

# LeSoCo

## Follow up re-inspection monitoring visit report

---

**Unique reference number:** 130415

**Name of lead inspector:** Julie Steele, Her Majesty's Inspector

**Last day of inspection:** 22 October 2014

**Type of provider:** General further education college

**Address:** Lewisham Way  
London  
SE4 1UT

**Telephone number:** 020 8692 0353

# Monitoring Visit: Main Findings

## Context and focus of visit

This is the fourth follow-up re-inspection monitoring visit to LeSoCo following the full inspection in January 2014, at which the provider was inadequate for overall effectiveness, and at which foundation English, foundation mathematics and engineering subject areas were graded inadequate. The areas for improvement were: the quality of teaching, learning and assessment; success rates, most notably at advanced level and for apprentices; learners' progress; the quality and quantity of learning support in lessons; and tutorial arrangements.

The second and third monitoring visits in the spring and summer term found reasonable improvement in the quality of provision in English and mathematics. However, progress to improve the quality of teaching, learning and assessment, improvements in the quality of learning support in lessons, and improvements in tutorial arrangements were insufficient.

A new acting principal took up post in June 2014 and immediately put a recovery plan in place, suspending the senior management structure in order to focus on academic and financial recovery. Managers have worked well to build strong relationships with external partners, local employers, and senior managers at the London Boroughs of Southwark and Lewisham, and to improve staff morale. However, the quality of teaching, learning and assessment has not yet improved sufficiently and the post inspection action plan is not having sufficient impact in improving the experience of learners.

The themes and findings of this visit outlined below are:

## Themes

### **What progress is the college making to improve the quality of teaching, learning and assessment, and to increase learners' attendance rates and punctuality?**

Managers and teachers do not manage poor punctuality in a suitably challenging manner. Attendance and punctuality in lessons continue to be poor, with some classes having around half the expected number of learners present. Lateness continues to be a significant problem in lessons.

Managers and staff have improved the initial guidance provided to learners about what to expect when studying, and the assessment of their needs prior to starting their courses. However, it is too soon to judge how beneficial this has been to current learners.

The previous inspection reported that too few apprentices achieve their qualifications and complete their programmes within the expected time. This remains the case. Managers' recent actions to improve the quality of apprenticeship provision have not yet had measurable beneficial impact.

The numbers of apprentices who achieve and complete their programmes successfully are increasing slowly, as are the numbers that achieve within their expected timescale, but these remain too low. Learners, particularly on level 2 courses, do not understand fully all the possible options for progression, and few move on to apprenticeships. Few apprentices fully understand their apprenticeship programme or are aware of the opportunities available to them following the completion of their apprenticeship.

### **Insufficient improvement for learners**

#### **What progress is the college making to improve the quality of provision in English and mathematics?**

The speed of progress to improve the quality of English and mathematics provision has slowed since the time of the previous monitoring visit in May 2014.

Most lessons are lively and motivate learners well, but are largely ineffective in developing learners' English and mathematics skills and understanding further. Teachers are still not checking individual learning and progress well enough, are not routinely planning to challenge the more able learners and are not offering enough help for those learners who need it the most. Teachers do not always check individual understanding and the progress learners are making, particularly when learners work together in small groups to solve mathematics calculations. Too few teachers use homework well to extend and further develop learners' understanding. Teachers do not always mark and return homework promptly or routinely check that learners have completed their homework. Teachers do not always check spelling, grammar and punctuation thoroughly, so that learners miss opportunities to improve their writing and presentation skills further. The overall level of learners' skill development is insufficient to prepare them adequately for their examinations and for employment.

Teachers do not help and guide those learners who already have a GCSE grade A\* to C in English or mathematics sufficiently to ensure that they develop and improve their skills and knowledge further. The number of learners who successfully achieve their functional English and mathematics qualification is improving, but remains too low. The targeting of additional in-class support is insufficient to ensure that learners with identified needs are adequately supported to make good progress in their studies.

### **Insufficient improvement for learners**

#### **What progress is the college making to strengthen tutorial arrangements?**

Managers introduced a well-considered strategy to place the monitoring and recording of learners' progress at the centre of course management and tutorials. However, although staff did receive training in new tutorial processes, managers have not ensured that tutors thoroughly or routinely implement the new approach to tutorials. Not all tutors set appropriate targets for learners to improve or ensure that learners are working at the appropriate level for their ability and previous experience.

The previous inspection and monitoring visits highlighted the need to strengthen tutorial arrangements. The college has worked hard to ensure that learners now benefit from sufficiently frequent group tutorials, but the quality of these requires improvement or is sometimes inadequate. The minority of better tutorials include effective preparation for voluntary work and employment and the careful planning of learners' next steps in learning. However, in too many tutorials, this is not the case and learners' time is poorly used.

Individual target setting for learners and the monitoring of learners' progress remain inadequate. Too few learners have appropriately challenging personal and subject-based targets to help them improve their learning and achieve their qualification.

### **Insufficient improvement for learners**

#### **What progress is the college making to strengthen the arrangements for learning support across the college?**

The previous inspection reported that teachers did not brief learning support assistants well, that teachers' planning of their time was weak and that learning support assistants were not adequately prepared for lessons. This remains so.

Managers still do not ensure that teaching staff identify clearly, in appropriate detail, how learning support assistants will work with individual learners to support their skills and knowledge development.

Teachers still do not include learning support assistants thoroughly in their planning or provide sufficiently focused direction to them when they work with learners. Teachers do not brief the learning support assistants in advance about precisely what skills and knowledge learners should develop and how they should improve. Teachers do not make best use of learning support assistants' time to ensure that the assistants provide targeted support for those learners with identified needs.

Too few learning support assistants use the information provided for them to support learners' subsequent learning and assessment activities or to monitor their progress.

### **Insufficient improvement for learners**

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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

© Crown copyright 2014