

RE-INSPECTION OF SOUTH LEICESTERSHIRE COLLEGE

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OUTCOME OF RE-INSPECTION

The overall provision of English, English as a foreign language, and modern foreign languages is now **satisfactory**.

BACKGROUND

South Leicestershire College was inspected in November 2002. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in English, English as a foreign language, and modern foreign languages which was found to be less than satisfactory.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or where leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory leadership and management, or less than satisfactory provision in solely WBL, inspectors from Ofsted or the ALI will visit the college to carry out monitoring inspections of the less than satisfactory areas. As a result of the re-inspection monitoring visits, inspectors may judge that previously less than satisfactory areas of provision, or leadership and management, are now satisfactory and that no further visits are required. Where leadership and management are satisfactory, but there is curriculum provision that is less than satisfactory, there will be no monitoring visits. All less than satisfactory provision will be re-inspected, normally during one week, within two years of the original inspection.

If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and the reasons why.

DATE OF THE RE-INSPECTION

In accordance with the above procedures, re-inspection of English, English as a foreign language, and modern foreign languages took place in the week 1-5 November 2004.

ENGLISH, ENGLISH AS A FOREIGN LANGUAGE, AND MODERN FOREIGN LANGUAGES

In the November 2002 inspection, the quality of overall provision in this area was judged to be

unsatisfactory. The following strengths and weaknesses were identified in the inspection report:

Strengths

- Good retention on English as a foreign language (EFL) programmes
- Good retention and pass rates on GCSE English course

Weaknesses

- Poor retention rates on GCSE Italian course
- Poor pass rates on GCE AS English course and in preliminary English test
- Too much unsatisfactory teaching
- Inadequate feedback to students on their written work
- Insufficient use of ICT and specialist language resources
- Managers fail to improve the quality of teaching and learning

Following the re-inspection, inspectors judged that progress has been made in addressing the above weaknesses. The overall provision in this area is now **satisfactory**.

Retention is at or above national average levels on most courses. In 2004 100% of students were retained on GCSE Italian. These students were accommodated within a larger student cohort examined by the Open College Network. Pass rates improved on most courses in 2004. Many pass rates are now high. The pass rate in GCE AS English language is still below the national average although it has improved, and the retention rate on this course is high. Attendance in the lessons observed during the re-inspection was low, at 72%. Students were often late to their lessons.

Teaching has improved. During the re-inspection the percentage of lessons graded good or better in teaching was at the national average for this area of learning. No lessons observed were unsatisfactory. In the better lessons teaching was lively and a range of teaching strategies were successfully used. Strong support to individual student learning was evident in a number of lessons, particularly in English. However, at times teachers did not sufficiently involve all their students in the lesson's activity, and in EFL and modern foreign languages lessons there was too much reliance on

textbooks. In a number of EFL and modern foreign language lessons, IT and the audio facilities in the new language centre were effectively used to enhance learning.

Student progress is now carefully monitored. Teachers give careful and at times extensive feedback to students in class. Teachers of EFL and of modern foreign languages provide consistent and appropriate correction of students' oral mistakes in their target language during lessons. Written work is effectively marked and teachers' commentaries are generally thorough and critical.

The improvement of teaching has been a major objective in staff development and good practice is becoming more regularly shared. However, self-assessment of the quality of teaching and learning in the curriculum area is weak. The teaching observation programme graded teaching too generously in English and in EFL in 2002/03. Weaknesses in teaching apparent during the re-inspection were not previously identified. The findings from lesson observations do not routinely inform self-assessment or staff development. Plans to put in place a more rigorous system of self-assessment are underway.

There will be no further re-inspection of the college because there are no remaining unsatisfactory or weak areas.