

# Lambeth College

Report following a monitoring visit to a 'requires improvement' provider

---

**Unique reference number:** 130413

**Name of lead inspector:** Jane Hughes HMI

**Inspection date(s):** 11–12 March 2020

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

**Address:** 45 Clapham Common Southside  
Clapham Common  
London  
SW4 9BL

## Monitoring visit: main findings

### Context and focus of visit

Lambeth College was inspected in May 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Lambeth College is a general further education college situated in the borough of Lambeth in south London. It is part of London South Bank University (LSBU), following a merger in February 2019. The college has campuses in Clapham and Brixton. Just over 40% of the college's learners are resident in Lambeth, and around 60% resident in surrounding London boroughs. Two thirds of the learners at the college are adults.

### Themes

#### **What progress have tutors made in using assessment to identify and close gaps in learners' knowledge and to support learners to develop skills and achieve their qualifications?**

#### **Significant progress**

Tutors use a variety of assessment methods effectively to identify learners' individual needs and support them to develop their knowledge and skills. They use the detailed information they have about learners' prior experiences and understanding accurately to ensure that learners study at the correct level. This information is also used very effectively to identify any additional support learners need. Staff put this support in place quickly at the beginning of learners' programmes.

In the subjects reviewed during the monitoring visit, teachers build on learners' knowledge methodically and support them to develop their skills over time. In subjects such as English for speakers of other languages (ESOL), health and social care, science and mathematics, tutors ensure that learners remember and understand what they have been taught. Tutors use assessment techniques skilfully to assess learners' understanding. For example, in health and social care tutors use questioning that encourages learners to think more deeply about the ethical debates they have. In science, tutors use testing frequently during each topic before moving onto the next.

Most learners receive constructive and helpful feedback on their work. Learners are clear about what they need to do to improve their work and how they can achieve higher marks.

Since the previous inspection, the proportion of 16- to 18-year olds who achieve their qualifications has markedly improved. There has been a sustained improvement in achievement rates over a three-year period. Most learners on ESOL programmes, which is the largest cohort, complete and achieve their courses. The proportion of learners who remain on their programmes has also improved and is now high. In 2018–19, more learners achieved their GCSEs in English and mathematics than the previous year. Leaders recognise that too few learners achieve the high grades in these qualifications.

**What progress have leaders made in ensuring apprentices build their knowledge and skills in a timely way and complete their apprenticeship? Reasonable progress**

Leaders and managers have correctly pinpointed where they need to make improvements to the apprenticeship programme to ensure that more apprentices complete and achieve their programmes on time. For example, they recognise that not all apprentices have frequent enough progress reviews to help them understand the progress they have made, and that in 2018–19 the proportion of apprentices achieving their programme remained too low.

Leaders have taken decisive action not to continue working with subcontractors who do not support apprentices well enough. Leaders are working closely with subcontractors whose apprentices have not achieved within the planned time to put support in place to help apprentices pass their end-point assessments.

Many of the current apprentices have developed their skills and built on their knowledge. They apply successfully what they have learned at their off-the-job training in their workplace. Apprentices on early years programmes use the knowledge they have gained about child psychology to identify strategies in their nurseries that improve children’s behaviour. Apprentices on painting and decorating programmes use the techniques they have learned in specialist finishing and marbling effects in their workplace. Apprentices on the installation electrician standard apply practical skills such as first-fixing cables and using trunking correctly on construction sites.

Leaders have made sensible changes to the management of the apprenticeship programme and recruited additional staff and resources. For example, they improved how they monitor the progress apprentices make and have a much clearer oversight of this. They have put in place a new online portfolio system for staff and apprentices to use. However, this is not fully implemented, and not all staff use the system correctly and accurately.

**What progress have leaders made in providing tutors with continuous professional development so that they improve their teaching skills? Significant progress**

Leaders have rapidly changed the way in which they support tutors to improve teaching. Leaders have involved staff effectively as part of the improvement strategy. This includes college-wide consultations to uncover what tutors feel are the key challenges to them in lessons. Tutors are clear about how they are developing their teaching. They are motivated by this approach and appreciate the investment in the things that can help them improve. Leaders use researched-based strategies to help tutors plan their curriculum. Tutors talk enthusiastically and clearly about what they are doing to improve the way that they identify deficits in learners' knowledge and skills and become better at using technology to enhance learning.

Tutors have undergone a range of continual professional development, which they are applying in their teaching. Tutors have introduced new ways to recognise and record learners' prior attainment in pre-entry level classes to help measure learners' progress. The training on feedback to learners is having a positive impact on how tutors explain to learners what they are doing wrong and how they ensure that learners understand how to put this right.

Staff training has focused on how to better motivate and engage learners and how to better manage low-level disruption in lessons. Some tutors have completed training in mindset and behaviour management. They have learned to use strategies to improve their classroom management and motivate and set ambitions for learners. As a result, tutors are more confident in how they manage and challenge the behaviour of learners.

Some tutors have received beneficial training in understanding diabetes and mental health. This has enabled them to have a broader knowledge when delivering these aspects in tutorials. Understanding mental health has also helped tutors to know how to support learners more effectively.

**How successful have staff been in improving learners' attendance at lessons? Reasonable progress**

Leaders, managers and staff have focused sufficiently on improving attendance across the college. They have put in place a sensible new attendance strategy and helpful support for staff. The refocused customer services team quickly contacts learners who have not attended registration. They also contact the parents and carers of learners, where appropriate, to follow up any non-attendance.

Since the previous inspection, the overall proportion of learners who attend their classes has increased. In the areas where the college has their largest cohorts of learners, such as English for speakers of other languages (ESOL) and the creative arts, attendance rates are high.

Learners' attendance at English and mathematics sessions has also improved. However, learners do not attend these sessions as well as they do their vocational sessions. Leaders and managers recognise that they need to do more to improve attendance in these areas.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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

© Crown copyright 2020