

**Inspection dates****1–4 March 2016****Overall effectiveness****Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Inadequate

**Summary of key findings****This is a good provider**

- Leaders and managers have made substantial improvements in key areas since the previous inspection.
- More apprentices now complete their qualifications successfully and current apprentices make good progress.
- Leaders and managers have created a culture of high expectations for learners, staff and subcontractors through closely monitoring the quality of provision and only working with providers who can meet the high standards expected of them.
- The quality of teaching, learning and assessment is now good.
- Tutors and assessors cater well for the individual needs and abilities of learners.
- Learners on adult learning programmes and those undertaking apprenticeships achieve well.
- Learners receive good information, advice and guidance which support them well to achieve their personal goals and career aspirations.
- Arrangements to safeguard learners are effective.

**This is not yet an outstanding provider because**

- The attendance of a significant minority of learners, particularly those in community learning settings, is not good enough.
- Too few learners have access to courses that lead to qualifications in English and mathematics.
- Not enough tutors have sufficient confidence in developing learners' understanding of the dangers of radicalisation and extremism.

## Full report

### Information about the provider

- Wandsworth Lifelong Learning is part of the education and social services department of Wandsworth Borough Council. The local authority delivers adult learning programmes and apprenticeships to approximately 8,000 learners each year. Apprenticeships are offered in business and administration, health and social care, creative and digital media and apparel (textile manufacturing). They are delivered directly by the local authority and through two subcontracted providers. Adult learning programmes are delivered by three main subcontracted providers and 11 smaller, community-based organisations. The number of subcontractors has reduced since the previous inspection.
- Wandsworth is the largest inner London borough with a population of just over 300,000. Around a third of residents are from minority ethnic groups. Unemployment in the borough is just above the national rate but below the rate for London. A greater proportion of adult residents are qualified to degree level and above than in London and in the United Kingdom overall.

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

- Improve the attendance of learners by:
  - supporting smaller providers to develop strategies to improve learners' attendance
  - setting ambitious targets for the attendance of learners
  - monitoring the effectiveness of these arrangements closely.
- Increase the availability of accredited English and mathematics courses to learners by utilising funding so that qualifications offered are more closely aligned with the learners' aspirations to gain employment.
- Build the capacity of tutors through training, staff development and extending the resources available to them so that they are confident in promoting British values and improving learners' understanding of radicalisation and extremism.

# Inspection judgements

## Effectiveness of leadership and management is good

- Since the previous inspection, leaders and managers have created a culture of high expectations for learners, staff and subcontractors. Managers have made substantial improvements to arrangements to safeguard learners and in monitoring the performance of subcontracted providers.
- Improvements in the quality of teaching, learning and assessment and in the outcomes that apprentices achieve have been rapid. Managers have successfully tackled all of the key areas for improvement identified at the previous inspection.
- Managers plan improvements systematically, based on their accurate knowledge of performance. Leaders and managers have a sound understanding on the strengths of provision and areas for improvement.
- Performance management arrangements are effective. Managers have increased the frequency and rigour of their scrutiny of the performance of subcontractors. They have developed clear standards that outline what is expected of subcontracted providers through the development of a provider handbook and a quality assurance and compliance framework.
- Managers carry out comprehensive reviews of providers' performance. This enables them to identify and tackle underperformance in a timely way. As a result of underperformance, the local authority has decommissioned five providers who could not meet the high standards expected.
- Managers have a good understanding of what needs to be done to make further improvements in teaching, learning and assessment. They have recently redesigned arrangements for the observation of teaching, learning and assessment. This ensures that all observers better identify the essential strengths and areas for improvement in lessons and focus fully on learning and the progress that learners make.
- Managers develop effective partnerships with small, community and niche providers that enhance the breadth and reach of the curriculum. They successfully engage a variety of priority groups, for example, female learners with high levels of welfare needs, those with mental ill-health, deaf adults and disabled learners or those with learning difficulties.
- Managers plan provision that is closely aligned to the strategic aims of the local authority. They work well with employers to develop the apprenticeship programme. Managers are implementing a wider range of courses in subjects that reflect well local and national labour market needs, such as customer service, health and social care, retail and business administration.
- Managers work well with providers to develop their programmes to better meet the needs of learners. For example, they have developed, with a local community-based organisation, a life skills programme for disabled learners and those with learning difficulties that improves their ability to manage aspects of their lives independently. They are delivering a greater number of courses in English, mathematics and English for speakers of other languages (ESOL); however, the number of learners taking qualifications in English and mathematics, although increasing, is too low.
- **The governance of the provider**
  - Elected members and senior officers have set a clear strategic direction for service development. This ensures that the curriculum has a greater focus on the employability skills that learners need and results in better participation by more vulnerable adults, hard-to-reach learners and those taking their first steps back into education.
  - Elected members and senior officers closely monitor how well managers secure improvements in performance.
- **The arrangements for safeguarding are effective**
  - Managers ensure that subcontractors apply safe recruitment and selection procedures when recruiting staff; a single central record is in place and all relevant staff receive appropriate suitability checks.
  - Staff act promptly when safeguarding issues arise and procedures to protect learners are tested. They have proved effective in safeguarding learners' welfare.

An action plan for the Prevent duty is in place and all staff have undergone basic safeguarding and Prevent duty training. The Prevent duty is routinely covered in reviews of apprentices' progress. Tutors are beginning to use new curriculum resources to promote British values but this work is at an early stage of implementation.

## **Quality of teaching, learning and assessment is good**

- Since the previous inspection, the good quality of provision in adult learning programmes has been maintained and the quality of training for apprentices is now good. Previous weaknesses in teaching, learning and assessment have been largely removed.
- Very competent and assured tutors and assessors plan and teach good sessions and work effectively with their learners. Learners benefit from good-quality classrooms, workshops and resources. Tutors and assessors are well qualified and they have rich previous life and work experiences. This enables them to understand their learners' needs and to draw on their own experiences to enrich teaching, learning and assessment.
- Tutors and assessors pay good attention to meeting learners' individual needs. In community learning, tutors make good use of learners' assessments of their own abilities and plan teaching and learning to meet learners' needs, experiences and ambitions. This is particularly apparent in the skilful way that tutors meet the needs of all learners in mixed-ability groups, carefully matching tasks to learners' levels, abilities and aspirations.
- Learners often make good progress in their lessons and their standards of work are largely good, and sometimes high. Apprentices make good progress on their programmes.
- The outcomes of assessments of apprentices' abilities and prior learning at the start of the course are often used well by trainers and assessors to plan effective programmes, although in a minority of sessions the challenge to the most-able apprentices is insufficient. This is also the case in a small minority of community learning courses, for example in ESOL lessons where there is a lack of challenge for more advanced learners.
- Tutors and assessors use a good range of assessment opportunities to match learners' and apprentices' needs to work contexts. Individual learning plans, relatively newly introduced for community learners, are increasingly well used by learners and tutors. Many show learners' good progress against clear and focused targets. Learners often know what they need to do to improve and tutors undertake effective reviews to review learners' goals with them to ensure that these remain suitably challenging and achievable. A minority of individual learning plans have less clear targets for improvement and contain insufficiently precise actions to help learners achieve their targets.
- Apprentices benefit from high-quality assessment and reviews and the tracking of their progress is good. Typically, assessments and reviews by staff are both highly supportive and rigorous.
- Tutors, assessors and course managers support learners and apprentices well on their courses. In lessons, tutors ensure that learners are aware of opportunities to progress from one level of course to another. Staff consider well the longer term aspirations of apprentices, and how they can move to higher level courses.
- Tutors and assessors pay good attention to the integration of English and mathematics in their sessions, often closely relating the development of learners' skills to their subject of study, especially in practical subjects. For example, in upholstery and cake decorating, learners develop essential mathematical skills to secure good-quality products. In health and social care, apprentices develop and then use their mathematical skills in relation to aspects of their work with care of the elderly.
- Tutors and assessors effectively promote equality and diversity in lessons and assessments. Learners improve their own cultural understanding through their work and discussions with learners from other countries and with other religions. Apprentices develop a good understanding of aspects of equality and diversity through their reviews and assessments.

## **Personal development, behaviour and welfare are good**

- Tutors and staff provide learners with good information, advice and guidance. Specialist staff provide effective careers guidance which supports learners to identify their short- and long-term career aspirations. Specialist tutors assess learners' skills thoroughly at the start of programmes to establish each learner's starting points. They use this information well to set personal learning goals and learning outcomes in learning plans.
- Apprentices benefit from a well-planned and comprehensive induction at the start of their training which is coordinated effectively between the provider and the employer. Staff pay good attention to occupational health and safety, for example ensuring that learners adopt the correct posture and have appropriate lighting when sewing in textile manufacturing.

- Learners develop a good range of skills for the workplace. Apprentices demonstrate high levels of professionalism and commitment to their chosen vocational areas. Apprentices in media, for example, source freeware programmes which enable them to produce drawings for their animations outside the classroom environment and without having to purchase expensive branded software. In business and administration, apprentices apply, with growing confidence, legislation such as data protection and copyright to their daily tasks.
- Learners demonstrate mutual respect and positive behaviours and attitudes in sessions. They are keen, eager and engage well with their studies.
- Learners improve their employment prospects and gain qualifications well. They use their newly acquired skills to change careers, become self-employed and, for example, successfully sell textiles, upholster furniture or produce paintings. A significant minority of learners gain permanent employment in the retail sector, progress to further study and training, and participate in voluntary work in the care sector.
- Learners develop good personal, social and interpersonal skills which they use to operate more effectively in wider community settings. For example, learners training to become translators volunteer and help members of the community to communicate more effectively with their children's schools, general practitioners and local authority departments.
- Learners develop greater confidence and improve their health and well-being. Mature learners improve their posture and muscle coordination well in dance classes and those with caring responsibilities appreciate the respite that taking part in learning affords them.
- Tutors and staff at community centres encourage learners to arrive to classes punctually and monitor their attendance closely. However, even though the attendance rates of learners are improving, attendance overall requires further improvement for a significant minority of learners, particularly those in community learning settings.
- Learners feel safe and demonstrate a good understanding of procedures to follow should they be concerned about their welfare or the welfare of others. Managers and tutors have completed training and started to raise learners' awareness of how to stay safe online and to understand British values. However, tutors do not yet have the confidence to develop fully learners' understanding of the threats posed by radicalisation and extremism.

## Outcomes for learners

are good

- A high proportion of learners successfully complete their courses and achieve good outcomes.
- The large majority of learners undertake adult learning programmes and achieve their personal goals well. In the main, the recording of learners' progress and achievement in non-accredited learning is robust.
- An increasing proportion of apprentices successfully complete their qualification. At the previous inspection, too many apprentices were not successfully gaining their qualification and completing their apprenticeship took too long. The provider's data show that, as a result of much improved monitoring of the progress that individual apprentices make, a high proportion of apprentices are now successful and improving numbers are completing their apprenticeships within the planned timescale.
- Learners who are new to learning quickly develop their expectations and aspirations as to what they can achieve. For example, learners newly embarking on intermediate apprenticeships swiftly set their sights on beginning an advanced apprenticeship as their next step in learning.
- Learners make good progress from their starting points. They develop a good range of skills relevant to their career goals and personal aspirations and most make good progress in sessions.
- Those learning on ESOL courses progress well. An increasing number move on to accredited learning courses and successfully achieve a qualification.
- Learners improve their English and mathematical skills well. Of the small number of learners who take examinations in English and mathematics, a high proportion achieve their qualification.
- Learners from different backgrounds achieve equally well. The few gaps in the achievement of some groups of learners identified by managers have been eradicated as a result of the closer monitoring of learners' progress and the effectiveness of additional support that is put in place for them.
- Since the previous inspection, managers have improved their knowledge of the next steps that learners take when they have completed their courses. Data show that a quarter of learners, where their destinations are known, progress into employment and one in 10 continue in learning.

## Types of provision

### Adult learning programmes

are good

- Learners study on a good range of provision with the majority attending art courses. The remaining learners attend courses in languages, leisure, computer studies, retail, health, care, history, horticulture, business administration and science. Around 10% of learners attend courses in English, mathematics and ESOL.
- Managers have maintained the good quality of provision identified at the previous inspection.
- Staff develop popular projects in partnership with local community organisations which attract hard-to-reach learners and develop well their employability skills, such as their communication, problem-solving and teamwork skills.
- Those learners who experience disadvantage and those with disabilities are encouraged well to return to study. For example, staff identified the interests and needs of local learners with visual impairment and successfully supported them to attend English, mathematics, languages, sculpture and knitting courses. Short workshops are held during the summer term for older learners which encourage them well to enrol onto longer courses in the autumn term. Adults with mental ill-health join art courses and sell the greetings cards they create.
- Learners are challenged in their learning as a result of well-designed courses and good teaching. Good resources and facilities support learning well. Information learning technology is used well to help learners develop their skills and improve their employment prospects.
- Tutors complete a comprehensive assessment of learners' abilities at the start of their course to create detailed learner profiles which include their career aspirations and personal learning goals. Tutors provide learners with good information on their next steps towards the end of their course. They encourage learners well to move on to other educational establishments to continue their studies.
- The majority of learners make good progress and tutors regularly and accurately record their achievements. This helps both learners and tutors to review progress and set clear targets to develop their skills further.
- Learners develop confidence and skills and, as a result, become more involved in their community. Older learners feel the benefit of learning new skills and of maintaining their physical and mental health.
- Learners significantly improve their confidence in their English and mathematical abilities through well-designed sessions. In a soft furnishings class, learners use mental arithmetic to estimate the amount of material they need. In entry-level ESOL classes, learners learn about the cost of rented accommodation, and in upholstery sessions, learners learn how to cost their materials.
- Tutors monitor learners' work frequently and effectively and, in classes where learners have mixed abilities, tasks and learning activities meet their individual needs well. As a result, learners produce work of a very high standard. Experienced and subject-specialist tutors motivate learners successfully to improve their skills continuously.

### Apprenticeships

are good

- The apprenticeship programme has 40 intermediate and 154 advanced apprentices, of which 164 are trained by two subcontracted partners. The remainder are trained by the local authority. The majority of apprentices follow programmes in business and administration, creative and digital media, and apparel.
- The majority of apprentices make good or better progress. Apprenticeship programmes are effectively managed; the significant improvements in managing delivery since the last inspection have resulted in an increasing number of apprentices who successfully complete their programmes.
- Information, advice and guidance are good throughout the apprenticeship. Staff use information about apprentices' prior learning and attainment very effectively to identify their support needs. Apprentices use online learning materials well to develop their functional skills in English and mathematics. The majority of new apprentices undertake English, mathematics or information and communication technology (ICT) functional skills at a higher level than that required to achieve their apprenticeship.
- Managers carefully plan apprenticeship programmes to meet the needs and expectations of employers and apprentices. Staff work closely with employers to ensure that both on- and off-the-job training are coordinated well. Employers and tutors make effective use of industry-standard resources both at training centres and in the workplace. This helps apprentices learn and develop their skills quickly. Apprentices make good use of their employers' facilities and resources to develop highly relevant vocational and work-related skills. For example in apparel, apprentices develop skills and expertise that enable them to identify critical and non-critical faults in manufacturing, and digital media apprentices learn how to use a range of technologies to create professional sound recordings.

- Knowledgeable and experienced staff set challenging targets for apprentices and support them well to achieve. Tutors and assessors use their vocational experience very effectively to help apprentices to acquire, consolidate and develop their learning, with many learners developing skills and knowledge at a high level. For example, creative and digital media tutors maintain industry knowledge as practitioners and use this knowledge well to teach apprentices. As a result, apprentices receive very good preparation for their intended job roles and career aspirations.
- Tutors plan most lessons thoroughly and use a wide range of teaching and learning strategies that keep apprentices highly motivated and enable them to acquire the workplace skills that employers value. Tutors and assessors link theory and practice skilfully, with good examples from the workplace. In the vast majority of lessons, they carefully check learning through a variety of questioning techniques, and often use group work to give apprentices opportunities to learn from each other. As a result, apprentices make good progress in the development of their vocational, teamwork and communication skills.
- Trainers and assessors monitor the progress of learners closely. Apprentices know how well they are doing and what they need to do to stay on track to achieve their qualifications. Assessors make reliable judgements, provide clear feedback to apprentices and set targets for them to improve their work. Employers are closely involved in reviews and target-setting.
- Apprentices are confident and demonstrate high levels of professionalism and commitment to their chosen careers. Employers value the development of their apprentice's employability skills that enables them to undertake roles with higher levels of responsibility. The majority of apprentices progress to advanced apprenticeships, higher education or permanent jobs with prestigious employers.
- Apprentices feel safe and adopt safe working practices. They have a clear understanding of whom to approach if they have any health and safety or safeguarding issues. However, apprentices' understanding of the dangers of radicalisation and extremism is insufficiently broad.
- Learners develop a good understanding of equality and diversity and treat others with respect.

## Provider details

Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	8,000
Principal/CEO	Mr Santino Fragola
Website address	<a href="http://www.wandsworth.gov.uk">www.wandsworth.gov.uk</a>

## 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)	9	3,724	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	7	33	32	122	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ Fashion Enter</li> <li>■ Collage Arts</li> <li>■ South Thames College</li> <li>■ Aspire – Southfields Academy</li> <li>■ Putney School of Art and Design</li> </ul>							

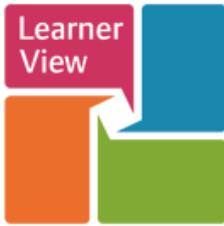
## Information about this inspection

### Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
David Martin	Her Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Claire Griffiths	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector

The above team was assisted by the interim deputy head of lifelong learning as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report and monitoring visit reports. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk)



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2016

