

London Borough of Lewisham Community Education Lewisham (CEL)

Local authority

Inspection dates		3–7 February 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Teaching, learning and assessment are good, with a significant minority of lessons that are outstanding.
- Learners' success on their courses is high. Their standards of work and the skills the learners develop, including practical skills, are often good.
- Learners make good progress on their courses. They gain in confidence and are better able to contribute to their local communities. Learners enjoy their courses and work in a safe and friendly environment.
- CEL successfully encourages strong mutual support in very diverse groups of learners.
- Many courses help learners to gain employment or to progress within their current jobs.
- Tutors are skilled, knowledgeable and enthusiastic and use CEL's good resources well.
- Leaders' high expectations command wide acceptance across CEL and successfully drive improvement.
- Performance management is highly effective in improving teaching, learning and assessment.
- CEL successfully widens participation in learning. Over 75% of learners now come from areas where deprivation is high.

This is not yet an outstanding provider because:

- CEL provides insufficient outstanding teaching, learning and assessment.
- Learners' success on level 2 courses is too low.
- Target setting for learners and individual planning of learning are too often ineffective.
- Actions to identify, and close, gaps in achievement between different groups of learners are not fully effective.
- Self-assessment reports, especially for subject areas, do not evaluate classroom practice well enough and do not provide a sufficiently sound basis for sharing good practice in teaching and learning.

Full report

What does the provider need to do to improve further?

- Ensure the continued improvement of teaching and learning, so that most is outstanding. Introduce more rigour to subject area self-assessment reports, so that they fully evaluate the outcomes of lesson observations. Use the good teaching and learning practice identified, to shape and deliver focused professional development for tutors.
- Remove the current weaknesses in the rigour and use of individual learning plans. Ensure that learning plans, and consistently high quality targets for improvement, are at the centre of tutors' and learners' work to support learners' progress. Implement, without delay, the recently piloted on-line scheme for personal learning plans.
- As part of CEL's work to continue to improve learners' success overall, pay particular attention to raising success rates on level 2 courses so that these are again high.
- Make more impact on reducing the achievement gaps between different groups of learners. Ensure that the analysis of learner data on achievement gaps leads to planned actions and targets for improvement, which are closely monitored, across CEL as a whole.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Outcomes for learners have improved significantly since the previous inspection. Around 60% of learners are on courses not leading to externally assessed qualifications. According to CEL's largely reliable systems for recording and recognising achievement, success rates for learners on these courses are now very high. This level of success is reflected in most areas of provision, including the largest.
- Success rates on courses leading to external qualifications are also much improved and are now well above the national average for similar providers. This is the case both for long courses and for the growing, and significantly larger, number of learners on short courses. Outcomes for learners following foundation English and mathematics courses are good.
- Learners on level 2 courses performed much less well in 2012/13 than in the two previous years, with a poor overall success rate.
- Although gaps in achievement are slowly reducing, there remains a difference between the highest performing ethnic group, White British, and the success rates of Chinese, Caribbean and African learners. Learners with learning difficulties and/or disabilities perform slightly better overall than those without.
- Learners make good progress on their courses. They often achieve good standards in their work. In early years and playwork, the quality of learners' work and understanding is particularly good and closely aligned to what would be expected within employment. Learners develop their skills well and often apply them in their employment, with their families and in the community.
- A range of courses help learners to return to education after many years away from any form of study. For some learners, courses at CEL are a vital element in helping them to recover their health or in helping them to maintain their health in their later years.
- Many courses help learners to gain employment or to progress within their current jobs. For example, learners on courses in arts, crafts and design often develop their own small businesses around the skills they have learnt. To help them in this, their practitioner tutors share their business experiences, help them to cost their practical work and to understand the difference between cost and price. Early years learners improve their curriculum vitae writing skills.

- Learners develop the confidence and enthusiasm to study further, and significant numbers progress to further courses at CEL. However, there is no systematic tracking of leavers' destinations or progress. CEL recognises this as an area for improvement in its self-assessment report.
- Learners are well motivated, enjoy their studies and often attain their personal learning goals. They enjoy their studies and feel safe and well supported. They value the benefits of studying alongside others and are proud of their achievements. Learners' attendance and punctuality are satisfactory. It is CEL's priority to improve attendance and punctuality and tutors are now much clearer on their essential role in bringing this about.

The quality of teaching, learning and assessment

Good

- In line with the good, and improving, learners' outcomes, teaching, learning and assessment are good and have improved significantly since the previous inspection. Inspectors agreed with CEL's rigorous scheme of lesson observations that note the great majority of lessons as at least good and a significant minority outstanding.
- Tutors are motivated and enthusiastic and offer learners a caring and supportive learning environment which they value highly. Tutors' high expectations ensure that learners are well motivated, fully engaged in learning and the great majority are appropriately challenged. Much of the work learners produce is of a high standard and some, particularly in the creative arts, is excellent.
- Tutors plan lessons and courses carefully to best meet the needs of their learners. Learning resources, including much accommodation, are good and tutors use them particularly well. They organise visits, for example to theatres and exhibitions, to enrich learning. ICEL, the virtual learning environment, is a useful facility which is accessible to all learners. Tutors are skilled and knowledgeable with up-to-date experience in their profession. They encourage independent learning and offer learners good information and materials to promote learning away from the classroom. Tutors effectively monitor learners' progress in gaining knowledge and skills, although their questioning in lessons occasionally fails to challenge the more able learners or support and engage the quieter learners sufficiently.
- CEL carefully explores learners' starting levels and needs through effective initial assessment, which often helps tutors deliver good teaching, learning and assessment well matched to learners' needs. However, initial assessment outcomes are not always linked to individual learning plans. Too many tutors view these plans as a necessary hindrance rather than a useful tool to support progress and motivate learners. In these cases, learning targets are too generic, with insufficient relevance to the individual learner. For example, in family learning, targets are effective for entry level but not for higher level learners. CEL recognises that individual learning plans require improvement and has recently piloted a promising on-line personal learning plan, due to be introduced across CEL in the new academic year.
- Learners' ongoing assessment is good. Tutors assess learners' performance well during lessons, including the use of good individual discussion. Learners are clear about their own progress and generally have a good understanding of what they need to do to improve. Tutors regularly assess learners' work and give enthusiastic and encouraging feedback which motivates learners. However, a few tutors do not give sufficient importance to correcting spelling and grammar.
- Teaching and learning generally support the development of English, mathematics and functional skills well throughout the curriculum. For example, in foundation mathematics, tutors emphasise the language requirements and the vocabulary of instructions on test papers. Tutors monitor and review progress regularly and learners understand the importance of gaining English and mathematics skills. However, the quality of teaching of English and mathematics within subject areas is not consistently good, and in early years education requires improvement.

- Information, advice and guidance are generally good. Learners are encouraged to progress on to further learning, through tutors' own enthusiasm and good signposting. For example, parents in family learning often move into voluntary work or into employment training.
- CEL offers good on-line information about its provision but does not offer learners the advantages of on-line enrolment. Pre-course documentation is informative; learners clearly understand the requirements of their courses and are in learning matching their needs. Close working with a wide range of partners, agencies and community groups has widened opportunities for the more disadvantaged learners and communities; for example, by taking family learning and independent living courses out into the most deprived neighbourhoods.
- Tutors promote equality and diversity well in teaching, learning and assessment. CEL has developed an ethos of strong social inclusion and increased awareness of diversity. Tutors successfully encourage strong mutual support in very diverse groups of learners. Learners' behaviour is managed well in lessons, leading to a relaxed atmosphere and enhanced learner enjoyment. In many lessons, tutors use diversity-related materials well. In a few lessons, tutors miss opportunities to enrich learning by using the diverse backgrounds, culture and experience of learners.

Early years and playwork

Good

19+ Learning programmes

- Good teaching, learning and assessment contribute very effectively to the good outcomes for learners. Success rates show an improving trend and are above national rates. Current learners make rapid progress and demonstrate good levels of knowledge in early years work. For example, learners understand the key stages of child development, the importance of safeguarding and strategies for managing children's behaviour effectively.
- Tutors are well organised and plan lessons very well. They have good knowledge and vocational experience, which they use skilfully to help learners apply classroom learning to their workplaces. Tutors and assessors motivate learners very effectively. They ensure that learners remain fully engaged in lessons by using a good range of stimulating and interesting activities, making learning worthwhile and enjoyable.
- Tutors help learners to set their own sound individual learning goals, matching their individual needs and interests. However, associated targets are often too vague and learners' progress towards them is not always suitably recorded. Many individual learning plans do not contain the learners' initial assessment results, hampering fully effective target setting.
- Tutors and assessors provide good verbal and written feedback on learners' work, ensuring that they understand the progress they make and what they need to do to improve. As a result of this, learners progress more quickly, acquiring new skills and knowledge.
- Arrangements for learners to practise and improve their English and mathematics skills require improvement. Tutors provide learners with a useful glossary of terms to help with spelling and understanding of key terms; however, this is not used often enough in lessons. The majority of tutors do not routinely provide learning activities which involve learners using mathematics. Tutors do not always correct spelling when marking learners' work.
- Arrangements for the initial assessment of learners are good. All learners have their English and mathematics skills thoroughly assessed before starting their course. This information is used carefully to guide learners to appropriate courses. Tutors provide good individual support for learners, helping to build self-confidence and promote further learning.
- Resources to support learning are good. Teaching rooms are comfortable and well equipped with interactive learning technology, which is used well. Tutors work very effectively with employers and key partners to deliver courses in community settings, such as children's centres, which learners find stimulating. Tutors develop good paper-based materials to aid learning in sessions and to extend learning beyond the classroom.

- Staff provide good information, advice and guidance, which learners value. Tutors give clear advice to prospective learners on course content and purpose. Very useful advice and guidance are available throughout the course and learners receive detailed information about opportunities for progression and employment.
- Tutors promote equality and diversity well in lessons. For example, in a lesson about encouraging children to participate positively in activities, learners were introduced to ways to help children to understand and value differences between individuals. Learners demonstrate good awareness of safeguarding and know what is required to create safe working practices in early years settings.

Independent living and leisure skills

Good

Community learning

- Good teaching, learning and assessment are reflected in the good development of learners' skills and in the progress learners make. The development of learners' social and personal skills is particularly good. CEL offers unique opportunities for socially isolated learners to become part of a group and enjoy each other's company. They learn valuable communication skills, and practical life skills, such as table etiquette.
- The range of courses for learners with mental health problems, physical and sensory impairment and learning difficulties is very good. It allows learners to pursue a variety of interests and develop their skills from their individual starting points. Learners have access to clear progression routes, for example within the dance programme. While there is useful evidence that learners progress to further courses, overall progression is not systematically monitored.
- In most lessons, tutors plan a coherent sequence of activities which meets the needs of the learners very well. They use good strategies to promote learning and successfully involve learners in enjoyable activities. For example, in a music lesson, while thoroughly enjoying singing together, learners were introduced to new words and how to pronounce them. Tutors' expert planning and teaching in cooking lessons enable learners to make excellent and rapid progress. They cook recipes from scratch and learn about the use of healthy ingredients, with tutors sensitively promoting healthy eating.
- Tutors pay good attention to the development of learners' English and mathematics skills. They teach English skills well through the use of real life resources, such as seed catalogues and, for example, encourage learners to develop their applied mathematics well while buying food in the supermarket.
- The timely initial assessment of learners is comprehensive, collecting useful information on the learners' social and physical skills and educational achievement. Tutors use this information well to plan good teaching and learning. However, learners' progress reviews do not always sufficiently record their achievement and further development needs. In a very few cases, tutors' insufficient planning for learning results in activities which are too challenging.
- Tutors provide good feedback to learners in lessons. They use electronic media particularly well to record activities and to share information with the learners, for example learners' artwork in a painting lesson. This gives learners direct feedback on their achievement and provides an excellent record of progress over time.
- The quality of the accommodation, equipment and resources is good, for example the provider's well-equipped kitchens and an allotment where vulnerable learners learn how to grow vegetables. Tutors are very experienced and have a good understanding of the educational and social needs of their learners, which they use well to promote effective learning.
- Support for learners is good. Pastoral support is excellent and the managers' and tutors' commitment to their learners is evident in the way they plan and deliver lessons.

- The promotion of equality and diversity is good. Tutors create an inclusive atmosphere which enables learners from a wide variety of backgrounds to thrive and work well with each other. Tutors also use naturally occurring opportunities well to address aspects of equality and diversity, for example when discussing types of food which are popular with various cultures.

Foundation English

Good

19+ Learning programmes

- Good teaching, learning and assessment are reflected in the good progress of learners on their courses and in their good performance on accredited qualifications in English. Learners practise and enjoy developing their English, alongside a range of other useful skills, such as team working, communication and reflective thinking. They contribute enthusiastically to discussions and increase their confidence in speaking. Learners proudly describe the enjoyment they gain from reading books with their children. Learners progress well to higher level qualifications. Their attendance is good, although their punctuality requires improvement.
- Tutors have high expectations of their learners and the activities they plan challenge learners very effectively. Tutors use a good range of interesting and interactive activities which involve learners well and promote learning. For example, in one lesson, learners were asked to taste sweets and using descriptive words to record how this felt on their senses. Tutors very successfully encourage learners of different ages, abilities and from a wide variety of cultural backgrounds to work together productively.
- Tutors are well qualified and skilled. They use their expertise and local knowledge very well to ensure that activities are relevant to learners. For example, activities and paper-based resources make reference to local landmarks and bus routes. Teaching takes place from high quality and accessible locations, including community hubs and specifically designed learning centres. Resources are plentiful and used effectively, learners become competent in using a wide range of resources, including dictionaries and thesaurus.
- Tutors use information and communication technology very effectively to enhance the impact of lessons. Learners benefit from ready access to laptop and tablet computers, where they research websites, plan visits to libraries, arrange theatre trips and develop map reading skills.
- Thorough initial assessment accurately measures learners' starting points and ensures learners are enrolled on appropriate courses. Learners with additional learning support needs receive good support. For example, tutors adapt their approaches for learners with dyslexia and give them useful strategies to meet their individual needs. Learners' individual learning plans require improvement. They contain too many generic targets and are insufficiently detailed to allow learners and tutors to see clearly the progress made towards achieving learning goals.
- Tutors successfully encourage learners to take responsibility for measuring their own progress and to reflect effectively on what they have achieved during lessons. Feedback from tutors following assessment encourages learners well and, in most cases, contains guidance on what they need to do to improve. Not all tutors, however, fully modify subsequent lesson plans to reflect this assessment of learners' progress. Learners appreciate the regular homework they receive.
- Learners receive good initial information, advice and guidance. Pre-course information and induction ensure learners are suitably aware of the commitment required to meet the demands of the programme. Guidance to support learners in making choices in their next steps is too limited and requires improvement.
- Tutors foster and develop a good awareness of equality and diversity. A rich mix of learners are welcomed by CEL and tutors sensitively and skilfully build on this diversity to further raise learners' awareness of aspects of equality and diversity. For example, learners consider the impact of walking up a hill when pushing a child in a pushchair or disabled person in a wheelchair. A healthy ethos of respect and courtesy between learners and tutors supports

enjoyable and energetic discussions. During lessons for learners of English for speakers of other languages, tutors very effectively increase learners' knowledge of living in the United Kingdom.

Foundation mathematics

Good

19+ Learning programmes

- Teaching, learning and assessment are good, as reflected in the good outcomes for learners. Tutors demonstrate very good knowledge of their subjects with clear and understandable explanations of technical vocabulary, designed to encourage and motivate learners. To interest learners and to make mathematics less threatening, tutors use a wide variety of learning activities and resources, such as practical measurement exercises and the use of tablet computers.
- Tutors ensure that learners make productive use of their time. Learners develop transferable skills in communication and develop their self-esteem and confidence. Learners' work is of a good standard. Learners are enthusiastic about their courses and demonstrate this through their clear enjoyment of activities in lessons.
- Tutors facilitate discussions well to support the development of mathematical skills, helping learners to explore and exchange ideas confidently with their peers. Learners are consistently asked to comment and expand upon their answers by explaining the mathematical processes or operations they have used.
- Tutors use open questioning well to check learning and learners' understanding of the aims and objectives of lessons, but greater use of directed questioning to more confident learners is required to ensure that they are sufficiently challenged. Tutors ensure that learning is consolidated through regular whole class discussions and, in many lessons, learners monitor their own progress and achievement particularly well. Tutors' verbal feedback to learners is clear and comprehensive, but too little use is made of written feedback to help learners improve their work.
- Good resources, including accommodation, support teaching and learning well. The quality of learning materials is good. Tutors use information and learning technology well in lessons to demonstrate key learning points. Learners are confident in their use of technology, such as using digital whiteboards to demonstrate calculations for solving problems to the whole class. In a few lessons, tutors miss opportunities to integrate information technology.
- The initial assessment of learners is effective and tutors have good knowledge of learners' starting points, which they use to well to provide good teaching and learning. However, learners' targets are too often generic, not always fully understood by learners and are insufficiently personalised. A few learners are not clear about the purpose of activities and anticipated outcomes, and do not take full responsibility for their own learning.
- Tutors provide good support for learners. They work well to support learners individually in lessons, although planning to meet individual needs is not always translated into successful actions to stretch or challenge fully the more able learners or to offer more intensive support to less confident learners.
- The quality of initial advice and guidance is good and a substantial number of learners progress to longer, higher level, functional skills courses. Tutors actively support their learners to develop the underpinning mathematics skills needed for personal and social purposes, such as identifying correct units when purchasing groceries or reinforcing the four rules of number. They build learners' confidence in their own abilities well.
- CEL provides a wide variety of programmes, meeting the needs and interests of the community it serves well. The range of course options, levels and modes of attendance, facilitates participation of learners from a wide variety of backgrounds and personal circumstances.
- Learners and staff have professional working relationships and tutors create a safe and comfortable learning environment which celebrates and promotes diversity. Tutors often

promote equality and diversity in lessons, but occasionally they miss opportunities that arise to do so.

Family learning

Good

Community learning

- Teaching, learning and assessment are good, which is reflected in the achievements of learners. Parents make good progress on their courses and feel more confident about their skills and their ability to support their children. For example, mothers describe the positive impact of attending a phonics course to help with their children's reading.
- Tutors have high expectations of learners and motivate them well to improve their lives. For example, a young boy took part in a healthy eating project along with his mother, this included taking photographs of his family buying, cooking and eating fresh food. As a result of this, the family continue to eat healthy meals together around the table they purchased for the project.
- CEL sensitively encourages families facing multiple challenges in their lives to join in activities. For example, CEL initially supported a group of families to meet up informally. They progressed from this to attending creative arts, English and computer courses and now are contributing to the Patchwork Project for Lewisham's Peoples' Day. In another case, a group of mothers and children is creating a stunning mosaic which will be installed at the outside entrance of their primary school.
- Tutors use detailed schemes of work and lesson plans well to direct their teaching, to cater for learners' individual needs and to record evaluations of lessons. Tutors ensure that all learners participate. During lessons, through careful questioning, tutors check learners' understanding well. Their supportive and engaging lessons very effectively use good resources and a range of technology. Tablet computers are used extensively to record progress and provide colourful resources to celebrate learners' achievements.
- Learners' initial assessment is thorough, providing valuable information for tutors' planning of courses and lessons. This is well used for the vast majority of learners, who are working at entry level, but learning goals for the small number of higher level learners are insufficiently challenging. Learners receive helpful feedback from tutors on their written work with useful recommendations for improvement. Learners' progress against learning goals is monitored well by tutors and skilfully measures their emerging and consolidating skills.
- Tutors develop well their learners' English and mathematics skills through a well-judged range of activities. For example, in a mathematics lesson, mothers learnt modern teaching techniques such as number lines and vertical partitioning so that they could better help their children with homework.
- Tutors use familiar and relevant topics for parents on which to base their lessons and teaching materials. For example, in an English lesson they made good use of recent newspaper cuttings to promote a discussion on school education and the curriculum. Parents are encouraged to read books with their children and to discuss their experiences with the class. In healthy eating lessons, mothers and children learn to cook with fresh ingredients. Tutors develop a range of learners' skills well including communication, following instructions, and understanding the importance of hygiene and nutrition.
- CEL's productive partnerships ensure that courses are relevant to community needs. For example, a healthy living course is being delivered in a children's centre where tackling obesity is a priority. Schools benefit from improved communication with parents, who are now confident in talking to teachers about their children. Lessons involving both parents and their children are too few.
- Tutors successfully encourage learners to take further courses via useful advice and guidance. Equality and diversity are promoted through the sharing and celebration of the diversity of learners. Tutors foster an understanding and cohesion between cultures. Learners are very supportive of each other and sensitively help each other to develop their English skills.

The effectiveness of leadership and management

Good

- Strategic planning of CEL is highly effective. Business planning clearly lays out CEL's priorities, reflecting closely its mission 'to improve the lives of people in Lewisham through lifelong learning'. Plans demonstrate a very good understanding of local and national priorities and suitably acknowledge the need to respond flexibly to change in areas such as funding.
- The local authority provides strong support, reflecting a well-developed understanding at senior levels of the important contribution CEL makes to achievement of the council's goals in areas such as developing residents' employability. It plays a critical role in ensuring CEL has good accommodation and provides modest, but well targeted, financial support for valuable projects outside the scope of traditional funding routes. Scrutiny of CEL's plans and performance is close and regular.
- Leaders have high ambitions and expectations for what CEL will achieve. They set stretching, but achievable, goals in key areas, including learner achievement and the quality of teaching and learning. These command wide acceptance among managers and staff, and successfully direct and drive improvement activity. Operational management and quality improvement benefit strongly from the expertise and effectiveness of CEL's extensive team of skilled curriculum managers
- CEL's scheme for observing teaching and learning is rigorous. Feedback to tutors following observations is detailed and evaluative. It focuses well on the quality of learning and what the tutor needs to improve. Arrangements to moderate observers' judgements are effective and confirm that assessment of teaching standards is generally accurate.
- Performance management is very effective in raising the quality of teaching and learning. Managers routinely and effectively monitor tutors' progress in implementing actions to improve their teaching during one-to-one discussions and in subsequent observations. Tutors often benefit strongly through support from expert peers, but sometimes CEL takes too long in tackling teaching which persistently requires improvement.
- Self-assessment reporting provides an accurate overview of CEL's performance and detailed evaluation of quality at curriculum and support area level. Reports make good use of extensive data on learner achievement, and judgements about the quality of teaching, learning and assessment are mostly accurate. However, reports do not evaluate key strengths and areas for development in classroom practice well enough, or provide a sufficiently sound basis for sharing good practice across CEL.
- The impact of quality improvement planning is good. Actions for improvement are well conceived, and progress in implementing them regularly monitored, both centrally and at curriculum level. Quality assurance and audits of key processes and documents are systematic and largely effective, although some variation in the quality of individual learning plans persists within and across curriculum areas.
- CEL has a wide and effective range of methods to obtain learners' views, consulting widely on major changes such as proposals to relocate provision. It uses feedback directly to decide on matters, such as the nature and focus of CEL's cafés. Views that learners express in course evaluations and surveys contribute effectively to self-assessment reporting.
- Curriculum planning is good and closely reflects the priorities of CEL and the borough. Extensive provision in foundation English, mathematics and English for speakers of other languages caters well for the needs of many residents. Studio classes provide an innovative way of maintaining provision for learners who wish to continue their studies for extended periods, freeing resources to support provision elsewhere.
- CEL's promotion of equality and diversity is good. CEL acts effectively to widen participation in learning. It increasingly offers provision at centres in the most deprived areas of the borough, effectively engages residents unfamiliar with adult learning, and provides essential training in the computer skills residents need when searching for jobs or claiming state benefits. Over

three quarters of CEL's learners now come from areas of high deprivation compared to around half three years ago.

- Action to identify and narrow gaps in achievement between different groups of learners requires improvement. Analysis of data on learner performance is detailed and thorough, but its presentation does not convey a complete enough picture across CEL as whole. The effectiveness of action within curriculum areas to raise achievement of learners from those Black and minority ethnic groups where performance is lagging is variable.
- CEL's arrangements to safeguard adult learners are effective and meet statutory requirements. The emphasis on protecting the most vulnerable adults is good, but arrangements to meet the needs of the very small number of learners aged 16 to 18 require small aspects of development. Assessment of risks associated with activities involving learners and premises is very good.

Record of Main Findings (RMF)

London Borough of Lewisham – Community Learning(CEL)

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	-	-	2	-	-	2
Outcomes for learners	2	-	-	-	-	2	-	-	2
The quality of teaching, learning and assessment	2	-	-	-	-	2	-	-	2
The effectiveness of leadership and management	2	-	-	-	-	2	-	-	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	2
Independent living and leisure skills	2
Foundation English	2
Foundation mathematics	2
Family learning	2

Provider details

Type of provider	Local authority							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	Full-time: 0							
	Part-time: 3,499							
Head of Service	Helen Hammond							
Date of previous inspection	February 2012							
Website address	community.education@lewisham.gov.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	-	-	-	-	-	-	-	-
Part-time	5	895	4	236	-	1	-	-
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	1208							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							

Contextual information

Community Education Lewisham (CEL) is part of the Community Services Directorate and provides the London Borough of Lewisham's adult and community learning service. CEL offers a wide range of adult learning courses across the borough, from three main centres and numerous community venues. Its mission is 'to improve the lives of people in Lewisham through providing high quality learning.' Lewisham is the second largest inner London borough and is a place of great social diversity. It has areas of particular social and economic deprivation and is within the 20% of most deprived local authorities in the country. However, the proportion of residents with no qualifications has decreased from 24% in 2001 to 18% in 2011 and there is a notable rise in those with a level 4 or higher qualification.

Information about this inspection

Lead inspector

David Martin HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Curriculum and Learning Manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

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, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

