

# Short inspection of Lambeth London Borough Council

Inspection dates:

26 and 27 February 2025

## **Outcome**

Lambeth London Borough Council continues to be a good provider.

## **Information about this provider**

Lambeth Adult Learning Service is part of Lambeth London Borough Council. The previous full inspection in October 2015 graded the provision as good. It provides adult learning courses funded by the Greater London Authority. Leaders provide all courses through 10 subcontractors. Teaching takes place in a wide range of community-based venues across the borough. This includes children's centres, community hubs and libraries.

At the time of the inspection, there were 766 learners enrolled. Around two thirds of learners studied tailored learning courses. Leaders offer courses at level 2 and below in a wide range of subjects, including family learning, health and well-being, digital skills, creative skills, English for speakers of other languages (ESOL), English and mathematics. Since August 2024, there have been 2,017 learners studying with the service.

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

Learners value highly the community-based education that the service offers. They appreciate the wide-ranging support that they can access at community hubs. Learners who attend ESOL for families courses in children's centres benefit from free creche facilities while they attend their lessons. They can also attend conversation clubs to improve their language skills further. Learners studying digital skills for work courses make good use of internet cafés outside their lessons to hone their skills. Learners develop their skills and interests, gain confidence and build friendships.

Learners take pride in what they have learned and the work that they produce over the course. They build their confidence, independence and awareness of how to maintain their health and well-being. Many learners studying on tailored learning courses move on to further higher-level study or accredited courses. Others develop the skills and confidence to secure paid employment.

Learners feel safe when studying at the provider. They know how to report any concerns and where to access support.

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

Leaders ensure that their subcontracting partners work with the priority groups identified by the council, such as refugees, migrants and those who are furthest from the job market. Subcontractors are based in the local community and understand the challenges and barriers to learning faced by residents in the borough. They make sure that their provision helps to meet both the council's strategic aims and the needs of local residents.

Teachers design and order their course content effectively, so that learners develop good subject-specific knowledge and interpersonal and social skills. In the creative arts, learners develop good skills over time. Learners on these courses start by learning how to make a collage. They then learn about colours, such as how to mix colours, shape and composition. They then use these their skills to create an artefact, such as a zine or ceramic piece. Alongside their creative skills, they develop their self-confidence and their teamwork and communication skills.

Teachers are knowledgeable and suitably qualified to teach their subjects. They use a range of teaching and assessment methods highly effectively. Teachers of digital skills courses use explanation and demonstration successfully. They show learners how to analyse data from different sources and use it to create spreadsheets and graphs. Most teachers of ESOL and English bridging courses use questioning and discussions skilfully. This enables learners to explore different topics in depth and to clarify their understanding. Teachers revisit content frequently during class activities and through homework to make sure learners have sufficient practice. Consequently, learners can recall terminology, such as that related to accessing the NHS and healthcare services, correctly.

Teachers establish accurately what learners already know and the support that learners require. They use this information effectively to support learners and, where necessary, to refer them to relevant support services. Teachers monitor and track learners' progress towards their goals effectively. They discuss barriers to learning and agree individual targets with learners. As a result, learners feel well supported and most stay on their courses. Most learners complete their courses and achieve highly. Those on non-accredited courses meet the targets that have been set. They make good progress in achieving their individual aims.

Teachers and support staff provide effective support to learners with special educational needs and/or disabilities (SEND). For example, learners with dyslexia have access to resources such as coloured overlays to help with reading text. The support that they receive enables learners with SEND to achieve as well as their peers.

Teachers do not consistently provide feedback to learners on how they can improve their work. On accredited ESOL reading and writing courses, teachers do not provide sufficiently helpful or developmental feedback on written work. This means that, too often, learners are not informed about how to improve the quality of their work. In a few cases, they do not produce work which meets expected standards.

In most areas, specialist careers staff and teachers make learners aware of potential career opportunities. Teachers working with learners on creative courses discuss the different job roles that learners could move into and the opportunities available working as a commercial artist. In ESOL, learners work with coaches who help them plan for their next steps. Staff discuss with learners the courses that are on offer at partner organisations. They organise taster days at the local college. However, in a few cases, teachers do not set specific targets to help those learners who are nearer to work to access employment. These learners are not yet sure of the range of career routes available to them.

Leaders and managers have strong and rigorous oversight of the performance and quality of their subcontractors' provision. This has ensured that provision continues to be of good quality. Leaders and managers complete supportive quality reviews and hold helpful contract management visits to oversee the quality of partners' provision. They have worked closely with subcontractors to improve the rates of attendance at lessons. Subcontractors have improved how they identify and support learners who have barriers to learning. This has led to higher rates of attendance.

Those responsible for governance provide effective scrutiny and support for the leaders of the service. They support leaders to ensure that the provision continues to prioritise those Lambeth residents with the greatest need. Council members challenge leaders effectively about how the service identifies disadvantaged groups and how it supports residents with disabilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Provide learners with feedback that identifies what learners need to do to improve their work.
- Set specific targets for learners who plan to progress to work to support them in accessing employment and that these learners are aware of all options available to them.

## Provider details

<b>Unique reference number</b>	53135
<b>Address</b>	Civic Centre 6 Brixton Hill London SW2 1EG
<b>Contact number</b>	020 7926 7412
<b>Website</b>	<a href="http://www.lambeth.gov.uk/schools-education/lambeth-adult-learning">www.lambeth.gov.uk/schools-education/lambeth-adult-learning</a>
<b>Principal, CEO or equivalent</b>	Lesley Robinson
<b>Provider type</b>	Local authority
<b>Date of previous inspection</b>	29 and 30 October 2019
<b>Main subcontractors</b>	198 Contemporary Arts and Learning City College Stratford High Trees Community Development Trust IRMO MI ComputSolutions Morley College Photofusion Ripe Learning (Ripe Enterprises Limited) The Baytree Centre Train2Work

## Information about this inspection

The inspection was the second short inspection carried out since Lambeth London Borough Council was judged to be good in October 2015.

The inspection team was assisted by the head of adult learning, skills and employment, 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

Georgina Ager, lead inspector	His Majesty's Inspector
Saher Nijabat	His Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Mark Keen	His Majesty's Inspector

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