

# Burleigh College

Progress monitoring report

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<b>Unique reference number:</b>	50893
<b>Name of lead inspector:</b>	Sue Hasty, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Britannia House 1–11 Glenthorne Road W6 0LH

## Monitoring visit:

### Context and focus of visit

Burleigh College was last inspected in March 2020. At that time, inspectors judged the overall effectiveness of the provision to require improvement

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

### Theme

**What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?**

**Reasonable**

After the previous inspection, leaders quickly put in place an action plan focusing on their key areas for improvement. Since then, leaders have recruited new teaching staff. They also redesigned courses in English for speakers of other languages (ESOL) to include reading and writing skills.

Leaders rapidly implemented a virtual learning platform earlier in the year so that learners could continue their studies through online teaching. A few learners, who did not have access to the internet at home, left the course.

At the start of lessons, teachers reinforce effectively knowledge learned earlier in the course before moving on to new topics. In ESOL, learners correctly describe the

purpose of a semicolon and where to position it in a sentence. They understand and give examples of how the incorrect use of punctuation can alter the meaning of a sentence. Learners consequently gain confidence in their ability to write well-constructed letters and descriptive text.

In mathematics lessons, teachers skilfully assist learners to expand their knowledge of vocabulary. Teachers introduce unfamiliar words linked to the topic in lessons. When calculating value added tax, learners repeat and write down words such as 'reduction', 'increase' and 'decrease'. Learners appreciate the help teachers give with their English language as well as their proficiency in mathematics.

Leaders do not routinely ensure that learners receive helpful enough feedback on the work they hand in for marking. On ESOL courses, teachers highlight the mistakes learners make on their homework. Teachers' feedback does not clearly explain why the work is incorrect. Nor do they outline the precise steps learners need to take to improve on the mistakes they make. Consequently, learners continue to make the same mistakes later in the course as they did at the beginning.

Leaders and teachers work collaboratively to review the ESOL curriculum. They have identified that their assessments of learners' starting points do not always accurately reflect learners' capabilities. Leaders recognise that they need to make further changes to ensure that learners are on the right level of course.

Teachers value the opportunity to develop a wider set of skills through a broad programme of staff development. Managers hold weekly hour-long workshops where teachers refine their skills in writing lesson aims and objectives and redesigning schemes of work.

As a result of improving their online teaching skills, teachers confidently live stream all their lessons. Teachers ensure that learners take part in lessons by sending out invitations beforehand. They set expectations that learners should join lessons promptly and keep cameras turned on. Teachers use effective strategies that ensure that learners stay involved in the lesson and attendance is good.

Learners appreciate the support they receive in looking for work. They know where to look for vacancies on the virtual jobs board. In ESOL, teachers include lessons on writing job application letters and putting together a curriculum vitae. The recently appointed careers teacher tells learners when there are jobs available that specifically match their skills and interests.

Leaders develop excellent links with local recruitment agencies. Learners get valuable experience in practising their interview skills online with staff from these agencies. Learners successfully gain employment with warehousing and distribution companies.

Learners speak positively about the health and well-being information available to them on the learning platform. They like the videos demonstrating the physical

exercises they can do at home. Learners also make use of the health service and financial advice website links.

Leaders have recently improved online security by setting up college email addresses for all learners and staff. Learners know to use these to access lessons and resources on the virtual learning platform. Learners understand that they should not use personal email accounts to contact college staff.

Leaders and those responsible for governance should take further action to:

- ensure that all teachers consistently give learners helpful feedback on their work, so that learners understand the steps they need to take to correct their mistakes
- continue to evaluate the impact of the revised ESOL curriculum so that learners benefit from a well-structured programme of learning that meets their individual needs.

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