

Inspection of Burleigh College

Inspection dates:

29 to 31 March 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Adult learning programmes

Good

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

Burleigh College is an independent learning provider based in Hammersmith in west London. They provide Greater London Authority funded education and training to 159 adult learners, many of whom are new to the country. Most learners are unemployed and have been referred to Burleigh College by Jobcentre Plus and are studying programmes in English for speakers of other languages (ESOL).

At the time of the inspection, there were 35 learners on entry level 1 ESOL, 37 on entry level 2 ESOL, 42 learners on entry level 3 ESOL and 30 on level 1 and level 2 ESOL. Burleigh College also has a small number of learners taking entry level and level 2 English functional skills courses. Courses are taught online and in person at the provider's sites in Hammersmith and Harrow.

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

Many learners at Burleigh College have had little or no previous educational experience. Learners enjoy their time at Burleigh College and feel that they rapidly improve their language skills.

Learners benefit from a well-organised environment and like working with kind staff who understand their needs. Learners like the flexibility of being able to attend lessons online, face to face or a combination of both. They say it fits in with their personal commitments, such as childcare or attending job interviews. Those without access to information technology (IT) equipment appreciate the fact that they can borrow tablets or come into the building to use the well-equipped IT rooms.

Learners value the way that staff help them to improve their English rapidly. In addition to their lessons, learners have access to high-quality online resources and individual support from tutors. Learners benefit from having tutorial time once a week, when they can get help with topics that they find difficult, or if they need to catch up on learning. Tutors and learners develop productive working relationships.

Learners find balancing the demands of seeking work and family commitments with attending lessons to be a challenge. Leaders and managers have introduced positive changes to help learners stay on track with their courses. For example, weekly meetings with managers and tutors help to identify which learners need support to improve their attendance. Staff help learners to find funded nursery places or to rebook examinations at convenient times. Learners appreciate the care taken by staff to help them remain on their courses.

Learners develop a good understanding of fundamental British values during their time at the provider. For example, in ESOL lessons they learn about respect, tolerance and individual liberty as part of everyday discussions and writing. Learners and staff treat each other with a high degree of respect and courtesy. Learners enjoy learning in an environment where they feel included and comfortable.

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

Leaders have a clear rationale for the curriculum that they offer, to support learners to achieve English language qualifications that will make a positive difference in their lives. Leaders engage well with Jobcentre Plus, local employers and seven west London boroughs to develop a suitable curriculum. For example, leaders have recently opened a face-to-face ESOL training centre in Harrow in response to local Jobcentre demand. Leaders and managers have invested well in online platforms and high-quality IT resources that support the education provided, the majority of which remains online following the pandemic.

Leaders have carefully reviewed the subjects they offer, focusing the curriculum on foundational English language skills. Learners gain confidence in spoken and written English and develop the skills they need to progress into work or the next stages of

education. The ESOL curriculum is suitably tailored to meet the diverse aspirations of learners, some of whom wish to communicate more effectively within their families, and others who wish to pursue higher education or professional careers.

Leaders and tutors make effective use of assessments at the start of the programme to identify accurately learners' existing knowledge. Tutors use the results of these assessments to ensure that learners join the course at the right level for their current standard of English. As a result, tutors can plan and teach a curriculum that is carefully sequenced and challenging, and which meets the needs of individual learners.

Tutors teach learners well. For example, ESOL tutors help learners remember new vocabulary and correct pronunciation through regular repetition and testing of words and phrases. Tutors provide feedback to learners that helps them to improve their spoken and written English. For example, in English functional skills, tutors highlight clearly where learners use incorrect spelling and grammar and suggest better choices of words in written texts to clarify meaning. As a result, learners improve their work over time.

Leaders and managers faced specific local challenges that contributed to a decline in ESOL examination success rates during and immediately following the COVID-19 pandemic. Leaders recognise that following the pandemic, they were too slow to improve their oversight of learners' attendance at, and achievement in, examinations. Leaders and managers have recently implemented measures to improve achievement rates. For example, they have better monitoring and assessment systems to track examination results. Tutors support learners who do not pass examinations with individual revision tutorials before they retake the tests. As a result of these changes, the achievement rate for externally validated examinations shows an improving picture.

Leaders and managers provide helpful advice and guidance about learners' next steps into employment. Well-qualified employment coaches help learners to make informed decisions about future learning and career opportunities. Tutors teach learners important work-related skills as part of ESOL lessons, such as how to write a supporting statement as part of a job application. The majority of learners progress into employment or further education after completing their course.

Leaders and managers do not ensure that the curriculum sufficiently enables learners to develop interests beyond their courses and future employment. Leaders have developed a useful suite of online resources that promote topics such as healthy lifestyles, well-being and welfare advice. A small minority of learners engage with this offer and take part in activities such as writing and sharing recipes from different countries. However, most learners do not know about these resources.

Members of the leadership team have a diverse range of appropriate expertise. Leaders make good use of external consultancy to provide scrutiny and help to make improvements. For example, external consultants regularly evaluate teaching and provide useful guidance to the teaching and learning team. Leaders and

managers use this guidance to provide tutors with targeted training in teaching methods. This has resulted in substantial improvement in the teaching quality across the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have suitable processes and policies in place to safeguard their learners. These include measures to keep learners safe online, such as internet filters, clear rules for remote learning and lesson activities related to online safety. Appropriately trained designated safeguarding leads support vulnerable adult learners effectively. Managers involved in hiring employees have had suitable training in how to avoid the recruitment of unsuitable staff.

Leaders and managers work well with external agencies to help keep their learners safe. For example, leaders frequently attend regional 'Prevent' meetings and communicate to staff the latest information about local risks to learners. As a result, staff know what to look out for to protect learners from the dangers of extremist ideas. Leaders have made a start on teaching learners about the threats and dangers of radicalisation and extremism. However, most learners have only a superficial understanding of these topics.

What does the provider need to do to improve?

- Leaders should continue to improve their oversight of examination attendance and achievement so that they have a clear picture of where changes are required and can take timely and appropriate action.
- Leaders and managers should raise awareness among learners of the resources and opportunities they have available for them to broaden their interests, and increase learners' engagement with these.
- Leaders and managers should teach learners about radicalisation and extremism in a way that they can understand. As a result, learners should know how to keep safe from specific local risks that might affect them.

Provider details

Unique reference number	50893
Address	Britannia House 1–11 Glenthorne Road W6 0LH
Contact number	020 8748 9898
Website	www.burleighcollege.co.uk
Principal, CEO or equivalent	Kunal Goswami
Provider type	Independent learning provider
Dates of previous inspection	3 to 5 March 2020
Main subcontractors	None

Information about this inspection

The inspection team was assisted by Kunal Goswami, 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Claudia Harrison, lead inspector	His Majesty's Inspector
Sue Hasty	His Majesty's Inspector
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