

# Lewisham Southwark College

## General further education college

<b>Inspection dates</b>		2–6 February 2015
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Inadequate-4</b>
	Previous inspection:	Inadequate-4
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

### Summary of key findings for learners

#### This provider is inadequate because:

- governors, senior leaders and college staff have not made enough progress in improving key weaknesses identified at the previous inspection, including the poor provision in both English and mathematics
- teaching, learning and assessment are improving too slowly, and too few learners experience good teaching
- learners' attendance and punctuality are poor
- since the creation of the college in 2012, leaders and governors have failed to raise standards and expectations of both teachers and learners
- the college's curriculum does not currently meet the skills needs of local employers, and progress to resolve this weakness has been far too slow
- the college's precarious financial position has left the college with limited resources to improve provision swiftly.

#### This provider has the following strengths:

- good pastoral support, especially for the most vulnerable learners
- good provision in drama and dance, and in hospitality and catering
- good safeguarding of learners; the college provides a welcoming and safe community for its diverse body of learners.

## Full report

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

- Urgently tackle the weaknesses identified in both the English and mathematics provision so that all learners have the opportunity to progress to, and succeed in, higher levels of qualification in these subjects.
- Ensure that all teachers, all of the time, set the highest expectations for learners' attendance at, and punctuality to, lessons. Consistently implement the procedures for recording, monitoring and improving attendance at lessons.
- Improve lessons by ensuring that all teachers plan carefully tasks and activities to enable all learners, whatever their ability, to make the best possible progress. Identify the good practice that does exist in the college and ensure that, through staff development, underperforming teachers learn from good teachers.
- Implement a coherent curriculum plan focused on meeting the skills needs of employers, and learners, in the local communities served by the college. Evaluate the success of curriculum planning in terms of its effectiveness in helping learners to find sustained employment.
- Strengthen leadership and governance through effective planning to secure highly able permanent postholders in key positions.
- Ensure that the plans already set out to secure the college's finances are implemented effectively and return the college to a secure financial footing.

### Inspection judgements

<b>Outcomes for learners</b>	Inadequate
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- The large majority of courses at Lewisham Southwark College are for adults undertaking part-time courses, including a sizeable programme for employability in partnership with the Jobcentre Plus (JCP). A fifth of all learners are aged 16 to 18, undertaking vocational study programmes at levels 1 to 3. Large numbers of learners of all ages study English and mathematics qualifications at level 2 and below. Work-based learning provision accounts for 5% of the college's total income. The seven areas graded during this inspection are the larger subject areas and represent just over half of the college's provision.
- Although the proportion of learners who successfully complete their programme on college courses has risen over the past three years, it continues to be too low, both overall and at every level. Success rates have improved at levels 1 and 3, but declined at level 2.
- Outcomes for learners aged 16 to 18 are inadequate. The proportion of learners aged 16 to 18 who successfully complete their study programmes declined slightly in the past year and is well below the national rate. Most learners stay on their courses until the end, but too many do not achieve their qualifications, mainly due to poor English and mathematics results.
- In the last year, the proportion of learners aged 16 to 18 succeeding on level 1 and level 2 study programmes declined and is too low. The proportion of learners succeeding on level 3 diploma programmes improved dramatically to just below the national rate. However, apart from dance and drama learners, most learners on level 3 programmes do not achieve as well as they should, given their previous qualifications.
- Just over half of learners aged 16 to 18 successfully completed functional skills qualifications in 2013/14. The proportion of adults who succeeded has improved but still requires further improvement. Success rates on both GCSE English and mathematics declined in 2013/14 and are inadequate.
- The proportion of adults who successfully complete their programmes has steadily improved over the last three years to marginally below the national rate. While learners on diploma

programmes succeed well, only two thirds of access to higher education learners successfully complete their course.

- Apprenticeship provision has doubled each year for the last two years. Last year, very few apprentices achieved their qualification at every level and for all ages. Half of all learners failed to complete their apprenticeship successfully, which managers rightly judged as inadequate.
- Managers monitor the performance of different groups of learners closely. Nevertheless, over the last three years, learners aged 16 to 18 have performed consistently worse than adults. In 2013/14 the gap widened further. Learners with a declared disability perform similarly to other learners; male and female learners also perform at similar levels of success.
- In 2012/13 most learners succeeded similarly, regardless of ethnic background. However, in 2013/14, White British learners succeeded better than other ethnic groups. Looked after children now perform slightly better than other learners. Overall, learners on subcontracted provision achieve well.
- Learners’ progression to higher-level qualifications and employment requires improvement. Nearly half of all learners in the college progress to a higher-level qualification and a quarter of all learners progress to higher education or employment. However, managers are not aware of the destination of too many learners.
- Attendance, a key concern at the previous inspection, continues to be low. A quarter of learners were absent from classes observed during the inspection. This unsatisfactory rate of attendance, coupled with poor punctuality does not prepare them well for employment.
- Those learners that do attend frequently develop high professional standards and good technical skills. For example, construction learners who attend well develop good skills, augmented through their involvement in competitions; they handle tools skilfully and interpret technical site plans accurately and confidently. Dance and drama learners have regular contact with professional companies and attend master classes at prestigious institutions, so developing their self-confidence and personal ambitions. Such experiences imbue learners with both a strong sense of vocational discipline and an appetite for the technical prowess required to reach professional standards of expression.
- Learners on the JCP programme gain employment-related qualifications and nearly a third of them succeed in getting a job at the end of the course. The provision of work experience for learners on the study programme has improved substantially; last year, very few learners had work experience. In the current year nearly all learners will have a week’s placement as part of their study programme. Over 400 learners have already benefited from such a placement.

<b>The quality of teaching, learning and assessment</b>	Inadequate
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- Teaching, learning and assessment are inadequate. Despite increased efforts by managers to share the good practice that exists within the college, significant variations in the quality of teaching and assessment practice remain. Too many learners experience teaching that is not consistently good enough to enable them to succeed, and so their achievement remains too low.
- In too many lessons, teachers still do not plan well enough to ensure that all learners make the progress of which they are capable. Many teachers fail to plan theory lessons that are interesting and challenging for learners, so learners do not learn essential concepts well enough.
- With the exception of a few subject areas, too many learners do not attend regularly enough and/or arrive late to lessons. This impedes the progress these learners make and often disrupts the learning of those who do arrive on time. For example, in one lesson, learners were unable to carry out a planned group activity due to insufficient numbers.
- Staff actions to improve learners’ attendance and punctuality have not yet proved effective. Not all teachers apply the college policy on punctuality and, as a result, its impact is diluted. A team of coaches monitors learners’ attendance closely and is applying an increasing range of strategies to motivate and encourage learners to attend, but it is too early to determine the impact of these revised approaches.

- The teaching of both discrete mathematics and English has not improved sufficiently and remains a key weakness. Teachers fail to make effective use of the results of the initial assessment of learners to inform their lesson planning and so, in too many lessons, teachers do not enable learners to make good progress. Learners' attendance remains low in these lessons, which further hinders their progress in achieving these qualifications.
- Teachers' promotion and development of learners' English within vocational subject lessons require improvement. Across the college, initiatives such as the six book challenge are encouraging learners to improve their reading. However, whilst English is reinforced well in subjects such as drama, teachers do not sufficiently develop learners' note-taking skills or written English in subjects such as construction, hospitality and computing. In a few cases, teachers use incorrect spelling, grammar and punctuation in hand-outs and on whiteboards.
- Learners develop good numeracy skills within subjects, such as construction, dance, drama, music and hospitality. Vocational teachers are increasingly effective in providing subject context to help learners understand the relevance of mathematics. For example, in a level 1 art lesson, teachers asked learners to enlarge their drawing using a grid template. The task enabled them to apply measuring and scale to replicate their art design.
- Where teaching is good, for example in subjects such as hospitality and drama, or indeed inspirational, such as in dance, teachers have high expectations of what their learners can do; consequently, learners attend well, arrive on time and make good progress.
- Learning support in the majority of lessons is now effective. However, in a minority of subjects, including functional skills English, teachers do not use learning support staff well enough to help ensure learners who are in mixed level groups make good progress.
- Teachers' use of the virtual learning environment to help extend independent study has improved notably since the previous inspection, with much higher numbers of learners accessing on-line resources outside of lessons. Teachers use various educational technologies well to support learning in computing, hospitality and performing arts.
- Learners' work is marked frequently and returned promptly. Teachers usually provide effective written feedback on how learners can improve, although the extent of detail provided to learners varies too much.
- Managers have completely revised the previously weak arrangements for assessing and monitoring apprenticeships, including subcontracted provision. Assessors now track the progress made by apprentices closely and frequently. While the full impact of these very recent changes has yet to be seen, college in-year data indicate many more apprentices are now on schedule to complete their programme within the given timeframe.
- Staff now assess learners' support needs earlier than in previous years. In the majority of cases, where extra support is needed, it is now put into place more quickly and with discernible benefit. Learners who receive additional learning support achieve better than their peers do, although the full impact of improved learning support has yet to be apparent on all groups of learners.
- Teachers' monitoring of learners' progress is good in a few subjects, but it is not yet sufficiently rigorous across all areas of the college. In the majority of cases learners meet frequently with their progress coaches and teachers to review and set targets to improve their work. However, these targets are not always detailed enough or focused on developing learners' specific skills, such as aspects of their literacy or particular theoretical elements of their subject.
- Learners now take part in regular group tutorials which cover a wide range of topics, including preparation for employment and sexual health awareness. Some teachers structure these sessions well. However, not all teachers plan group tutorials effectively enough to maximise the learning and progress learners might make within these sessions. Learners are supported well by their tutors.
- Managers have worked effectively to improve the advice and guidance learners receive at the before and at the start of their course. This has ensured more learners are placed on the right programme this academic year. While now effective in several areas, including work-based learning, not all learners are given sufficient guidance to enable them to make informed choices about their programme of study. Guidance and information on the college's website are limited

and, in a few cases, outdated. Plans are in place to overhaul the website imminently, to ensure information is accurate and comprehensive for learners and parents.

- While the majority of teachers promote learners’ awareness of the values required to live and work in Britain today, such as diversity, tolerance, respect and appreciation of different cultures, a minority does not. Progress reviews in work-based learning provision, introduced this academic year, now more effectively develop learners’ understanding of diversity within the workplace.

<p><b>Health and social care</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ learning programmes</b></p>	<p>Requires improvement</p>
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**Teaching, learning and assessment in health and social care require improvement because:**

- outcomes for learners are low, notably on level 3 programmes for learners aged 16 to 18 and on the access to higher education course where pass rates declined in 2013/14; too many learners do not make the progress they should
- a significant minority of lessons are dull, with teachers not planning well, not using the information available on learners’ existing knowledge to extend them further, and focusing too narrowly on teaching to the assessment criteria; as a result, learners make slow progress
- teachers’ feedback on learners’ written work is not good enough and too often fails to tell the learner what they need to do to improve; too few teachers consistently challenge errors in punctuation, spelling and grammar, so learners do not improve the accuracy of their writing as much as they should
- while good systems to track learners’ individual progress are in place, not all teachers consistently set learners targets that inform learners of what they need to do further, or how they can improve the standards of their work
- too many teachers do not provide learners with a broader understanding of the diverse range of clients that they will encounter in their work in the health and social care sector.

**In health and social care the provider has the following strengths:**

- most teachers use their vocational experience well to stimulate learners’ interest and so galvanise their progress, such as promoting lively debates and helping learners to acquire a vivid understanding of current industry practices and issues
- good work placements for all learners enable them to improve successfully their employability skills in health and social care settings
- innovative enterprise projects help learners to understand better local and global issues; for example, learners sourced raw materials from local businesses and designed a range of t-shirts to promote the awareness of Ebola.

<p><b>Construction crafts</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ learning programmes</b></p> <p><b>Apprenticeships</b></p>	<p>Requires improvement</p>
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**Teaching, learning and assessment in construction crafts require improvement because:**

- although the proportion of learners who achieve their qualifications in 2013/14 was high, learners in the current academic year are not making sufficient progress due to poor and erratic attendance at lessons; a significant minority of learners have already missed too many lessons; poor punctuality disrupts learning for those who do attend on time; pass rates for learners aged 16 to 19 in functional skills English and mathematics are low and too few progress into employment
- in too many theory lessons, teachers do not plan sufficiently interesting activities to maintain the attention of younger learners, and do not offer more challenging work to stimulate the most able
- teachers’ target setting for learners is not sufficiently well focused on improving learners’ personal and social skills that would help make them more employable, particularly attendance
- learners’ written work is weak because teachers and assessors do not help learners improve their spelling, punctuation, syntax and grammar while they are acquiring a new technical vocabulary related to the construction industries; consequently, learners do not develop reliable note-taking or report-writing skills
- study programmes do not provide work experience opportunities for a significant minority of carpenters and joiners, who therefore miss the benefit of working directly under employment conditions.

**In construction crafts the provider has the following strengths:**

- learners who attend regularly are well motivated, develop good site and tool skills, work safely, produce practical work of a high standard and pass their courses
- learners are successful in regional and national skills competitions, reflecting the high expectations set for the quality and accuracy of crafted work
- teachers use their extensive knowledge and skills well to plan a wide range of practical activities that facilitate learning through doing, thinking and checking; for example, painters and decorators set their own targets for each day and set high standards which are reviewed through peer assessment at the end of the session
- learners develop good and growing levels of resilience, self-confidence and independence when building more complex models, producing decorative finishes, and by involvement in community projects
- teachers develop learners’ mathematics well; for example, learners interpret site drawings to set out accurate building models, and use manufacturers’ data to calculate coverage and application rates.

<p><b>ICT for users</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ learning programmes</b></p>	<p>Requires improvement</p>
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**Teaching, learning and assessment in ICT for users require improvement because:**

- although learners, predominantly adults, achieve well on the large majority of courses, the proportion who achieve has been static for several years; only one half of the full-time learners achieved level 1 functional skills in English last year
- too many learners miss lessons, and teachers’ actions to improve attendance are ineffective
- teachers do not do enough in the majority of lessons to ensure that learners build their knowledge systematically and develop their own ideas; as a result, learners make slow progress
- teachers do not take sufficient account of learners’ prior knowledge when planning learning activities, and so many learners do not achieve their full potential; in particular, more able learners are not sufficiently challenged to deepen their IT skills

- teachers do not check learners’ understanding sufficiently in theory sessions; they place too much focus on the more able or more vocal learners and do not give sufficient feedback to other learners
- teachers, in the majority of lessons, do not adequately promote the development of learners’ written English or prioritise the importance of correct spelling, grammar and syntax, so learners’ literacy remains weaker than it should be
- teachers do not do enough to help learners to appreciate and understand the diverse nature of the workplace they will encounter.

**In ICT for users the provider has the following strengths:**

- teachers make good use of technology, including imagery and video, to enhance learners’ understanding of a range of different computer software and applications; the virtual learning environment is well populated with good study material and used well by learners
- teachers ensure learners have an assured understanding of e-safety and recognise the risks and the rules, together with correct etiquette, when communicating with others across the internet
- teachers and learning support assistants collaborate well to provide high-quality support in lessons for full-time learners, especially those who struggle with the work
- advice and guidance for full-time learners at the start of their course are good; the process effectively identifies what help learners might need and learners understand the course requirements well and receive good advice on progression.

<p><b>Hospitality and catering</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ learning programmes</b></p> <p><b>Apprenticeships</b></p>	<p>Good</p>
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**Teaching, learning and assessment in hospitality and catering are good because:**

- learners exhibit high standards in their practical work and develop important practical skills during their work experience; consequently, they are successful at gaining jobs, apprenticeships or promotion
- teachers have high expectations and endow their learners with such essential skills for employment as team working, dependability and self-criticism; learners develop confidence in using mathematics and applying it to a range of employment situations, such as costing portions based on yield and calculating profit margins
- teachers make very good use of technology to support learners’ progress outside of the classroom; for example, teachers post pictures of dishes produced, with constructive feedback, which enables learners to complete homework, prepare for practical lessons and develop online portfolios
- teachers integrate equality and diversity themes particularly well into learning activities; learners work in collaboration with a variety of peers from abroad, representing different cultures and backgrounds to develop and share recipes and traditions surrounding food
- teachers and assessors monitor effectively learners’ progress and achievement and learners are clear on their progress to date across all aspects of their course; learners work with teachers to set meaningful targets for improvement, and this propels their further development teachers assess learners’ work frequently and accurately and provide clear feedback on how well learners have done and what they need to do to improve
- support for learners from learning coaches is good; they are highly regarded by learners and they are effective in improving attendance; learners with identified learning difficulties benefit

from targeted in-class support which effectively develops their capacity to function independently.

**Teaching, learning and assessment in hospitality and catering are not yet outstanding because:**

- teachers do not use a sufficient range of learning strategies in theory and coaching sessions to maintain the interest of lower ability learners or challenge the most able; consequently, a few learners do not achieve their full potential
- teachers and assessors do not adequately help learners to improve their written English; learners are not always encouraged to take notes or complete their logs, and spelling and grammar have not improved sufficiently quickly.

<p><b>Performing arts</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ learning programmes</b></p>	<p>Good</p>
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**Teaching, learning and assessment in performing arts are good because:**

- the proportion of learners who achieve qualifications in dance and drama has risen steadily over the past three years and is now very high; a very high proportion of learners progress to prestigious and highly competitive conservatoires and higher education institutions
- the standard of practical work is good overall, and outstanding in dance; all learners develop strong performance skills; for example, musicians used their own electronic compositions to imaginatively over-dub their own recording of 'Waterloo Sunset' to evocative effect
- the programme of public performances ensures that learners' acquired skills are tested regularly in demanding public fora; learners benefit from teachers' high expectations and learners consistently work to industry standards, modelled on professional performance companies teaching in dance is inspirational, so learners make excellent progress; regular workshops by esteemed guest practitioners significantly enhance their learning, where there is often a sense of joy and discovery evident
- teachers make productive use of their extensive experience and contacts within the performance industries to arrange valuable work experience for their learners, who thus gain real insight to the profession
- teachers' assessment of learners progress is good because teachers track progress meticulously, use targets judiciously to focus learners' attention on their weaknesses, and mark work, often in exhaustive detail; good use of peer assessment nurtures learners who are reflective, self-critical, and manage their own learning
- learners' development of both English and mathematics is good; teachers are assiduous in reinforcing correct spelling, punctuation and grammar, and make no concessions in their spoken English; they highlight mathematics in music to help learners understand the practical numerical problems professional musicians might encounter
- the information, advice and guidance that learners receive from teachers at the start of their course are highly effective in dance and drama, ensuring that each learner is on the correct course
- equality and diversity are promoted well; learners are respectful towards their peers and teachers, and chosen texts and musical genres enable learners to explore different cultures.

**Teaching, learning and assessment in performing arts are not yet outstanding because:**

- the proportion of learners in music who achieve their qualifications is too low
- attendance is low in a minority of music lessons

- teaching, learning and assessment at level 2 are not consistently good between the disciplines; for example, the insistence on professional practice seen in dance is absent in music
- not all music learners are on the right course because recruitment and enrolment procedures are insufficiently robust.

<b>Foundation English</b>  <b>16-19 study programmes</b> <b>19+ learning programmes</b>	Inadequate
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**Teaching, learning and assessment in foundation English are inadequate because:**

- learners do not make sufficient progress and outcomes are poor for both foundation English and GCSE English
- teachers do not consistently use the results of initial assessment to plan how individual learners can develop the specific language skills they need to make progress
- teachers often do not manage mixed ability classes with enough variety or subtlety of approach; whole group activities are set which result in significant numbers of learners either being bored because the work is too undemanding or frustrated because it is beyond them; consequently, many writing tasks remain unfinished and essential language skills are inadequately practised or assessed
- learning support staff are not consistently deployed to help learners effectively in their English lessons, so a minority of learners who are unable to cope with some tasks without such assistance make particularly poor progress and lose interest
- teachers’ assessment of learning is weak; they monitor targets centrally, but do not consistently discuss or highlight for learners what they need to practise next to develop their written and oral language skills
- vocational and functional skills teachers do not effectively monitor learners’ progress; new systems for doing this have been developed, but it is too soon to determine their impact
- learners are not sufficiently involved in reviewing their own progress in English, so many do not take ownership of the development of their literacy and remain passive and demotivated.

**In foundation English the provider has the following strengths:**

- good welfare support, particularly for learners who do not have English as their first language, ensures that learners feel cared for and appreciative of the range of facilities to support their well-being and safety
- the effective contextualisation of learning materials across several employment areas helps learners understand the purpose and importance of their English sessions for progression on to the next level of their programme and to gain employment
- the recently introduced English Recovery plan is detailed with suitable actions that, if implemented, have the capacity to improve the provision.

<b>Foundation mathematics</b>  <b>16-19 study programmes</b> <b>19+ learning programmes</b>	Inadequate
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**Teaching, learning and assessment in foundation mathematics are inadequate because:**

- too few learners attend their lessons and achieve their qualification; not enough current learners on fulltime and level 1 courses are making the required progress to enable them to succeed

- most teachers do little to challenge the more able learners to make the progress of which they are capable; work is not challenging, repetitive and of too low a standard; for example, all learners had to complete all the exercises in a GCSE maths workbook, which is of a grade C standard, before they could work at their expected level of attainment
- teachers do not use the outcomes of initial assessment to plan varied, stimulating lessons which cater for their learners' wide range of abilities and prior knowledge, with the result that too little learning occurs for a significant number of them
- teachers undervalue homework and have low expectations that it will be completed, especially by adult learners, so learners do not learn to work on their own as well as they might
- the information, advice and guidance learners receive at the start of their course requires improvement; many learners are not aware of options available to them when they apply and too many who achieved a grade 'D' in GCSE mathematics are not allowed to retake it; careers advice on the course is insufficient.

**In foundation mathematics the provider has the following strengths:**

- learners use and value the high quality resources available on the virtual learning environment to help them practise their mathematics, while teachers set frequent online tests to monitor learners' progress and identify targets to help learners improve
- teachers constructively and positively emphasise the language of mathematics to help learners, many of whom are non-native speakers, to understand examination questions; for example, they learn about the different terminology used to describe the four mathematical operations, addition, subtraction, multiplication and division.

**The effectiveness of leadership and management**

Inadequate

- Following the college's previous full inspection in November 2013, significant changes to senior leadership and governance since the summer of 2014 have instilled confidence in staff, learners and most external stakeholders that the college is on the road to a successful recovery. While this confidence is not entirely misplaced, the scale of the challenges facing the college is daunting, and the road to recovery is fragile. Experienced and able interim leaders have implemented judicious measures to focus on academic and financial recovery. Arrangements to replace current interim leaders with permanent postholders are secure. However, the financial position of the college remains precarious and the capacities of incoming leaders to sustain recovery are unproven.
- Although more learners are now completing their courses successfully, and previously very weak apprenticeship provision is improving, learners' progress remains hindered by too much poor teaching. Provision in mathematics and English remains inadequate, and attendance at lessons is still too low.
- Since the formation of the college in 2012, governors have failed to ensure that leaders and managers secure good quality provision for learners. Governance has now been reformed and strengthened, but changes are very recent. The reconstituted corporation receives detailed analyses of progress including a useful summary of key indicators, and governors are monitoring academic and financial progress assiduously. Financial and resource management has improved.
- Efforts by both senior leaders and middle managers to transform the culture of the college and ensure consistently high expectations and good quality provision are beginning to have a positive impact, but not in all of the college. For example, procedures for recording, monitoring and improving attendance and punctuality are implemented inconsistently. Curriculum managers recognise their critical role in bringing about change, but too often their interventions are neither swift nor effective. In several instances, their evaluation of the quality of the provision that they are responsible for is not based on robust evidence, and senior managers have not challenged this sufficiently in self-assessment reviews. As a consequence, judgements in the self-assessment report are, on occasion, over-generous.

- Teaching, learning and assessment are improving, but too slowly. Managers' own observations of lessons, and those of external consultants, conclude that the vast majority of teaching is good or better. However, inspectors' evidence shows that this is an over-optimistic view, and leaders in their evaluations have not given sufficient weight to continuing weaknesses in too much teaching, learning and assessment. Increasingly, teachers who are identified as requiring improvement are supported well by expert practitioners to reflect upon and improve their practice. Performance management procedures have been implemented effectively both to support, and where necessary remove, poorly-performing managers and teachers. However, the college relies on a significant proportion of agency teachers who are less effective than established teachers.
- Strategies to develop a coherent curriculum focused on preparing learners for employment, in line with the college's mission of being 'employer-led', are being developed but are yet to have sufficient impact. Currently, links with employers and other partners are inadequate. Interim leaders are seeking to refocus the college on local labour market needs, and are developing partnerships to improve the link between college courses and meaningful employment. A detailed analysis of local employment needs, in collaboration with the local boroughs and neighbouring colleges, is being used to improve the college's response to labour market demand in the locality. In particular, managers are positioning the college to provide employees for significant local construction projects, although it is too early to be sure that these plans will come to fruition. The college's work with Jobcentre Plus has helped significant numbers of learners to progress into employment.
- College leaders have made steady progress in implementing the requirements of study programmes for younger learners. An increasing proportion is now taking personalised programmes that include significant work experience. However, too many are taking mathematics and English qualifications at too low a level, and too few are taking GCSE courses. Not enough learners on courses at level 1 progress quickly to a higher level. The college provides discrete programmes to cater for those who are, or are at risk of becoming, not in education, employment or training (NEET). However, managers do not ascertain the impact of this work in reducing the proportion of NEETS in the two boroughs it serves.
- The significant growth in the college's apprenticeship provision in 2013/14 was badly mismanaged and resulted in very poor outcomes. Since last summer, new leaders have rectified the situation and the management of apprenticeships is now secure. Employers and partners are, increasingly, more confident in engaging with the college's work-based learning. College leaders have sensibly reduced the number of subcontractors with which they work, at the same time strengthening the quality assurance of them.
- College leaders use data well to evaluate gaps in achievement between different social groups, although measures to close these have not been fully effective. A strong focus on serving the community is evident, and many disadvantaged learners benefit from college courses. The college's diverse community is harmonious, and staff and learners participate in a wide range of events that encourage them to reflect upon their attitudes and beliefs about, for example, social, ethnic and sexual differences. In lessons, however, a significant minority of teachers do not take sufficient responsibility for increasing their learners' awareness of cultural diversity to prepare them for their working lives.
- The safeguarding of learners is good. Statutory requirements are met fully, and staff training is comprehensive. Learners report, rightly, that the college provides a safe haven from often challenging external environments. Managers with responsibility for keeping learners safe are well informed, have close links with external agencies, and have promoted innovative initiatives to raise staff and learners' awareness of staying safe. In conjunction with the Prevent liaison officer, college managers are developing bespoke initiatives to raise both learners' and teachers' awareness of the risks of radicalisation and extremism.

## Record of Main Findings (RMF)

### Lewisham Southwark College

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>4</b>	-	-	4	-	4	3	-	-
Outcomes for learners	<b>4</b>	-	-	4	-	3	4	-	-
The quality of teaching, learning and assessment	<b>4</b>	-	-	4	-	4	3	-	-
The effectiveness of leadership and management	<b>4</b>	-	-	4	-	4	3	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>3</b>
<b>Construction crafts</b>	<b>3</b>
<b>ICT for users</b>	<b>3</b>
<b>Hospitality and catering</b>	<b>2</b>
<b>Performing arts</b>	<b>2</b>
<b>Foundation English</b>	<b>4</b>
<b>Foundation mathematics</b>	<b>4</b>

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	14+							
<b>Approximate number of all learners over the previous full contract year</b>	17,943							
<b>Interim CEO</b>	Ioan Morgan CBE							
<b>Date of previous inspection</b>	November 2013							
<b>Website address</b>	www.lesoco.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	818	2492	660	3428	505	553	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	56	413	9	564	-	6		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	217							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	1101							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ CITE</li> <li>■ Inn Training Ltd</li> <li>■ Learning Curve</li> <li>■ Lifetime Training Group Limited</li> <li>■ Myrrh Limited</li> <li>■ Quest Training South East Ltd</li> <li>■ Skills Training UK Limited</li> </ul>							

## Contextual information

Lewisham Southwark College (formerly LeSoCo) was formed in August 2012 following the merger of Lewisham College and Southwark College. The English Indices of Multiple Deprivation in 2010 places Southwark 25th and Lewisham 16th out of 354 local authorities, showing high levels of deprivation. Both boroughs are ethnically very diverse, and a significant proportion of learners are from minority ethnic communities. The proportion of young people who are not in employment or training is lower than in other areas in London. The college provides a strongly vocational curriculum, and has an increasing emphasis on preparing learners for employment. The college operates in a highly competitive environment in which many learners travel to colleges outside their home boroughs.

## Information about this inspection

**Lead inspector**

William Baidoe-Ansah HMI

Three of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the interim vice principal curriculum, quality and the student experience, 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 relevant 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:

[www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012](http://www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012)

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