and the arrangements for reporting any concerns they may have.

Board members have suitable experience and expertise to perform their governance roles. They work effectively with leaders to monitor improvement plans. They assure themselves of the information leaders provide to them by directly engaging with learners and staff. For example, they visit classes and obtain feedback from learners to understand the quality of education that learners receive. As a result, they know the strengths and weaknesses of LLC well and provide effective challenge to senior leaders to make improvements where needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Make sure that a high proportion of apprentices achieve their qualifications in the planned time, and that a high proportion of learners and apprentices achieve a grade 4 or higher in GCSE English and mathematics.
- Provide vocational and SEND training and development opportunities for staff to enhance their skills and expertise.
- Provide opportunities for learners and apprentices to explore their talents and interests outside of their core curriculum.

## Provider details

<b>Unique reference number</b>	58611
<b>Address</b>	Christopher Wren Yard 119 High Street Croydon CR0 1QJ
<b>Contact number</b>	020 8774 4040
<b>Website</b>	<a href="http://www.londonlc.org.uk">www.londonlc.org.uk</a>
<b>Principal, CEO or equivalent</b>	Stephen Jeffery
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	31 October and 1 November 2017
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director of operations, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Joanna Walters, lead inspector	His Majesty's Inspector
Saher Nijabat	His Majesty's Inspector
Christina Christou	Ofsted Inspector
Ramin Narimani	His Majesty's Inspector
Montse Perez-Parent	His Majesty's Inspector
Paul Addis	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023