

Burleigh College

Partial re-inspection report

Unique reference number: 50893

Name of lead inspector: Joy Montgomery HMI

Last day of inspection: 20 November 2009

Type of provider: Independent learning provider

Address: Burleigh College
Britannia House
1–11 Glenthorne Road
London
W6 0LH

Telephone number: 020 87489898

Introduction

Burleigh College was last inspected in August 2008. At that time inspectors found the effectiveness of provision, capacity to improve, the quality of provision and leadership and management to be satisfactory. Achievement and standards were judged to be inadequate.

The outcome of the re-inspection is as follows:

Aspect of the common inspection framework	Original grade	Re-inspection grade
Outcomes for learners	4	2

Context

1. Burleigh College is a private company owned and managed by two directors. It has been operating in west London, Hammersmith, since 1988. In the last few years it has expanded its provision to training centres in Southall, Hounslow, Wembley and Ealing.
2. The inspection covered programmes funded by the West London Learning and Skills Council (LSC), specifically the employability skills programme (ESP), a 15-week course for unemployed people requiring English for speakers of other languages (ESOL), skills for life and employability training, the skills for jobs (SfJ) programme, an eight-week course leading to employment and Train to Gain.

Outcomes for learners

3. The Job entry rates and sustainability rates on the SfJ programme improved significantly in 2008/09 and exceeded the targets set for the programme. The sustained job entry rate was 52% compared to a target of 33% and a rate of 14% at the last inspection. Job entry rate on ESP continues to improve and was 22% in 2008/09, close to the target of 25%. The rate was well above the target in Wembley and Ealing but remained low at the other training centres.
4. Overall success rates on Train to Gain were satisfactory; however, timely success was low, with two out of the three learners completing their information technology qualification (ITQ) after the expected end date.
5. Success rates on ESOL qualifications are satisfactory or better. Achievement of speaking and listening units at Southall and Ealing continues to be high at 80%. Around a third of all learners achieve both skills for life qualifications and a numeracy qualification. Managers have analysed the job entry rates and success rates for different groups of learners for 2008/09. They have started to identify actions that need to be taken to address some of the gaps identified. However, staff in the training centres are not aware of the variations in performance of different groups.

6. Learners particularly enjoy their learning programmes and are very motivated to succeed. Attendance is good. Learners are improving their English language and numeracy skills and are also making good progress in developing skills which considerably increase their prospects of finding work. Improved reading and writing skills give learners confidence in searching and applying for jobs. The standard of learners' work is satisfactory, with some good examples of well-written letters of application and curriculum vitae. Learners feel better prepared for job interviews and feel more confident in speaking and their ability to understand the spoken language. Learners' increased confidence and self-esteem contribute well to their economic and social well-being.
7. Learners say they feel safe and welcome at the training centres. The relaxed, well-managed learning environments create good opportunities for learning. Learners feel confident in expressing their opinions. Tutors show sensitivity to the diverse groups of learners and deal appropriately with instances of safeguarding. Classroom protocols are well established and adhered to. Expectations are simply stated and illustrated on posters and notices displayed on the training room walls.
8. Learners demonstrate a good understanding of safe working practices. In one session learners used their own experiences to discuss health and safety practices for different work settings. Burleigh College promotes e-safety to ensure learners understand and use the internet safely.

What does Burleigh College need to do to improve further?

- Make better use of trends in data to identify areas of good practice and areas for improvement.
- Ensure staff in each training centre are aware of the performance of different groups in terms of achievement rates and job entry rates.
- Ensure all learners have targets that clearly state the steps they need to take to reach their goals and achieve.
- Make better use of learners' targets to develop strategies that meet the needs of individuals in lessons.

Additional Themes

Inspectors explored the following themes as part of this re-inspection.

Quality of provision

What progress has been made to increase personalised learning on ESP? Reasonable progress

Planning of teaching and learning to meet group needs is satisfactory or better. Lesson plans are much improved since the previous inspection and are used effectively by tutors. They are sufficiently detailed in identifying the activities that learners will undertake and the resources required. Tutors make more use of learning materials that are related to employment and job seeking when developing learners' English. Most sessions include an appropriate balance of speaking, listening, reading and writing activities to retain learners' interest and motivation. However, lesson plans do not clearly record how tutors are going to address the diverse levels of learners' ability or what strategies are being used to support individual learners. Many lesson objectives are written as a series of tasks that are insufficiently measurable.

Individual learning and progression plans have much improved since the previous inspection. They are straightforward and more easily understood by learners. Most tutors negotiate learning goals with the learners which are realistic and time bound. Staff development has provided tutors with more information and practise on effective target setting. Learners are positive about the review process, which allows them to discuss with their tutors how much progress they are making. However, some plans do not clearly specify the steps learners need to take to reach their goals.

Leadership and management

What progress has been made to improve the use of management information and data? Reasonable progress

Burleigh College has improved the accuracy and availability of data since the last inspection and invested in a new management information system. Data are now reviewed on a more regular basis. During 2008/09 low retention rates at the Wembley training centre highlighted a problem with inappropriate referrals being made by the local Job centre. Effective action has ensured that current retention rates have improved, and they are now high. Burleigh College has made a good start at analysing and monitoring the performance of different groups of learners. A full evaluation has been completed on the contracts for 2008/09. This has identified some variations in the performance at different training centres between genders and ethnicities. Some actions have been identified to reduce the gaps. Insufficient analysis has been completed to review trends over time or to compare current performance with previous years or information about the claimants in an area. Staff

are not aware of the specific performance of learners in their training centre or how they compare to targets or other training centres.

Safeguarding

What progress has been made to improve the procedures for safeguarding learners? Significant progress

At the original inspection the procedures for safeguarding learners did not meet the current government requirements. Enhanced criminal record bureau (CRB) checks have been completed for all current staff and new staff have applied for clearance. A single central record has been established. Burleigh College is now well prepared for the implementation of the new vetting and barring scheme. Links are being developed with the local safeguarding boards. Safeguarding is prioritised and all policies and procedures have been revised. A designated person has appointed and has attended an external training event. Staff awareness has been raised following a session on the college's safeguarding policy and procedures. A named person has been identified in each training centre and their name is clearly displayed on the 'safer practice, safer learning' posters displayed in all the training rooms. Details of any incidents are recorded.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009