

Lambeth College

General further education college

Inspection dates		18-22 March 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Inadequate-4
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Despite recent improvement, too many learners do not achieve the qualifications they enrol for.
- Too many lessons are not of a good or better standard.
- Information from learners' English and mathematics assessments are not used consistently well in planning learning.
- The marking of learners' work and the quality of targets and actions are not always sufficiently detailed or specific to help learners know what to do to improve further.
- The quality of self-assessment and improvement plans is inconsistent at course team level.
- Teachers do not promote equality and diversity sufficiently in a minority of subject areas.

This provider has the following strengths:

- Energetic senior management is bringing about improvements and much-needed developments to the college.
- Well-qualified and experienced new governors who support and challenge college managers in their drive to improve outcomes for learners.
- Robust and self-critical self-assessment operates at cross-college level, supported by newly-established quality assurance arrangements.
- Improvement actions have demonstrated impact in a short period of time.
- Support for teachers is effectively improving the quality of learning.
- A supportive environment exists across the college campuses which promotes learning well.

Full report

What does the provider need to do to improve further?

- In order for learners to fulfil their potential, increase the proportion of lessons that are good or better by:
 - maintaining the rigour of lesson observations, so that teachers who require improvement and development are identified and receive support promptly
 - increasing opportunities for teachers to view and share good practice within, and between, teams
 - strengthening teachers' skills in using the detailed information on learners' abilities in English and mathematics to create learning activities which meet the needs of individual learners
 - enhancing teachers' skills and confidence in developing English and mathematics routinely in all lessons
 - ensuring that teachers' feedback on marked work, and learners' individual targets and actions, are sufficiently detailed and precise, so that learners know what to do to improve further.
- In order to improve outcomes for learners, make sure that course teams are supported to produce consistent and evaluative annual reviews and action plans.
- Develop the confidence and understanding of a minority of course teams so that they promote equality and diversity effectively in lessons.

Inspection judgements

Outcomes for learners	Inadequate
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- Despite successful intervention by managers to ensure more learners gain the qualifications they enrolled for following the last inspection, success rates in 2011/12 were well below the average for similar colleges and outcomes for learners are consequently inadequate.
- Improvements in success rates following the last inspection were stronger for young people than adults, who constitute by far the majority of learners at the college. The extent of improvement was good for young people across different levels of learning, but more variable for adults; it was strongest for advanced qualifications. For both age groups, the improvement achieved in 2011/12 was significantly greater than the average improvement for similar colleges.
- Most of the improvement to learners' success rates resulted from improved pass rates. Improvements in the proportion of learners completing their courses were greatest for young people, but were not consistent across levels of learning, being strongest at intermediate and weakest at foundation level. The college's actions to ensure learners are placed on courses which best meet their needs, and are supported in their learning, have improved learners' retention in the current year.
- The extent of improvement to success rates varied across subject areas in 2011/12, with significant improvement in seven of the 15 areas. Rates were in line with those in similar colleges in health, public services and care; science and mathematics; arts, media and publishing; history, philosophy, and theology. In other subjects they were below average. Numbers of apprentices are low; their success rates have improved from a previously low level.
- Fewer learners achieve high grades in GCSE mathematics and English than in similar colleges. Changes to the curriculum and initial assessment in 2012 now provide alternative qualifications which are more appropriate to the needs of learners, and which enable progression to GCSE courses. Success rates for functional skills have improved significantly and are broadly in line with those of similar colleges.

- The college has been successful in narrowing the achievement gaps between different groups of learners. Success rates for female learners improved in 2011/12, with those for older women now higher than those for their male peers. Overall however, rates remain below those for similar colleges, although gaps are closing. Success rates for all ethnic groups improved in 2011/12, including those for the largest minority ethnic groups of learners, Black African and Black Caribbean; the greatest improvement was for White ethnic groups. Success rates for Black African learners are now in line with the average for similar colleges, but are below for the Black Caribbean group. Learners with and without a declared disability have similar success rates. For learners receiving additional learning support, success rates have improved well and are now higher overall than for those who do not receive support, although this is not consistent across subject areas.
- The overall standard of learners' work is satisfactory. and good in some areas such as early years and engineering. Advanced level learners now mostly make the progress expected of them, and success rates on access to higher education courses are mostly good. Although learners enjoy coming to college, attendance rates require further improvement and punctuality is often poor.
- As recognised by the college, more learners need to progress between different levels of study. The college supports young people well who are not in education, training or employment when they enrol at college, and the large majority progress to positive destinations. Almost all learners who apply for university places take up offers, but the college recognises that more needs to be done to encourage learners to aspire to higher education.
- The college encourages learners to participate in activities which promote enterprise and help secure employment. Learners with learning difficulties and/or disabilities often gain employment through a supported employment initiative, and learners with English as a second or other language often secure employment through a programme of work placements. Learners in construction work on projects in the community and those in business have opportunities to undertake internships. The college has identified developing employability skills across the college as a key priority in its strategic plan.

The quality of teaching, learning and assessment	Requires improvement
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- Teaching, learning and assessment require improvement. Most learners enjoy attending college and the large majority of teachers now set high expectations and encourage learners to do well. Learners receive appropriate specialist support to help them achieve, particularly the significant numbers of learners whose first language is not English. Despite success rates being low in 2011/12, teachers are succeeding in improving the commitment of learners to their work and attendance, retention and achievements are improving, although attendance and punctuality of a minority of learners remain poor.
- Learners respect their teachers, take pride in their achievements and work together well in peer groups, listening to each other's views sensitively. Most learners take responsibility for their own learning and know what they need to do to achieve. For example, learners understand well the importance of developing English, mathematical and employability skills to better prepare them for the future. On-line resources to support learning outside college are good in a few areas, such as in care, but the quality and variety of resources require improvement in many subject areas.
- As correctly identified by the college in its self-assessment, the large majority of lessons are good, but a significant minority requires improvement. The best lessons are well paced, with activities that motivate, develop learning and build confidence, while being matched well to the needs of individuals. Teachers target questions to specific learners well, probing and developing their learning. The less effective lessons are dominated by teachers talking; in these lessons, tasks are aimed at the whole group, learning is not checked effectively and progress is slow.
- Specific weeks allocated to monitoring learners' progress in October, February and May enable staff to review learners' progress and achievements systematically. Teachers schedule

opportunities for learners to ensure they are up to date with course assessments, and increasingly they are offering activities to stretch and challenge learners through additional learning.

- Comprehensive and timely assessments of learners’ abilities in English and mathematics have helped ensure the learners are guided to the most appropriate course, and are ensuring that significantly more learners remain on their programmes. Information gained from English and mathematics assessments is used with increasing effectiveness by teachers when planning learning to meet individual needs. This planning is sometimes very creative; for example, in one performance class, learners had to find the answer to a simple sum and mime it. However, this planning is not yet routine, and in a significant minority of lessons information about learners English and mathematical needs is not used sufficiently well, and learners do not achieve as well as they could.
- Teachers, personal tutors, specialist learning support staff and skills coaches work together effectively. They provide help, support and advice promptly for learners with identified learning difficulties and/or difficulties, and those at risk of leaving the college. Skills coaches successfully keep in college most younger learners who are at risk of leaving, helping them to succeed through workshops. Learners’ personal and employability skills are now developed more effectively through group tutorials, supported well by skills coaches, and arrangements for monitoring the quality of learners’ tutorials are rigorous.
- While most course assessments are planned well and meet awarding body requirements, the quality of written feedback to learners and the helpfulness of specific targets to help them improve depend very much on individual teachers and require improvement. Teachers’ marking of learners’ work is often detailed, enabling learners to identify what to do to improve further. Most teachers identify and correct spelling and grammar errors, although this is not yet routinely the case across all subject areas or within individual subjects. Most teachers give helpful verbal feedback and encouragement on progress during lessons, which learners value.
- Information, advice and guidance are increasingly effective. A careers week at the end of September enabled learners to reflect on their course choices, and a focus on future destinations in the February progress week provides additional motivation and support to help learners achieve and succeed. Learners’ achievements are celebrated widely across the college and through events such as the annual student performance awards ceremony.
- The promotion of the wider cultural aspects of equality and diversity, to develop learners’ understanding in areas other than race, remains an area for development in a number of subject areas as teachers lack confidence in what is required.

Early years and playwork	Good
Learning programmes for 16-18	
Learning programmes for 19+	

- Teaching, learning and assessment are good and this is reflected in learners’ outcomes. Learners develop good personal, social and employability skills and progress well to higher level courses or employment.
- Learners enjoy their studies, progress well during lessons and produce good work. Teachers plan lessons carefully and pay particular attention to matching the level of work to the individual needs of learners. Group profiles containing information about learners’ abilities and personal support needs are used well to plan lessons. Most teachers use questioning techniques well to challenge learners and help them reflect on their learning, for example in considering the impact of the home environment on children’s development.
- Teachers encourage learners well to develop the skills and attitudes required for employment. A placement officer arranges a wide range of stimulating work placements which are attended well

by most learners. Foundation level learners, however, do not have opportunities to gain experience through work placements.

- Assessment of learners' work is good. Teachers provide thorough, timely and helpful feedback to enable learners to reflect on, and improve, their work. The progress learners make is tracked and monitored well, enabling teachers to provide timely support when required. Learners appreciate regular discussions about their progress and regular updating of their learning plans.
- Tutors and teachers provide good support to learners and successfully encourage them to become autonomous and independent learners. Learners have access to good computer-based resources which enable them to fit their study around family and work commitments when not at college.
- The teaching of English within vocational lessons is good and is contextualised well to the subject area. Learners in a childcare communication lesson mastered basic sign language to communicate with children with hearing impairments. Although learners have discrete lessons and one-to-one tuition to develop their mathematics, not enough is done to reinforce their learning during vocational lessons.
- Learners receive good pastoral care. Teachers motivate learners to complete tasks and assignments to agreed timescales and are responsive to learners' welfare needs. Learners appreciate the support provided by staff outside of lessons. Despite the motivation and support provided by teachers, attendance and punctuality require improvement.
- Learners receive information, advice and guidance which enable most learners to make the right choices for their career aspirations. These are supported by accurate initial assessment of their English and mathematics to ensure they are on courses of an appropriate level. Most learners have plans to progress to a higher level of study or employment.
- Equality and diversity are promoted well. Most teachers make good use of opportunities to promote equality and diversity during lessons. Teachers plan carefully and use the rich diversity of backgrounds, cultures and religions encountered in the classroom to promote discussion and to develop significantly learners' awareness of prejudice.

Science and mathematics

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement, as do learners' outcomes. Although success rates for learners have improved overall, and are good for the BTEC diploma in applied science and for some A-level subjects, considerable differences remain between programmes. This is reflected in the quality of teaching and learning, where good and outstanding teaching exists alongside too many lessons requiring improvement.
- In the better lessons teachers plan carefully, ensuring all learners receive appropriate attention according to their needs. Activities are well timed and teachers motivate learners, keep them focused on their work and develop their confidence. Learners respond well to skilful, focused questioning by teachers, which helps them consolidate their learning and develop a deeper understanding of topics. References by teachers to current affairs and broader reading make learning more stimulating and interesting.
- Learners develop good laboratory skills in science through varied and interesting practical work. Learners work together well, developing the skills required for independent learning. Teachers and learners are ably supported by helpful technical staff.
- In less effective lessons, teachers do not have sufficiently high expectations of learners. Many learners fail to understand fully the underpinning principles of concepts being taught. In mathematics lessons, learners spend too much time working through problems, without sufficient discussion and questioning by teachers to develop their understanding of topics.

Teachers do not take sufficient account of the needs of individual learners when planning lessons.

- Teachers set improvement targets for learners through one-to-one meetings, but targets are often too general and do not relate to learners' particular circumstances. Targets do not enable effective reviews of progress to take place and do not help the majority of learners in their learning.
- Initial diagnostic assessments of learners' needs are carried out carefully. Additional support needs are identified and learners are placed on courses of the appropriate level. Learners appreciate the additional support they receive from staff, as well as the help provided by teachers outside the classroom which helps them develop their understanding of topics they find difficult. Teachers take advantage of opportunities to develop learners' English and mathematics in lessons when opportunities arise, and ensure scientific language and terminology are used correctly.
- Teachers assess learners' work accurately and the quality of verbal feedback is good. Teachers' written recording of feedback requires improvement, however, because it does not always set out clearly what learners need to do to improve their standard of their work.
- Resources in laboratories are good and a wide range of useful resources are available electronically on-line to support learning. Learners are increasingly using these materials to develop their independent learning skills, although not consistently across all subjects.
- Information and guidance provided by teachers during lessons and by specialist college staff are effective in supporting learning. Learners' progression from intermediate to advanced level courses is good, as are progression rates to higher education and employment.
- The promotion of equality and diversity is satisfactory. Former learners are encouraged to visit the college to provide good role models. However, teachers fail to promote wider aspects of equality and diversity sufficiently in lessons.

Engineering and motor vehicle

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement. Success rates improved in 2011/12, and more learners remained on their programmes at the time of the inspection than at the same time the previous year. Learners are better motivated, but not all are sufficiently challenged and enthused by consistently good teaching. Teachers do not focus sufficiently on the needs of individuals during lessons.
- In the best lessons teachers use well-paced and challenging activities successfully to motivate learners. For example, in an intermediate level workshop session, learners successfully investigated the construction of transformers and their voltage parameters using specialist software.
- In a minority of lessons teaching is dull and uninspiring and fails to take account of the differing needs of the learners. For example, in a motorcycle maintenance lesson, all the learners took part in the same activity which failed to challenge the more able. Some learners had difficulty following the written instructions provided by the teacher and found the work set too demanding.
- Resources are good and learners complete tasks in realistic workplace environments. Learners benefit from industry standard tools and equipment which help them develop good practical skills. They mostly produce work of a good standard and develop the practical and employability skills required for work. Learners have access to some learning resources on-line which promote independent learning, but the range of materials and appropriateness to different courses require improvement.

- Teachers’ assessments and feedback on the quality of learners’ work are thorough. Learners know what is expected of them and what they have to do to improve their work. They receive good support from teachers outside of lessons which helps them to progress and complete their assignments. Learners use a wide variety of evidence to demonstrate what they have learned and the technical skills they have acquired. For example, some learners record their successes through digital photographs and detailed drawings, to accompany their written reports.
- Learners speak highly of their teachers and value the support they receive. Learners’ abilities in English and mathematics are assessed promptly and support is provided when required. Teachers do not focus sufficiently on developing learners’ English and mathematical skills during lessons, however, and do not correct spelling, grammar and punctuation errors regularly.
- Teachers do not always encourage learners to review their progress, or help them set appropriate improvement targets. A significant number of learners do not value or understand the importance of the review process in helping them improve their work. Missed targets are not always carried forward, and required follow-up actions do not always encourage learners to become more independent in their learning.
- Learners feel safe and know who to speak to if they have concerns about safety. They understand their responsibilities for health and safety and wear the correct personal protective equipment. Learners are confident of the next steps they need to take to progress further and are helped well to consider their options for further training or employment.
- The promotion of equality and diversity during lessons requires improvement. Teachers do not give sufficient attention to equality and diversity when planning lessons, and lack confidence in this area.

Information and communication technology	Requires improvement
Learning programmes for 16-18	
Learning programmes for 19+	

- Teaching, learning and assessment require improvement and this correlates with success rates, which have improved since the last inspection to close to the national average, but require further improvement. Too many 16- to 18-year-olds leave without achieving their qualification, although in-year retention has improved through closer monitoring of learners.
- Teaching and learning in better lessons are well planned. Teachers challenge and motivate learners through quizzes and stimulating activities, and often use interactive learning technology well to enhance learners’ interest and understanding. For example, learners developed commercial-style websites using a specification provided by a customer in one lesson, whilst in another, students employed high-level skills to produce animated sequences using computer gaming software. Too many lessons are uninspiring, however; they fail to motivate learners sufficiently.
- Teachers often use question-and-answer techniques well to support learning and assess learners’ progress, although in some lessons they do not give sufficient attention to individual learners who lose interest and fall behind. Learners make good use of learning resources from home to enhance their studies, through the college’s on-line access facilities, but the approach is not promoted consistently by teachers across the area. Sharing of good practice between teachers is not well developed.
- Learners have access to good industry-standard resources at the Clapham Centre. Resources at the Vauxhall Centre are satisfactory for vocational training in computer maintenance and repair. Learners develop industry-standard skills and are instructed on all relevant aspects of health and safety to match the best practice in industry.

- Teachers' assessments of learners' work are timely, well organised and rigorous. Marked work is returned promptly with written comments which help learners improve. Teachers give freely of their time to provide support for learners outside of lessons.
- Learners receive satisfactory information and guidance to ensure they are on the right course. They are supported well to progress to employment, higher level qualifications or higher education. Additional discrete lessons promote employability by developing learners' English, mathematical and functional skills. However, formal additional support is not always effective in helping learners achieve their learning goals. Teachers do not all effectively consolidate learners' English and mathematical skills in vocational lessons.
- Tutorials provide good pastoral support and are themed to encourage learners to improve their understanding of life skills. In an advanced level tutorial session, learners developed an animated presentation on discrimination to be used in tutorials for intermediate level learners. Personal target setting for learners in tutorials requires improvement, however. Some learning targets are vague and tutors' checks on completion are often not timely, providing insufficient challenge for learners to achieve their full potential.
- Teachers do not promote equality and diversity in lessons sufficiently well. Although learners work well together in groups, sharing ideas and helping each other, teachers do not place sufficient emphasis on equality and diversity when planning lessons; some do not fully understand their role in promoting equality and diversity.

Visual arts, media and communication

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement, and this is shown in the proportion of learners who achieve their qualifications. Although much improved, qualification success rates remain broadly in line with the national average for the subject area.
- In the better lessons teachers focus on learners' interest and participation. They employ group work effectively to simulate industry practice, using short, sharp activities interspersed with group critiques to evaluate and share ideas. Teachers maintain learners' interest and lessons have a strong focus on skills for employability. In an art and design session, for example, for their final major project, learners completed a series of timed research activities with regular checks on learning and feedback from staff, and sharing of progress with their peers.
- In many lessons learners' poor attendance and punctuality impede their learning. In the weaker lessons, teachers fail to make good use of the time and resources available to inspire and motivate learners, and do not focus sufficiently on the needs of individual learners.
- Assessment across the area is satisfactory and meets awarding body standards. Learners receive detailed feedback on assessments. However, for media courses, feedback is not sufficiently prompt, teachers do not return all assignments within the agreed time, reducing the impact of guidance on how learners can improve their work, achieve higher grades and improve their skills. Progress targets set by teachers are frequently too general and fail to take sufficient account of the specific needs of individual learners. Vocational teachers do not always support the development of literacy, some failing to identify errors in grammar and spelling in learners' written work.
- Standards of learners' work are appropriate for the level and type of provision. Learners make good use of the rich resources available to them in the museums and galleries across the city and their research skills are well developed. Learners on journalism courses are competent and committed and rapidly develop the skills required to prepare them for the industry. They speak highly of their experience at college and believe that it is improving their employment prospects. In art and design, learners rely too heavily on digital imagery for research and design

development. Few have developed appropriate drawing and draughtsmanship skills to communicate their thoughts and ideas.

- Learners have access to good resources and work in attractive, light and spacious facilities which emulate industry standards. In most rooms a wealth of visual reference stimulates ideas and illustrates the type and standard of work learners are expected to achieve.
- Support for learners is good and learners are assigned to courses of an appropriate level. Initial assessments for English and mathematics are completed promptly for all learners and referrals made where additional support needs are identified. Teachers support learners well during lessons, with many providing assistance outside of timetabled hours.
- Teachers use industry links well to help learners develop confidence and employability skills. Learners have good opportunities to gain work experience, complete live project work and be involved in community projects. Good examples exist of the promotion of equality and diversity. For example, learners prepared proposals for a programme showing sensitivity to cultural diversity, socio-economic factors and listener profiles.

Foundation mathematics

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- The quality of teaching, learning and assessment requires improvement, and this is reflected in the proportion of learners achieving their qualifications. Although success rates have improved significantly and are now good on entry level two foundation mathematics courses, at other levels they are still too low.
- In the better lessons, learners are motivated well by lively and interesting teaching; they make good progress. Teachers ask probing questions which require learners to provide explanations of how they reach the answer to their mathematics problems, rather than merely recalling the correct answer. Learners make significant gains in their confidence in using numbers as they begin to understand there can be many ways to arrive at a correct solution.
- Teachers are very aware of the needs of learners who do not speak English as their first language, and take care in their teaching to explain potentially confusing mathematical vocabulary clearly. For example, by using a combination of carefully chosen words and using pens as counters, an ESOL learner was able to quickly understand what was meant by 'more than' and proceed to answer numeracy problems correctly.
- However, in too many functional mathematics lessons, teaching does not meet learners' individual needs well. Progress is slow as learners quickly become bored with tasks which are either too easy or too difficult, and do not relate sufficiently well to their vocational area or interests. For example, in one session, construction students were asked to plot a graph based on the rate of growth of plants. Too many teachers use repetitive teaching formats and rely too much on the completion of handouts to check learners' knowledge and understanding.
- Learners are placed on programmes of an appropriate level to meet their needs and aspirations, following detailed initial diagnostic assessments in English and mathematics. However, learners do not always develop the skills and knowledge they need to make good progress as this information is not used well by teachers to plan lessons or to set clear learning targets.
- The monitoring and assessment of learners' progress are variable and are not always adequate. In the best examples, teachers assess learners' progress appropriately through a range of activities, including short tests and homework. They use targeted questioning very skilfully and recap learning during, and at the end of, lessons to check learners' understanding and consolidate their knowledge. Learners do not always find written feedback on their work useful as it is not always sufficiently detailed, and some work is not marked at all.
- Learners benefit considerably from the advice, guidance and wide range of support they receive from their tutors and specialist college staff who encourage learners to continue their studies

and make appropriate vocational and career choices. Learners are very clear why improving their mathematics is important and how it relates to their vocational and career aspirations.

- A culture of inclusivity and respect underpins work in the subject area. Teachers promote diversity well in many lessons. For example, learners in a mixed ability mathematics lesson were required to construct pie charts by comparing employment data from the United Kingdom and Jamaica. In a minority of lessons teachers do not have the confidence or understanding to incorporate specific equality and diversity themes into their lessons regularly.

Business studies

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement, but are now better than suggested by historically low success rates, which were considerably below national averages. Newly appointed staff, with relevant business experience, have contributed to improvements both in the numbers of learners who remain on their course and in attainment this year.
- In the best lessons, learners are developing good personal and business skills through stimulating group and individual activities which capture and maintain their interest. Learners make the expected progress and develop useful research and study skills; they are gaining good skills in accounting, administration and customer service. Many young people gain useful employability skills through work experience sourced through the college's close partnerships with employers and community organisations.
- Not all staff plan lessons sufficiently well to meet the needs of all learners. In a minority of accounting lessons, for example, the brisk pace provides good challenge for more able learners, but slower learners are falling behind. Foundation level business lessons are sometimes too slow, and learners lose interest. Attendance and punctuality have improved, but absence and lateness are still impeding learning in too many lessons.
- Accommodation and resources are good and learners competently use computers which are readily available. Learners employ the recently-developed on-line business resources extensively for research, to email assignments to staff for marking, or to catch up on missed lessons. Too few teachers use information and learning technology imaginatively to enliven presentations with video clips or graphics.
- Initial assessment is now thorough, and learners are enrolled on appropriate courses. Specialist tutors give effective one-to-one or group support for identified additional learning needs. Most learners with these needs achieve their qualifications successfully. Thoughtful timetabling enables adults to continue with their studies while managing other commitments outside of college.
- Assessment practices are generally good. Staff use a wide range of assessment methods, including good questioning techniques, to test knowledge and understanding. However, while some staff provide written feedback of a high quality which clearly informs learners what they need to do to improve their grades, others provide only cursory comments. Learners are very positive about their progress, which is carefully tracked electronically.
- Learners develop their English and mathematics well through activities such as business report writing, telephone techniques, and the use of specialist terminology used for accounting, medical and legal secretarial practice. Learners use calculations effectively for analysing and interpreting data, and calculating sales, costs and profits. However, staff do not always correct spelling and grammar.
- Advice and guidance have improved and are now good. The curriculum has been carefully redesigned to provide clear career and study pathways to meet local business employment opportunities in administration, business, accounting and customer service. Staff provide good

initial guidance to learners on course options and levels and prepare learners well for progression to jobs or education when they leave.

- Learners work together harmoniously in an atmosphere of mutual respect. The differences in achievement by various groups of learners have been reduced considerably, although women are now outperforming men. Students who receive learning support achieve as well as, or better than, others. However, staff do not routinely incorporate the promotion of equality and diversity within lessons as opportunities naturally occur, or promote discussion to widen learners' understanding and challenge stereotypical thinking.

The effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement. The new Principal and senior managers have worked tirelessly in the past year to put in place management and quality systems that provide sound foundations to improve outcomes for learners. The strategic plan, which has been communicated effectively to staff and learners, sets out an ambitious vision and clear direction for the college.
- Following the last inspection, interventions by managers to help learners complete their courses, together with wide-ranging support for staff, resulted in improved success rates in 2011/12. While this improvement reversed a three-year decline, managers acknowledge that there is still much to be done to improve further outcomes for all learners. Most management functions have been re-organised, with significant changes to staffing. Staff at all levels are now much better supported and challenged to bring about improvements.
- A number of new governors were recruited following the last inspection and the board now benefits from a broader range of relevant skills and experience. Governors are now well informed, appropriately involved in setting the direction of the college and provide a good level of support and challenge to the Principal and senior managers. A newly-appointed independent clerk supports the board well, providing up-to-date guidance on legal and technical aspects of governance.
- Managers have continued to develop the college's long-standing relationships with external partners. The Principal quickly confirmed the college's intention to continue to collaborate with schools and other education and training providers in order to ensure that all learners in the borough and its surroundings have access to relevant education and training. The college is a valued partner of Lambeth Borough Council, public and private enterprises and local charities. It now plays a key role in developing opportunities for unemployed adults and young people who are not in education, employment or training, and in developing apprenticeships and other training opportunities within and beyond the borough.
- Managers now use accurate data confidently to identify areas for improvement. Robust performance management ensures compliance with college policies and procedures and tackles underperformance effectively. Quality assurance arrangements have been reviewed thoroughly and improved in the last year. Curriculum teams have been supported well to review their performance and to produce evaluative self-assessment reports, some for the first time.
- The college self-assessment report is accurate and the implementation of improvements supported by a clearly set out quality improvement plan and well-considered post-inspection action plan. Although the implementation of plans and initiatives are reviewed through regular audits, the quality of course reviews and resulting improvement targets vary considerably and managers acknowledge the work to be at an early stage of development.
- Good use is made of learners' views and managers report back where actions have been taken in response to their concerns. Regular surveys, focus groups and meetings are held at which learners' views are sought and course representatives have been elected recently to strengthen communication.
- Lesson observation arrangements have been reviewed thoroughly and strengthened. Judgements on strengths and areas for improvement are now much more accurate and

evaluative. Advanced practitioners and quality managers give good support to teachers in the drive to improve the quality of teaching and learning. Teachers have access to a good range of professional development activities specifically aimed at meeting their individual development needs. Despite improvements however, a significant proportion of teaching, learning and assessment remains only satisfactory, as identified in the college self-assessment report.

- Staff and learners come from a wide variety of backgrounds and an atmosphere of respect and dignity is evident across all the college campuses. Staff benefit from appropriate training and updating on equality and diversity. In the best subject areas, teachers and learners recognise and celebrate diversity throughout the year. However, insufficient promotion of equality and diversity exists in other areas, such as engineering, science and mathematics and ICT, where teachers lack confidence in this aspect of their work.
- Managers and staff are successful in ensuring the safety of learners and are meeting legal requirements. Appropriate criminal records, employment and other checks are in place and all staff and governors receive suitable induction and safeguarding training. Learners and staff work safely in classrooms, workshops, laboratories and studios. Managers carry out extensive risk management reviews each year and the college has its procedures and policies audited each year by external contractors.

Record of Main Findings (RMF)

Lambeth College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	16-18 Learning programmes	19+ Learning programmes
Overall effectiveness	3	3	3
Outcomes for learners	4	4	4
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	2
Science	3
Mathematics and statistics	3
Engineering	3
Motor vehicle	3
ICT for practitioners	3
ICT for users	3
Visual arts	3
Media and communication	3
Foundation mathematics	3
Business	3

Provider details

Lambeth College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 4,076
	Part-time: 11,173
Principal/CEO	Mark Silverman
Date of previous inspection	February 2012
Website address	www.lambeth.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 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	413	841	303	314	361	695	0	0
Part-time	364	3688	117	2255	84	1679	0	293
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	41	92	11	12	0	0		
Number of learners aged 14-16	128							
Number of community learners	850							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ EXG Ltd (Exchange Group) ■ Street League ■ The Skills Network Ltd ■ Lambeth Council 							

Additional socio-economic information

Lambeth is home to dynamic and diverse communities from all over the world, with approximately 150 languages spoken. The 2007 Index of Multiple Deprivation places Lambeth as the fifth most deprived borough in London and the nineteenth most deprived in England.

The borough has 14 secondary schools, seven of which currently have sixth forms, and five special schools. At the end of Key Stage 4 in 2011, 60.4% of young people gained five or more GCSE grades A* to C including English and mathematics, which represents a slight drop from the proportion achieved in 2009. There were 13.2% of young people not in education, employment or training.

Employment in the area is mainly in retail and the public sector, but residents have good access to a wide range of opportunities outside the borough. The last recorded employment rate in Lambeth was 73.1%, which is 4.8 percentage points above the London average and 2.4 percentage points above the national average. Lambeth's rate for unemployed 16- to 24-year-olds is 7.2%. This is 1.5 percentage points higher than the London average of 5.7%.

Information about this inspection

Lead inspector

Kenneth Jones HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the assistant principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

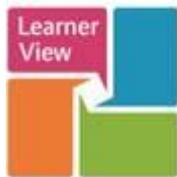
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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