

London South East Colleges

Monitoring visit report

Unique reference number:	130430
Name of lead inspector:	Rieks Drijver, His Majesty's Inspector
Inspection dates:	5 and 6 December 2023
Type of provider:	General further education college
Address:	Rookery Lane Bromley Kent BR2 8HE

Monitoring visit: main findings

Context and focus of visit

This monitoring visit was only of the Nido Volans Lambeth provision of London South East Colleges. This provision was formerly The Michael Tippett College, which was inspected in January 2022 and found to be inadequate. At a subsequent monitoring visit, in September 2022, the college was judged to be making reasonable progress in one theme related to safeguarding, and insufficient progress in three other themes.

At the end of January 2023, the Department for Education ceased funding The Michael Tippett College. All learners were transferred to London South East Colleges, which took over the site of the former college from 1 February 2023.

At the time of the monitoring visit, there were 40 learners at Nido Volans Lambeth. All learners have an education, health and care (EHC) plan and are on personal progression pathways.

Themes

What progress have leaders and governors made to make sure that they have a thorough overview of the provision and that governors hold leaders to account for its quality?

Significant progress

Governors and leaders have expertly managed the transfer of learners and staff to Nido Volans Lambeth. Through their involvement prior to the transfer, and their very well-conceived and executed plan afterwards, they have presided over rapid improvements in the quality of teaching. They have transformed the experiences of learners to be extremely positive.

At all stages, from due diligence prior to the transfer of learners through to monitoring current progress, governors have had excellent oversight of the provision. They focus strongly on developing the expertise of staff. They have high expectations for their learners to be able to live sustainable lives in the community.

Governors receive accurate reports from leaders, so they know the impact of staff training on the quality of teaching. They also make their own evaluations through visits to the college so that they can validate these findings.

Through their self-assessment report and quality improvement plan, leaders have a secure overview of the strengths and weaknesses of the provision. They take good account of the views of learners. They also make highly effective use of an external advisor to help them improve the quality of teaching through skilled coaching.

Leaders create very purposeful action plans, with clear accountability, timelines, and projected impact. They pace themselves very effectively to put in place improvement actions and evaluate accurately the impact of these. Leaders have worked quickly on the areas for improvement identified at the previous inspection and monitoring visit, as well as on further improvements they wished to make. For example, they chart precisely their progress in making sure that teachers are suitably trained to teach learners with special educational needs and/or disabilities (SEND) and, for those who need it, to complete teaching qualifications.

Leaders worked quickly to establish positive relations with local partners. This has enabled them to provide good opportunities for learners to learn in community settings, and it has facilitated a smooth transition for learners from school to college.

What progress have leaders, governors and staff made to make sure that learners are safe? Significant progress

Leaders and governors have a thorough oversight of safeguarding. Since taking over the provision, leaders have been quick to implement the college group's safeguarding policies and procedures. They have a rigorous approach to staff recruitment and training, with a thorough emphasis on keeping learners safe. For example, they frequently review the single central record and carry out safeguarding audits, with outcomes reported to governors. Learners say they feel safe. They learn in well-managed, calm environments.

Leaders have very effective strategies for ensuring that staff complete mandatory safeguarding training. They provide excellent training, which is usefully tailored to the circumstances of the college. This includes training for staff in how to provide effective support to learners to manage their behaviour. Staff know how to use de-escalation strategies to minimise the need for physical intervention with learners.

Leaders keep thorough safeguarding records and detailed accounts of behavioural incidents. They deal with incidents appropriately, swiftly, and sensitively. They have very good working relations with local authority staff to seek resolutions when necessary. They involve parents well to secure positive outcomes when difficulties arise.

What progress have leaders made to make sure that staff are suitably qualified and trained to teach and support learners with high needs? Significant progress

From February 2023, leaders and managers worked successfully at pace to implement a new curriculum and to make sure that staff are suitably skilled to teach it. They have a very strong and successful focus on training staff, which has contributed to staff having a renewed enthusiasm for the work they do.

Leaders have made excellent use of an external adviser to supplement their own evaluation of the skills of teaching and support staff. They accurately identify skills gaps, provide high-quality coaching for staff, and have established a culture of shared learning.

Leaders have a priority to make sure that staff are suitably qualified to teach learners with SEND. Where necessary, teachers have completed teacher training qualifications, or are currently on training courses. In addition, leaders provide training on topics including autism friendly classrooms, well-being activities for learners, zones of regulation, and using social stories. Therapists provide helpful training to curriculum staff on therapeutic strategies and the use of communication devices. For example, teachers competently use augmentative and alternative communication strategies with learners, as well as resources such as sensory chew items.

Staff know how to make accurate assessments of each learner's needs, including for their development of knowledge and use of English and mathematics. They have the skills to teach effectively and the expertise to support learners in a highly individualised way. This has a demonstrable and significant impact on the progress that learners make.

What progress have leaders and staff made at creating and teaching a curriculum that is ambitious for learners, meets the needs of individual learners, and in which they integrate therapeutic services? Significant progress

Leaders have made significant improvements to the curriculums. They enable learners to work towards achieving their individual EHC plan outcomes, and to choose options such as performing arts, creative media, creative manufacturing, art, horticulture, and travel training. Learners study a curriculum that is challenging and appropriate to their individual needs. The improvements leaders and staff have made since February have a significant and beneficial impact on learners' progress.

Tutors have a good understanding of learners' existing knowledge of the vocational subjects they study at the start of the course. For example, in catering, tutors assess learners on a wide variety of topics such as knife skills, use of equipment, preparing simple snacks safely, hygiene and storing food. They use the results of these assessments to set suitable targets for learners and to teach them the skills they need to achieve these.

Therapists carry out thorough assessments of all learners at the start of the programme. Therapists and curriculum staff use the results of these assessments to adapt the college environment and to make sure that they give the correct sensory, communication and physical support as needed. In lessons, tutors and support staff use highly effective communication strategies with learners. Tutors skilfully use

questioning techniques and visual aids to establish learners' knowledge and understanding.

Tutors give constructive feedback and further guidance to learners in lessons about what they have done well and how to improve their work. For example, in creative manufacturing, tutors give precise correction to learners when using a protractor and pencil. Learners follow this guidance closely to improve the quality of their work.

Leaders have a suitable curriculum to teach learners how to live a healthy life. Tutors teach learners topics that include online safety, healthy relationships, and the dangers of radicalisation, extremism, gangs, and county lines. However, tutors leave a few topics too late in the year to be of full benefit to learners, including what constitutes an appropriate relationship.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023