

Meeting of the Board of Governors

4.00 - 6.00 pm on Thursday, 18 July 2019
in PC 101, Passmore Centre, SE1 1PX

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
8.	Vice Chancellor's report	3 - 16	DP

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Lambeth College

General further education

Inspection dates

14–17 May 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Apprenticeships	Requires improvement
Outcomes for learners	Requires improvement	Provision for learners with high needs	Good
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- Although improved since the previous inspection, too few study programme learners aged 16 to 18 achieve their qualification.
- The proportion of apprentices who achieve their qualification within the agreed timeframe is too low.
- Teachers do not routinely support learners well enough to develop their English and mathematical skills in their vocational subjects.
- Learners' attendance is too low and requires improvement.
- Teachers do not use the information they have about learners' prior educational experience or achievements consistently or effectively enough to plan and teach lessons.
- During progress reviews with learners, and following assessment of their work, teachers do not ensure that learners know what they need to do to improve.
- Leaders' and managers' recently introduced strategies to improve the quality of provision are not yet fully effective.

The provider has the following strengths

- Since the recent merger with London South Bank University, college leaders and managers have worked hard to change the culture of the college to one that supports learners and staff to achieve. As a result, learners enjoy being at the college and are keen to learn.
- Leaders and managers have developed a range of effective partnerships with local employers that widen participation and align the curriculum with local skills shortages.
- The vast majority of adult learners achieve their qualifications.
- Staff at all levels have high aspirations and expectations for learners at the college. Learners are aware of these and, as a result, behave well, are respectful and strive to do well.
- The proportion of learners with high needs who complete their course and progress on to employment or further study is high.

Full report

Information about the provider

- Lambeth College is a general further education college situated in the borough of Lambeth in south London. It is part of London South Bank University (LSBU), following a merger in February 2019. The college has campuses in Clapham and Brixton. Just over 40% of the college's learners are resident in Lambeth, with around 60% resident in surrounding London boroughs. Two thirds of the learners at the college are adults. Lambeth is an extremely diverse borough, both ethnically and socially. Over 150 different languages are spoken within the borough. Employment in the borough is mainly in the public sector, education and health, although many residents travel to work in central London. The composition of the college's learners reflects the diversity of its local communities.

What does the provider need to do to improve further?

- Ensure that staff place a greater emphasis on developing learners' English and mathematics skills in order to support them in their studies and prepare them for employment or further study.
- Improve learners' attendance at lessons by ensuring that they understand the importance of frequent attendance.
- Provide better support to apprentices so that the proportion who achieve their qualification within the agreed timeframe improves.
- Ensure that staff use the information they have on learners' prior knowledge and attainment to plan and teach lessons to meet their individual learning needs.
- Teachers need to ensure that learners know what progress they are making and what they need to do to improve.
- Leaders and managers should continue to implement their strategies to improve the quality of teaching, learning and assessment.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- There has been significant change since the previous inspection of the college when all aspects of the provision were judged as requiring improvement. Two reorganisations have resulted in the appointment of a new permanent executive principal in late 2018 and a new senior leadership and middle management team. In February 2019, the college joined the LSBU group after a long period of planning that demanded much time of senior leaders.
- Leaders and managers have made progress in addressing the areas of weakness identified at the previous inspection. These improvements are particularly evident in adult learning programmes and provision for learners with high needs. However, the impact is not yet consistent across all aspects of provision. Leaders and managers have an accurate overview of performance through a better use of data and oversight of the quality of provision. This had led to improvement plans that are regularly monitored but, as yet, these improvements are not fully sustained.
- Staff at all levels of the organisation have high aspirations for learners. Central to this is the college's mission to ensure access to learning that raises the aspirations and skills of residents in south London.
- Leaders and managers are successfully building a cooperative culture where all staff and managers work collectively to support learners to achieve their goals. Activities such as away days and the celebration of staff and learner achievements are all helping to create a positive environment in which to work and learn.
- Leaders and managers have established effective partnerships to help widen the curriculum to meet local skills shortages and engage learners who previously may not have considered attending a college. Leaders and managers have worked effectively with the local authority to offer a suitable range of courses to meet the needs of children who are looked after, learners with special educational needs and adult learners.
- Leaders and managers maintain an effective oversight of provision delivered through subcontracting arrangements. They monitor subcontracted provision regularly and support the development of good-quality provision through observations of teaching, learning and assessment. They have reduced the number of subcontractors where achievement rates have been too low. This has increased leaders' and managers' capacity to monitor the provision. As a result, the proportion of apprentices taught by subcontractors who achieve their apprenticeship has improved.
- Staff provide effective careers guidance. Staff provide good advice to prospective learners and refer to external providers where they cannot meet an individual's needs. Careers guidance for apprentices is too limited to opportunities at their employer and does not provide apprentices with sufficient information on what they can do after their apprenticeship.

The governance of the provider

- Since joining the LSBU group, new governors have been appointed. They are knowledgeable and well informed about the performance of the college, its strengths and areas for improvement.
- Governors bring relevant expertise to the role and are already providing challenge to the principal on areas of concern, such as learners' attendance.
- Governors have established an appropriate set of key performance indicators with which they closely monitor the performance of the college. They receive accurate information that they use well to challenge leaders and managers.
- Governors have a good understanding of the safeguarding arrangements that managers have put into place to keep learners safe while attending the college.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, managers and staff effectively promote a culture where learners feel safe and know who to turn to should they have concerns about their own or others' welfare. Most learners understand the risks involved in using social media and the internet and how to keep themselves safe.
- Leaders and managers have comprehensive safeguarding policies and procedures in place that are reviewed annually by governors. When staff and managers need to take action to safeguard learners, they do so promptly. Where necessary they liaise effectively with families and outside agencies such as children's social care and the police.
- Effective systems are in place to ensure the suitability of all staff to work with young people. Staff and governors receive regular training on safeguarding and their specific responsibilities under the 'Prevent' duty.
- The arrangements to safeguard learners aged under 16 are effective. Prior to the learners starting at the college, staff receive good information from the local authority on their needs and they conduct effective individual risk assessments.
- Leaders and managers work with local authorities to safeguard children who are looked after. At the time of inspection, children looked after attended the college from around 12 London boroughs and included those placed in London from elsewhere in the country. Staff liaise effectively with a range of relevant external agencies to support them. These include refugee associations to outline the asylum process, and a charity that has delivered training on female genital mutilation and sex and relationships to female unaccompanied asylum seekers. The proportion of children looked after who stay to the end of their course is high.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not record accurately enough the progress that learners make. The information that teachers record in progress reviews does not identify well enough what learners have learned and where they have gaps in their knowledge or skills. Teachers do not give learners enough guidance on how to achieve their areas for development. Teachers are unable to measure the progress learners make over time accurately.

Consequently, learners are unclear about the progress they have made and how to improve further.

- Teachers assess learners' prior knowledge and skills accurately at the start of the programme and use this information to ensure that they are enrolled on suitable courses. However, teachers do not consider sufficiently learners' starting points when planning and teaching lessons. They do not use strategies effectively enough to provide challenging learning, especially for the most able learners.
- Teachers do not consistently provide learners with feedback on their work that will support them to improve. They do not routinely pay attention to spelling and grammatical errors.
- Teachers are well qualified and experienced in their subjects and retain good industry links. Leaders and managers support teachers well by providing a range of continuing professional development activities to improve their teaching practice.
- Staff work well together to ensure that learners are on the right course with the support they need to progress and achieve. Teachers in adult learning have redesigned the way in which they assess learners on English for speakers of other languages (ESOL) courses to ensure that they are on the most appropriate level of study. As a result, the proportion of ESOL learners achieving their qualifications is high.
- Teachers plan the development of learners' skills for work as part of the college's 'career ready' strategy. The majority of learners, including those with high needs, develop their employment skills well through work experience and work-related learning. Teachers prepare learners with high needs well for work experience and supported internships.
- Specialist staff support teachers well to understand learners' specific learning needs. They develop strategies alongside teachers to support learners in class and enable them to participate in college life.

Personal development, behaviour and welfare

Good

- Learners are positive about their experiences in the college and value the support they receive. They understand the college's high expectations through the 'career ready probation period', which helps them demonstrate the appropriate attitudes, commitments and behaviours needed to be successful at the college. As a result, the proportion of learners staying to the end of their course has increased.
- Learners grow in confidence as they study at the college. Increasing numbers of learners benefit from a range of aspirational programmes that include mentoring, master classes, internships and the opportunity to take additional qualifications. These programmes help learners to understand the realities of work in different sectors, which are often new to them. As a result, learners are well prepared to gain employment when they complete their course.
- Learners have access to good-quality careers advice throughout their programmes from appropriately qualified, experienced and accredited advisers. Staff are up to date with the entry requirements of different employment sectors and universities and can therefore give good assistance to learners to make realistic career choices. Specific assessments are used for certain courses to ensure that learners have the right skills to be successful. These include the completion of physical dexterity tests for learners applying for dental

technician courses. As a result, learners are suitably informed about the options available to them when they complete their course.

- Learners feel safe in the college and know how to keep themselves safe. They are particularly aware of risks that might directly affect them, such as cyber bullying, online grooming, gangs and 'money muling'. Learners know how to keep themselves safe from threats they may face in the local area.
- Learning development coaches ensure that learners have the opportunity to learn about British values and the risks of radicalisation. Learners consider how to maintain healthy lifestyles through a well-thought-out tutorial programme that enables them to discuss controversial or challenging issues in a safe environment. As a result, learners have a good understanding of living and working in modern Britain.
- Learners have access to a wide range of activities, such as talks and events, to promote their physical and emotional well-being. This includes input from specialist organisations relating to drug awareness, homelessness, sexual health, gangs, gun and knife crime, and events involving local police units, ex-gang members, political activists and individuals affected by these issues. As a result, learners have a good understanding of how to keep themselves physically and emotionally well.
- Leaders and managers provide three distinct programmes for a small number of learners aged 14 to 16 and young adults who are at risk of dropping out of education and training. These courses support learners to achieve the college's expectations and to be successful on their courses.
- Learners' attendance is not yet good enough. Leaders and managers now have more accurate data with which to analyse problem areas and take improvement actions. However, attendance on programmes for learners with high needs is high. Learners take part in a range of work-related and simulated work activities. However, leaders and managers recognise the need to increase the proportion of learners who benefit from external work experience. Too many learners stated to inspectors that they have not had a work experience placement and are confused about their and the college's role in arranging this. As a result, learners are not being able to apply what they have learned in college to the workplace.

Outcomes for learners

Requires improvement

- The proportion of adult learners who achieve a full level 2 qualification has declined. For learners aged 16 to 18, a higher proportion achieve a full level 2 compared to the previous year, but this is still too low. The proportion of learners who achieve a full level 3 qualification has improved but is not yet high enough.
- The proportion of learners aged 16 to 18 who achieve a level 2 functional skills qualification in English is too low. Leaders and managers have improved the achievement of current learners, compared to the previous academic year, but further work is needed to bring achievement up to the same level as the other functional skills courses.
- In 2017/18, the proportion of apprentices who achieved their qualification was very low. This was as a result of significant issues with the management of data and the performance of a number of subcontractors. Leaders and managers have taken effective action to reduce the proportion of poorly performing subcontractors and to ensure that

data is used reliably. As a result, the proportion of apprentices who have achieved so far this year has improved. However, too few apprentices achieve their qualifications within the specified timeframe.

- Of the small proportion of learners on level 3 courses, too few achieve the grade expected of them, based on their starting points.
- The proportion of learners aged 16 to 18 who achieve a grade 4 or above in GCSE English or mathematics is too low. The proportion of adults who achieve GCSE English is high but the proportion achieving mathematics needs further improvement.
- The proportion of adult learners who achieve functional skills qualifications in English and mathematics is high. A high proportion of adult learners achieve both English and mathematics qualifications.
- There are no significant gaps in the achievements of different groups of learners. Male and female learners achieve equally well. Learners with a declared learning difficulty and/or disability achieve broadly in line with those who do not. However, the achievement of female apprentices is too low and requires improvement.
- The majority of learners make the progress expected of them and a minority make good progress. The standard of learners' work is of the level expected of them for the course they are on.
- The majority of learners who leave the college move on to further study or employment. Where learners stay at the college at the end of their course, leaders and managers have ensured that there are appropriate courses available for them to progress on to.

Types of provision

16 to 19 study programmes

Requires improvement

- Approximately 1,200 learners aged 16 to 18 are enrolled on study programmes. The majority of learners are on courses at levels 1 and 2 in areas including construction, engineering, catering, computing, business and sport.
- Although the proportion of learners who achieve their qualification has risen since the previous inspection, this still requires further improvement.
- Learners' attendance has improved but it is still not high enough and is below the target set by leaders and managers. In some lessons, including English and mathematics, attendance is very poor.
- Teachers do not consistently use the information available to them about individual learners to plan learning that meets all learners' needs. The most able learners are not sufficiently challenged to extend their learning and make the progress of which they are capable.
- Teachers mark learners' work frequently. However, teachers' feedback does not provide learners with sufficient information on how they can make further improvements in order to achieve higher grades. Teachers do not consistently check learners' written English for errors and this impacts on learners' ability to improve their written work.
- Leaders and managers have established, and maintained, effective working partnerships with a range of employers, yet too few learners access meaningful work experience. As a

result, learners do not develop the skills needed for the workplace.

- The large majority of learners develop their knowledge, understanding and practical skills and most produce appropriate standards of work. Most teachers use varied and effective strategies and resources to support and facilitate learners' learning and development. For example, level 2 culinary skills learners follow written and oral instructions to produce a range of hot and cold puddings and sauces with high levels of competence. Level 2 media learners produce detailed written evaluations of short movies. They evaluate accurately the director's use of costumes and props, using technical vocabulary and a range of contextualised examples.
- Teachers use appropriate strategies to check learners' understanding, including effective questioning. Teachers' observations in practical sessions are used effectively to assess learners' practical skills and competencies. A few teachers include the use of more complex questions to challenge the most able learners. As a result, learners make good progress towards their qualification.
- Staff provide learners with appropriate information and guidance at the start of their course and throughout their programmes. This ensures that learners have an appropriate awareness of potential career pathways. Most are well informed about their next steps and have clear goals and aspirations, including progressing into employment, starting a business and accessing higher education.
- Teachers ensure that learners demonstrate a good understanding of health and safety in the workplace. Learners in practical subjects adhere to safe working practices when undertaking a range of tasks. For example, learners working in kitchens work independently and in a safe manner.

Adult learning programmes

Good

- The college provides courses for approximately 6,000 adult learners at the campuses at Clapham and Brixton, with a further 2,000 through subcontracted provision. The range of part-time and full-time provision include courses from pre-entry to level 3. English and mathematics and English for speakers of other languages (ESOL) form the majority of courses, with the remainder covering a variety of vocational courses which meet the local skills needs of employers. These include courses in medical, engineering and construction sectors.
- Teachers encourage learners in ESOL and literacy classes to work well together through productive discussions. Learners are encouraged to improve their confidence through class discussion or by writing their responses on the whiteboard. As a result, learners make good progress in developing their English skills.
- Teachers support ESOL learners well in developing their information and communication technology (ICT) skills, many of whom have little or no experience of using ICT. As a result, learners not only develop their skills in using IT and the internet, but this also supports the development of their English skills.
- Staff have redesigned and improved their assessments of learners' numeracy, literacy and ESOL skills at the start of their courses. These now ensure that learners are placed on the right course for their level. As a result, the proportion of learners passing their examination at their first attempt is high.

- Managers work effectively in partnership with voluntary groups and Jobcentre Plus to offer courses that meet the specific needs of their client groups. For example, a project with a local charity supporting the homeless includes courses to help individuals manage budgets, promote independent living and to acquire the skills needed for employment.
- Teachers manage learners' discussions well. They maintain an atmosphere of mutual respect for different cultural backgrounds and experiences. Learners display tolerance and teachers reinforce the importance of addressing discrimination and radicalisation within their diverse local community.
- Teachers' feedback on learners' work addresses errors but does not always explain to learners how to improve. As a result, learners do not know what they need to do to improve and to attain higher grades.
- Teachers do not link the learning that learners do in their English and mathematics lessons to their vocational course. As a result, learners are not able to apply their English and mathematical skills well enough in their chosen subject area.

Apprenticeships

Requires improvement

- The college has approximately 165 apprentices. The majority are on apprenticeships in electrical installation, hospitality, plumbing and supporting teaching and learning. Around a third of apprentices study standards-based apprenticeships, mainly in hospitality and electrical installation. Around 70 apprentices are on courses offered by subcontractors.
- Too few apprentices undertaking new standards apprenticeships have a good enough understanding of the end-point assessment. As a result, apprentices are unaware of when they are due to complete their apprenticeship and what they need to achieve their qualification.
- The large majority of apprentices are not fully aware of the range of options available to them on completion of their apprenticeship. Staff do not provide careers advice and guidance that are tailored to meet the individual needs and aspirations of the apprentices.
- Teachers set apprentices targets; however, in too many cases, these focus on the completion of units of the qualification rather than on developing skills, knowledge or behaviours. As a result, apprentices do not fully develop a deeper understanding of how their newly acquired knowledge improves their wider skills and benefits their employers.
- Teachers do not challenge and motivate apprentices to make rapid progress. Apprentices' ability to recall information is too low in these sessions, reflecting the lack of learning that takes place. In a few cases, the standard of apprentices' work falls below expectations. For example, in electrical installation practical lessons, plastic shielding designed to protect the cables is often poorly fitted, with exposed wiring and rough, sharp edges. This does not reflect the standard expected in industry.
- Teachers use their good industry knowledge and experience to ensure that most apprentices develop their use of technical language and vocationally relevant mathematics well.
- Apprentices make good progress in the development of self-confidence, teamworking, organisational and interpersonal skills. These skills are highly valued by employers. Apprentices are well behaved and collaborate effectively with colleagues and peers. The college's revised admissions procedure now ensures that apprentices are enrolled at the

right level and on the right course.

- Most apprentices develop good skills in the college and the workplace. Childcare apprentices are supported well to prepare good-quality and interesting learning plans and resources for pre-school children. Painting and decorating apprentices work to very high standards refurbishing walls and ceilings to meet the exacting standards expected of them. Consequently, the large majority of current apprentices make the progress on their apprenticeships that is expected of them.
- Apprentices have a good understanding of how to stay safe in the college's workshops and in the workplace. Staff and employers rigorously check apprentices' safe practice and check that the apprentices feel safe and feel able to report concerns.

Provision for learners with high needs

Good

- The college has approximately 130 learners with high needs. The majority of learners are on vocational courses in computing, construction and catering. The minority of learners are on courses that will support them to gain the skills needed to live and work more independently.
- Leaders and managers provide a good range of courses that meet the needs of most learners with high needs well. They provide access to a range of support and therapies that they coordinate well. As a result, the vast majority of learners receive good support and make expected progress.
- The proportion of learners with high needs on study programmes who achieve their qualification is high. The proportion of learners who complete courses that do not lead to a qualification is also high, as is the proportion of learners who move on to paid employment or vocational courses within the college.
- Teachers use an appropriate range of strategies to assess learners' knowledge and understanding, and to gauge individual learners' progress. Teachers provide appropriate feedback, which helps to promote learning, develop confidence and increase learners' engagement. As a result, learners make good progress in developing their independent learning skills.
- Teachers support learners well to develop their language and communication skills and improve their confidence in using numbers. This contributes to learners becoming more independent.
- Learners with high needs feel safe in college and on work placements. Learners on study programmes demonstrate an informed awareness of how to stay safe. They know who to contact if they have any issues or concerns. Most can explain the potential risks posed by using social media, and the precautions to take to remain safe.
- A small proportion of learners with high needs on study programme courses do not receive the support needed to meet their needs. Support staff are not always used effectively, and this impacts on the quality and effectiveness of support that learners receive. These learners also do not receive enough support to develop their English skills. As a result, their written work requires improvement.
- The standard of learners' written work on study programmes requires improvement. Teachers on study programmes do not support learners with high needs well enough. As a result, learners do not develop well enough the skills they need to progress into

employment or further study.

Provider details

Unique reference number	130413
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	9,348
Principal/CEO	Fiona Morey
Telephone number	0207 501 5010
Website	www.lambethcollege.ac.uk

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)	636	2,853	251	2,598	311	137	1	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	22	50	12	79	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	50							
Number of learners for which the provider receives high-needs funding	130							
At the time of inspection, the provider contracts with the following main subcontractors:	All Inclusive Advice and Training Elevate Training Solution Tendean Harriet Ellis Training Solutions The Skills Network Dhunay Corporation Croydon School of Accountancy and Management CWLC/YETI The Development Fund Astro Martin							

Information about this inspection

The inspection team was assisted by the assistant principal, 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

Steve Lambert, lead inspector	Her Majesty's Inspector
Rosy Belton	Ofsted Inspector
Francoise Beregovoi	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Jo-Ann Henderson	Ofsted Inspector
Andrew Stittle	Ofsted Inspector
Neil Clark	Ofsted Inspector
Jon Bowman	Her Majesty's Inspector

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