

## RE- INSPECTION OF LANGDON COLLEGE

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### Outcome of Re-Inspection

The overall provision in the curriculum area of literacy and numeracy is now **good**.

### Background

Langdon College was inspected in January 2003. 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 the literacy and numeracy curriculum area 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 literacy and numeracy took place on 7 to 10 February 2005.

### Literacy and numeracy

In the January 2003 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**

- effective relationships promote students' confidence
- good progress in communication skills.

### **Weaknesses**

- insufficient planning of learning
- unsatisfactory teaching
- imprecise identification and recording of progress
- inadequate integration of literacy and numeracy across the extended curriculum.

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

Learning is planned thoroughly and is linked to the outcomes of a detailed initial assessment. All students undergo a six-week induction during which both initial and diagnostic assessments are completed. The results of these assessments form the basis of each student's individual learning plan. All lesson plans and schemes of work identify targets for literacy, numeracy and communications for each student. These targets have been drawn directly from the individual learning plan and are cross-referenced to the national core curriculum. This is not the case for the two students attending the local further education college.

The quality of teaching has improved. Most teaching is now good or better, with no unsatisfactory teaching. Teachers and students make very good use of information and communication technology in lessons. Students are enthusiastic and fully engaged, and most are appropriately challenged.

The identification and recording of progress is thorough and timely. A new system for measuring and monitoring achievement was piloted in 2003/04 and fully implemented from September 2004. Students are set targets each term and these are measured, recorded and reviewed every two weeks. Tutors keep good records and students regularly consider their progress.

Literacy, numeracy and communication are fully integrated across the college curriculum, including the extended curriculum. Opportunities to reinforce and consolidate learning are well-planned and monitored. There is strong, effective curriculum leadership for literacy and numeracy.

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

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