

# Short inspection of Leyton Sixth Form College

Inspection dates:

3–4 March 2020

## **Outcome**

Leyton Sixth Form College continues to be a good provider.

## **Information about this provider**

Leyton Sixth Form College is located in the London Borough of Waltham Forest. Around half of the students enrolled live within the borough. The remaining learners live within neighbouring London boroughs. There are currently 2212 learners studying across all subjects. Thirteen learners are in receipt of high needs funding. The college offers a broad range of vocational and academic courses at levels 2 and 3. The college also delivers entry-level English for speakers of other languages (ESOL), as well as a level 1 foundation learning programme. This pathway offers learners programmes to build their language and study skills.

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

Students are keen to meet the high expectations set by their teachers. Staff push them to work hard and excel in their studies. Students attend regularly and fully engage in lessons because they are eager to listen to what their teachers have to say. A-level students are diligent about completing homework on time and to a high standard because they want to succeed.

Students on vocational courses understand how classroom learning is relevant to the workplace. Students are able to make good choices about their next steps because of the useful work experience placements and industry weeks they attend, which relate closely to what they learn on their course.

Students feel reassured by the safe and secure college environment. Security staff have a strong presence at all times, as well as closely monitoring the local area near to the campus.

Students enjoy the opportunities provided by staff to work alongside community groups to improve the experiences of young people within the borough.

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

Since the previous inspection, the new principal has ensured continuity in the effectiveness of leadership and management. This has enabled leaders to maintain the good quality of education at the college. Consequently, most learners complete their courses successfully and move on to their chosen destinations. Leaders have overcome weaknesses identified in the previous inspection report, regarding a lack of industry involvement in vocational courses. They have now integrated work experience and industrial links effectively into vocational programmes, so that learners benefit from genuine work-based learning.

Teachers sequence the topics they teach carefully to build on students' learning from previous lessons. For example, in physics, students learn to correct incorrect definitions of electrical terms, and then move on to completing calculations on resistance. As a result, teachers develop learners' knowledge logically, so they can complete more complex activities over time.

During lessons, teachers use good strategies to check that students understand the topics taught. For example, in mathematics, teachers support students to solve a series of questions that become incrementally more difficult. As a result, teachers can gauge whether students' knowledge is secure. In health and social care, teachers take time to correct any misunderstandings students may have of concepts. This contributes to a high proportion of health and social care students achieving high grades.

Leaders ensure that teachers attend high-quality training to help them to improve their teaching practice. For example, in sociology, staff have attended training on how to use resources and adapt teaching strategies to make courses more challenging for learners, so they are able to achieve higher grades.

Leaders and managers have established effective links with universities and employers to help improve teachers' vocational knowledge. For example, teachers of health and social care spend dedicated time in industry each year. Placements include hospitals, early years providers and care settings. As a result, they are able to teach learners from an up-to-date industry perspective.

On a minority of courses, including GCSE English, a few teachers do not consistently provide helpful feedback on students' work. As a result, students do not always know how they can improve the standard of their written work.

On a minority of courses, including A-level physics, engineering and GCSE mathematics, teachers do not always ensure that students remember concepts longer term. For example, physics students could not recall Hook's law, and their knowledge of Coulomb's was weak. In GCSE mathematics, students were unable to remember earlier lessons about how to calculate the area of a triangle. As a result, students are not always able to draw on knowledge they had previously learned.

Staff ensure that students attend a wide range of trips, visits, sports clubs and activities to enrich their studies. During the inspection, health and social care students attended a first aid course to prepare them for work experience as part of 'industry week'. These experiences widen students' curriculum knowledge beyond classroom learning. Students value and enjoy taking part in these activities.

Leaders and teachers ensure that students benefit from good-quality careers information, advice and guidance, which supports them to make informed choices regarding their next steps. Consequently, students make realistic choices based on their aspirations and predicted grades. The use of careers fairs and visiting speakers enables students to understand the broad range of progression routes available after they complete college.

Leaders and managers have offered a range of courses that meet the needs of students and mirror local and national priorities. For example, they have introduced courses in engineering to meet the national demand for engineers. Teachers select modules in electronics and engineering drawing, using computer-aided design, logic systems and basic mechanical engineering. As a result, students progress onto a wide range of engineering courses at university, as well as to apprenticeships.

Leaders and governors have an accurate awareness of the college's strengths and areas requiring development. A new quality and standards governance committee challenges leaders to increase standards across the provision. This committee also monitors plans for future curriculum developments, such as implementing T-levels. As a result, leaders have the capacity to make continued improvements to the quality of provision and manage change effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Designated safeguarding leads and governors have received appropriate higher-level training from the local authority. As a result, leaders have ensured that safeguarding arrangements are effective. Where concerns exist, staff make timely referrals to a range of external agencies and the local authority. Students take an active role in the promotion of safeguarding themes. For example, performing arts students have developed a production for college students and local schools about the dangers associated with radicalisation and extremism. Students feel safe at the college and know who they can speak with if they have any concerns.

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

- Teachers need to ensure that feedback on work in GCSE English is more specific, so that learners know the steps they can take to improve the standard of their work.
- Teachers should ensure that teaching and assessment strategies in physics, engineering and GCSE mathematics enable students to recall knowledge from earlier on in their courses.

## Provider details

<b>Unique reference number</b>	130457
<b>Address</b>	Essex Road Leyton London E10 6EQ
<b>Contact number</b>	020 8928 9000
<b>Website</b>	<a href="http://www.leyton.ac.uk">www.leyton.ac.uk</a>
<b>Principal/CEO</b>	Gill Burbidge
<b>Provider type</b>	Sixth-form college
<b>Date of previous inspection</b>	23 February 2016
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection was the first short inspection carried out since Leyton Sixth Form College was judged to be good in February 2016.

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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

Mike Finn, lead inspector	Her Majesty's Inspector
Sherrilee Dougan	Ofsted Inspector
Rebecca Jennings	Her Majesty's Inspector
Steve Lambert	Her Majesty's Inspector

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