

Inspection of The Learning and Enterprise College Bexley

Inspection dates: 3–6 March 2020

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

The Learning and Enterprise College Bexley (LECB) is a community learning and skills provider in the London Borough of Bexley.

LECB offers a range of courses for adults and for learners with high needs from three sites in Bexley. Most of the training and courses are delivered at its main campus at Brampton Road. The largest subject areas include: preparation for life and work, mathematics and English functional skills, English for speakers of other languages, crafts, creative arts and design, and health and well-being. More than half of the courses, including supported teaching and learning in schools and counselling, lead to qualifications.

At the time of the inspection, 1,648 learners were enrolled, with 900 learners on accredited learning programmes and 748 on community learning programmes. LECB had 136 learners with special educational needs and/or disabilities. There were 48 learners with education, health and care plans.

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

Learners from a wide range of social and cultural backgrounds feel welcome at the college. They trust the staff and know them well. They value the understanding they gain about living and working in modern Britain. It helps them to integrate into their local community with the values they need to know, such as democracy, the rule of law and equality. They note that teachers respect and listen to their concerns and views.

Learners enjoy their subjects and learn much during their studies, from teachers who are knowledgeable and enthusiastic. They make the most out of studying by attending well and staying on to the end of the course. Most achieve their qualifications, and many go on to further education, training or employment.

Learners go on work placements in industry sectors relevant to their future goals, with suitable employers. As a result, they learn about the realities of work through real-life work experience. Most learners receive clear advice and guidance about their next steps. They receive beneficial support from staff on their courses and help with their lives.

On community programmes, learners become a part of social groups and support each other well. Learners feel safe at the college and develop confidence in their abilities. Learners with high needs learn how to travel around safely and how to do their shopping in a supermarket.

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

Leaders have put in place a curriculum that provides a solid basis to meet adults' health and skills needs in the local community. Leaders at all levels have created programmes where people learn new skills and knowledge, while also gaining a sense of belonging and improving their mental well-being. For example, older learners learn how to keep themselves fit, and male learners in danger of social isolation benefit from a well-run 'men in sheds' community project.

Leaders have improved teaching by putting on a range of useful training and development activities for teachers. Consequently, teachers work closely with coaches to identify their development needs. In subject areas where teaching was weak, teachers are now better at structuring and teaching their courses. They are aware of where their teaching has the most impact. Training for teachers of learners with special educational needs and/or disabilities (SEND) has helped them to be proficient at signing, and in communicating with and devising good activities for learners.

Teachers plan and teach their subjects well. They teach so that learners develop skills in a logical order, enabling them to remember and apply what they have learned. As a result, learners can perform ever more complicated tasks confidently

and successfully. For example, in English, teachers teach basic vocabulary effectively at the beginning of the course and then develop that into more complex language. Learners move on to be able to critique literary texts confidently as they progress through their course.

Teachers are adept at using their in-depth subject knowledge and teaching skills to enable learners to grasp concepts and gain confidence in applying them. They provide learners with frequent opportunities to practise the new knowledge and skills that they have learned. For example, in pottery, the more experienced learners master new latex techniques to develop their glazing skills further.

Most teachers know their learners' capabilities and challenge them well, so they improve and achieve their potential. They have high expectations of learners, including those with SEND. Teachers use education, health and care plans well to support individuals with high needs. For example, they use activities that calm their learners and keep them focused on the task at hand. Teachers in mathematics give learners who are grasping concepts at a quicker pace more complex tasks, so they achieve more than what they set out to do.

Leaders work with other organisations to create programmes to meet their learners' needs. They help the learners from disadvantaged backgrounds to get their lives back on track or to start a new career. For example, the college partnered with a community housing trust to provide a sewing course for local women. Teachers helped build learners' enterprise and business skills, allowing learners to exhibit and sell their work and potentially become more financially independent. Most of the learners who completed these types of courses moved onto higher-level courses or to employment.

Governors are effective in their role and support leaders to make improvements across the curriculum. They play their part well in checking the progress that leaders made. They know the strengths and weaknesses of the curriculum at the college. They use management information effectively to challenge leaders.

Staff on a small number of courses, including programmes for learners with high needs, do not have enough knowledge of what learners know and can do at the start of their courses. In a few cases, teachers do not share information effectively about learners' progress. Teachers are unable to identify appropriate support for learners when planning their next steps. Consequently, a few learners with high needs do not get the help they need in different teaching sessions.

On a few courses, learners do not receive sufficiently useful guidance for their next steps. Learners on accredited programmes, such as supported teaching and learning courses, do not receive helpful or timely enough advice and guidance. Consequently, too many learners in these programmes are not aware of how to apply to go to university.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have put in place suitable policies and procedures to ensure the safety of their learners and staff. They take the right actions to mitigate local risks and threats, including modern-day slavery, hate crimes and far right extremism. Learners know who to go to if they have any concerns. They have a sound understanding of safeguarding. Governors, leaders and managers have appropriate training and action plans in place and meet their obligations under the 'Prevent' duty. They use effective procedures to ensure staff are safe to work with learners, including learners with high needs.

What does the provider need to do to improve?

- Managers should ensure that all staff have access to the information about what learners know and can do at the start and during the course. Staff should use this information effectively to identify appropriate support for their learners.
- Leaders should ensure that learners on all programmes receive detailed and timely advice and guidance on higher education and employment.

Provider details

Unique reference number	53104
Address	5 Brampton Road Bexleyheath DA7 4EZ
Contact number	0208 292 742
Website	www.lecb.ac.uk
Principal	Brian Henry
Provider type	Community learning and skills - local authority
Date of previous inspection	3–6 March 2020
Main subcontractors	Not applicable

Information about this inspection

The inspection team was assisted by the principal, 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 observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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