

Inspection of Martinex Limited (trading as Burleigh College)

Inspection dates:

3–5 March 2020

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Adult learning programmes	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Burleigh College is an independent learning provider based in west London. The college works primarily with unemployed adults referred by Jobcentre Plus (JCP). They also work with employed learners who want to improve their skills, particularly in their use of English.

At the time of this inspection 114 learners study courses in English for Speakers of Other Languages (ESOL) – speaking and listening, functional skills English and mathematics qualifications, from entry level to level 2. The provider delivers these courses across its four main sites in Hammersmith, Southall, Harrow and Hounslow.

Learners are from a wide range of ethnic groups including those of African, Indian, Asian and other White heritage. A high proportion have recently arrived in the country. Approximately two thirds of learners are female.

What is it like to be a learner with this provider?

Learners from different backgrounds appreciate how they are made to feel very welcome. Learners work harmoniously and with mutual respect for each other and their teachers.

Many unemployed learners receive support with job applications and interview skills. Learners improve their English sufficiently to gain employment in a variety of jobs in hotels and restaurants, and in the retail sector.

Most learners who speak English as an additional language improve their ability to hold conversations. However, they are not taught adequately how to read and write in English, because teachers have not included these skills in the curriculum. Too many ESOL learners on lower level courses are given work that is too difficult for them to understand.

Learners like the fact that their courses are over an intense period which allows them to gain their qualifications quickly. However, they feel frustrated that they often must wait for a long time before they can move onto the next level. Leaders have not planned sufficient courses for learners to progress onto and, as a result, learners lose confidence in speaking English.

What does the provider do well and what does it need to do better?

Leaders work effectively with staff from the JCP and local employers to construct the curriculum. They ensure that unemployed learners, and those who speak English as an additional language, are taught the basic skills and confidence that help them apply for jobs. As a result, a high proportion of learners referred to the college from JCP are successful in gaining employment. A small number of these learners stay in employment and gain promotion.

Leaders and staff do not plan a curriculum well enough to develop learners' wider skills outside of their qualification. For example, not all programmes include content that develops learners' skills and knowledge for getting a job. Unemployed learners with low self-esteem or anxiety have a limited understanding of how to keep themselves physically and mentally healthy.

Teachers do not assess what learners already know and can do accurately enough at the start of the course. In their assessment of learners' work they do not highlight adequately the gaps in learners' knowledge. Too often, they do not identify when learners misunderstand key concepts or construct sentences incorrectly. Teachers do not always give learners feedback so that they know how to improve when they get questions wrong. As a result, particularly on lower level ESOL courses, learners' progress in gaining fluency in English is too slow.

Teachers ensure that learners on mathematics courses follow a curriculum that helps them build on their understanding of basic concepts. For example, learners in higher level mathematics courses learn step-by-step calculations of formulas from their teachers' demonstrations. They practise these repeatedly before moving on to more-complex problems involving ratios. Learners use their mathematics skills effectively to help them with tasks such as home budgeting and scheduling bill payments.

Teachers prepare learners well to pass their examinations and most learners achieve their qualifications. However, teachers do not make sure that learners remember key concepts, or can recall well enough what they have learned, beyond the examination. Learners on functional skills English courses, for example, cannot accurately describe the meaning of a verb or identify its use in a sentence.

Leaders do not plan enough opportunities for teachers to develop their teaching practice beyond mandatory training such as in safeguarding and the 'Prevent' duty. In ESOL programmes this means that not all teachers know how to correct learners' verbal skills accurately. In some mathematics programmes teachers do not teach the vocabulary of mathematics sufficiently enough. As a result, learners with low levels of English do not understand key mathematical terms and definitions.

Managers and teachers set high expectations around the importance of regular attendance and as a result, learners' attendance is good. Learners have positive attitudes towards their studies. They complete tasks set by their teachers in class and as homework on time.

Staff promote a positive and respectful culture at the training centres. Learners work collaboratively and support each other well with their learning. For example, in ESOL sessions, learners try hard to listen to each other during paired speaking activities. They show consideration when taking turns in practising their vocabulary aloud. Most learners enjoy learning in small groups in the calm, well-resourced classrooms.

Careers advice and guidance, while helpful for the majority of learners, are not sufficiently embedded in the curriculum for all learners. Too many learners do not benefit from one-to-one advice and guidance that help prepare them for their next steps into work during their programme. As a result, learners who want to gain jobs do not have a good enough understanding of the employment opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

The lead safeguarding officer is appropriately trained for their role. All staff have recently undertaken training in safeguarding and the 'Prevent' duty. Tutors identify learners with vulnerabilities during their day-to-day conversations, and where necessary report these to the safeguarding officer. Links with external agencies such as the local 'Prevent' duty forum are effective. Leaders receive useful briefings from these agencies related to local risks, such as the rise in hate crimes.

Learners with very low levels of English do not have a good enough grasp of the dangers associated with extremism and radicalisation.

What does the provider need to do to improve?

- Leaders should ensure that teachers receive training to develop their skills. Teachers should improve how they help learners remember and understand key concepts. They should give accurate feedback to learners and use assessment to help learners improve their skills more over time.
- Leaders should develop the ESOL curriculum so that learners can progress through the levels of learning more quickly and remember the skills they have learned more effectively.
- Leaders should extend the provision of careers advice and guidance so that all learners benefit from next steps advice and support into employment or further learning.
- Teachers should broaden the content of the curriculum so that employability skills, such as how to write job application letters, are embedded in all programmes.

Provider details

Unique reference number	50893
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Website	www.burleighcollege.co.uk
Principal/CEO	Mr Kunal Goswami
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the chief executive officer, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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