

Morley College

Inspection report

Unique reference number: 130412

Name of lead inspector: Alex Falconer HMI

Last day of inspection: 28 January 2011

Type of provider: Specialist college

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Information about the provider

1. Morley College is a specialist designated adult education college located in Lambeth and Southwark in central London. It provides an inclusive adult learning environment which encourages and supports individuals to engage in learning, whatever their goals. Morley College is a company limited by guarantee and a registered charity. The governing body acts as the board of directors and its members are trustees of the charity. The mission of the college is 'to nurture an ambitious programme of innovative, responsive and sustainable lifelong learning and skills opportunities'.
2. Personal, social, economic and cultural opportunities for learners are reflected in the diverse programmes offered at the college which include visual and performing arts, health and exercise, languages, humanities, English for speakers of other languages (ESOL) and literacy and numeracy. Programmes range from entry to advanced level and include short courses of less than five weeks to programmes lasting two years.. Many courses are internally accredited, although the college also offers some externally accredited programmes. Most learners take courses in arts, media and publishing, but significant numbers take languages and, recently, increasing numbers are taking ESOL and literacy and numeracy courses.
3. During 2009/10 over 10,700 learners made around 23,000 enrolments of which 29% were learners from minority ethnic backgrounds. Nearly three quarters of learners were women and around one in ten learners declared a disability and/or learning difficulty. Over three quarters of the learners come from London boroughs and, in particular, forty percent from Southwark and Lambeth. Southwark and Lambeth are both in the top ten most economically deprived areas in England. The college holds a contract with the London Borough of Lambeth for community learning.
4. More than 132 languages are spoken locally and 120 languages are spoken by members of the student body. The college has recently acquired a small third sector organisation in Southwark specialising in skills for life and childcare courses.
5. The college provides training on behalf of the following provider:
 - Lambeth Borough Council.

Type of provision	Number of enrolled learners in 2009/10
Young learner provision: Further education (16-18)	51 part-time learners
Adult learner provision: Further education (19+)	172 full-time learners 10,490 part-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	
Visual arts	1
Modern foreign languages	3
Literacy and numeracy	3
ESOL	2

Overall effectiveness

6. Morley College is a good college and has improved over the past two years. Outcomes for learners are good and achievements for internally accredited courses are high. Attainments on externally accredited courses are satisfactory. Learners' achievements are outstanding in visual and performing arts. Teaching and learning are satisfactory. Lessons are well planned, contain stimulating activities, and learners are enthusiastic. Enrichment activities are outstanding. Learners benefit from a wide range of inspiring activities, particularly in the visual and performing arts. Teachers and managers enthusiastically celebrate learners' achievements.
7. The range of provision in the college is outstanding, as are links with partner organisations. Links with employers are very well developed and have a positive impact on opportunities for learners. Support and guidance for learners are good. Additional learning support is outstanding. However, some target setting for learners is too general and does not meet the needs of individuals.

8. Leadership and management are good and the governors effectively support the college and challenge senior managers. Recent improvements to the management of the curriculum and to college procedures have the support of the staff and are beginning to have a positive impact. Safeguarding of learners is good and equality and diversity are promoted well. Quality assurance is improved and is now good. Learners' views are very well sought and acted upon. Financial management is good and the well-qualified staff have good opportunities to support their professional development.

Main findings

- Outcomes for learners are good and success rates for learners on internally accredited part-time programmes were good in 2009/10. Success rates for the minority of externally accredited courses are satisfactory. Attendance and retention have significantly improved.
- Learners make good progress in their studies. The standards achieved by learners in the visual and performing arts are outstanding. Many learners successfully develop skills that improve their employability and go on to use them in commercial contexts.
- Teachers and managers have worked hard to preserve and develop the welcoming adult atmosphere of the college. This is fully recognised by the learners who appreciate the calm, friendly ethos of the college.
- Inspectors judged teaching and learning to be satisfactory. Many lessons are well planned and contain a stimulating range of activities. The observation of teaching and learning scheme is well established. Some observations, however, do not always focus sufficiently on the progress of individuals. In addition, observers are sometimes too generous when grading lessons.
- The use of initial assessment across the curriculum is satisfactory. Some assessment and target setting is excellent. However, in the less effective examples, targets do not sufficiently reflect the individual learning needs and goals of learners.
- The range of provision is very good and highly responsive. The extensive range of courses and progression opportunities meet the needs and interests of users well. Very effective use is made of learners' views and local intelligence in helping to plan provision on available courses.
- Enrichment activities are extensive. The strong creative environment in the college leads to a wide-ranging programme of exhibitions, concert recitals, dance and drama performances and community learning displays.
- Partnerships are outstanding. Their range and variety have significantly developed since the previous inspection. Care, guidance and support are good. The additional learning support team provides an outstanding service for learners. Support and guidance from class teachers and support workers in the classroom are good.
- Senior managers and governors successfully promote a clear vision and strategic direction for the college. Curriculum management is good. Open and

consultative management has engaged staff in the development of new structures and processes. Governance is good and governors provide critical support for managers and set increasingly challenging targets for improvement.

- The safeguarding of learners is good. Government requirements for the safeguarding of children and adults whose circumstances have made them vulnerable are fully met. Equality and diversity are promoted enthusiastically and very well. The promotion of equality and diversity themes in lessons is good.
- Quality assurance has improved since the previous inspection and is good. Managers increasingly use learner data to help inform action plans. The college continues its work to improve the consistency of quality assurance approaches and the sharpness of evaluations and actions.
- College managers have well-established practices that seek learners' views. Surveys and other consultations inform improvements across the college.
- Financial management is good. The college achieves good value for money and accommodation has recently been refurbished. Staff are well qualified and experienced and engage in a good range of activities to support their continuing professional development.

What does Morley College need to do to improve further?

- Raise attainment, especially in externally accredited provision, through more rigorous assessment, target setting and monitoring of learners' progress.
- Continue to improve the quality of teaching and learning by developing observers' skills in judging the progress learners make and the learning that takes place.
- Further develop the college's work to improve the rigour of assessment for non-accredited learning in order to sustain and improve achievements for learners.

Summary of the views of users as confirmed by inspectors

What learners like:

- the college's inclusive atmosphere and meeting new friends
- the opportunity to pursue their own creative ideas in a very supportive and friendly environment
- excellent classes
- the expert guidance they receive
- the new management and the dynamic atmosphere
- professional teachers who set high standards
- the invaluable extra support provided.

What learners would like to see improved:

- the temperature in the rooms, both in winter and summer, and the size of some of the rooms
- opportunities for more repetition in language classes.

Summary of the views of partners as confirmed by inspectors

What partners like:

- the feeling that partnership with Morley College is that of two equal partners
- the many fresh ideas that working with Morley bring into play
- the increased availability of resources to learners and to partners brought by the partnerships
- the increased networking between partners which brings many benefits
- the improvement in the management of Morley College in recent years
- the way in which Morley College helps partners to improve.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. Good leadership and management provide a secure basis for further development and quality improvement. Leaders and managers provide clear direction and strategy. Inclusive and highly effective management engages staff fully in promoting a common vision and improvement.
10. Arrangements to assure and improve the quality of provision are good. The clear and well-managed quality system is often well used, but the college continues its work to ensure greater consistency in application. Self-assessment is thorough and accurate, with close attention given to the views of users. Significant improvements in the college's systems for management information are enabling more rigorous performance management.
11. Since the previous inspection, many of the key challenges then identified have been suitably addressed. Outcomes for learners have improved and are good. The accommodation strategy now directly supports the improvement in the quality of teaching and learning. Quality improvement processes are much improved and data are now used well. The quality of provision is good. Managers and staff are clear about what still needs to be done to make further improvement.

Outcomes for learners

Grade 2

12. Outcomes for learners are good. Nearly all learners who attend the college succeed in achieving their learning aims. The vast majority are on internally accredited part-time programmes and these courses have had success rates above 90% for the past three years. Attainments in the visual and performing arts are outstanding and many learners enrol on these programmes. Morley College has a good reputation across London for the arts. Success rates for the minority of externally accredited courses are satisfactory. Success rates on externally accredited courses in literacy and numeracy have improved over the past two years, but success rates remain modest on other programmes. Managers and teachers have worked hard recently to improve attendance rates. Recording procedures have been clarified and are now rigorously followed. This has had a positive impact on attendance and in-year retention has improved. Marked improvements have taken place in ESOL, literacy and numeracy and access to higher education programmes.
13. Inspectors found that learners make good progress in their studies. They make significant gains in skills and confidence in literacy and numeracy, ESOL and in modern foreign languages. The standards achieved by learners in the visual and performing arts are outstanding. The walls and open spaces of the college display photographs, textiles and other artefacts that amply demonstrate the quality of the learners' work. In addition, college musical ensembles and soloists routinely deliver high quality performances to audiences both in the

college and at other venues in London. Teachers and managers are very successful in celebrating the achievements of the learners. Safe working practices are in place in workshops, studios and classrooms.

14. Learners clearly enjoy their studies and show enthusiasm in lessons. They contribute well to discussions in literacy and ESOL programmes and improve their everyday English proficiency. However, in some language courses learners do not get enough opportunities to speak and develop oral confidence. In the arts, many successfully develop skills that improve their employability and go on to use them in commercial contexts. Teachers and managers have worked hard to preserve and develop the welcoming adult atmosphere of the college. This aspect is fully recognised by the learners who appreciate the calm and friendly ethos of the college. The college has a sound tradition of soliciting learners' views and acting upon them. Satisfaction surveys over the past few years and inspectors' evidence show that learners' satisfaction is currently very high.

The quality of provision

Grade 2

15. Inspectors judged teaching and learning to be satisfactory. This is in line with the college's judgement in the self-assessment report. The observation of teaching and learning scheme is well established and targeted appropriately. Many teachers are positive about the impact it is having. There are good examples where the scheme is linked to performance management arrangements. Some observations, however, do not always focus sufficiently on the progress of individuals and their attainment. Too much attention is paid to what teachers are doing. In addition, observers are sometimes too generous when grading lessons.
16. The best teaching is characterised by lessons where learners make rapid progress and develop their skills and knowledge very well. Lessons are carefully planned, involve a stimulating range of activities and teaching pays very good attention to the needs of all learners. All individuals, regardless of the level at which they are working, make good progress. There is a lively atmosphere in lessons where teachers and learners enjoy an excellent rapport that helps them enjoy their classes and achieve very well. In the visual and performing arts many teachers are highly respected professionals in their disciplines. Learners value highly their experience and expertise and achieve excellent standards of work. A harmonious and cooperative environment has successfully been created across the college and learners help and support each other while studying. Learners from different backgrounds and those working at different levels work together effectively.
17. However, in a minority of lessons teaching does not engage all learners effectively. Sometimes individuals are not sufficiently involved in the activities and teachers do not always check on what progress they are making. Planning is insufficiently detailed and a limited range of activities is used to engage learners. In some language classes learners do not get enough opportunities to speak the language they are learning. The use of information and learning

technology (ILT) in lessons varies widely. In the best examples, learners use ILT effectively, for example to catch up on learning missed through absence.

18. The use of initial assessment across the curriculum is satisfactory. Some assessment and target setting is excellent. In ESOL classes very specific, relevant targets are set for individuals. They are reviewed and revised regularly. As a result, teachers have up-to-date information on which to base lesson planning. They tailor teaching carefully so that all learners make good progress. However, in the less effective examples targets do not sufficiently reflect the individual learning needs and goals of learners. They are too generic and consequently it is not always easy to measure the progress of individuals.
19. The range of provision is very good and highly responsive. The extensive range of courses and progression opportunities meet the needs and interests of users well. Curriculum review and development are good. Provision is responsive to both local and national needs and initiatives. Very effective use is made of learners' views and local intelligence in helping to plan provision. In community learning, provision is highly responsive and engages learners from socially and economically disadvantaged communities. Positive promotion of social inclusion is reflected through an appropriate and popular curriculum offer, and a growth of contacts with community organisations.
20. Enrichment activities are extensive. The strong creative environment in the college leads to a wide-ranging programme of exhibitions, concert recitals, dance and drama performances and community learning displays. Learners participate in competitions, major exhibitions and external musical collaborations. In health, for example, learners participate in exhibitions and field trips, and social work, midwifery and nursing learners undertake voluntary work to gain wider experience.
21. Partnerships are outstanding. Their range and variety have developed significantly since the previous inspection. The growth of community partnerships is particularly marked. These are at the heart of the college's mission to meet the needs of learners from socially and economically disadvantaged communities and of local families. For example, family fun days have been very successful within a developing network for wider family learning.
22. Equally important are the strategic partnerships with other larger education providers, such as the London Borough of Lambeth. In this case, as a subcontractor, the college has contributed significantly to the range and quality of the borough's provision. Senior managers and governors are actively involved in partnerships to promote and protect the vision and ethos of Morley College and similar colleges.
23. Care, guidance and support are good. Learners told inspectors of the excellent support that they receive. The additional learning support team provides an outstanding service for learners. There is a very good range of interventions for those with disabilities and additional learning needs. This underpins the good

outcomes that this group achieves and successfully helps them sustain their participation in learning. Support and guidance in the classroom are good from teachers and support workers. Teachers successfully provide and promote extra-curricular activities that enrich the experience of learners, for example exhibitions of work and performance opportunities. Learners on access courses receive good guidance in planning their next steps. There are positive indicators that guidance and support are effective, for example fewer transfers between levels of ESOL courses and improved retention.

Leadership and management

Grade 2

24. Highly effective and inclusive leadership has significantly moved the college forward since the previous inspection, just two years ago. The leadership team, working closely with governors, successfully promotes a clear vision and strategic direction for the college, where learners, the wider community and raising aspirations are at the heart of its work.
25. Highly effective change management, noted at the previous inspection, continues apace. It has much improved the college's capacity to address external and internal priorities. Difficult aspects of restructuring are tackled well and a strong focus on improvement is well established.
26. Curriculum management is good. Management arrangements are clear and understood by staff. Open and consultative management has engaged staff in the development of new structures and processes. Staff and learners identify a positive and supportive college culture, where staff work as a team in the best interests of learners.
27. Governance of the college is good. Governors are secure in their knowledge of the college and of the environment in which it works. Their contribution to its work is clearly improved since the previous inspection, but they are far from complacent. They provide critical support for managers and set increasingly challenging targets for improvement. They have a wide range of relevant experience and expertise.
28. The safeguarding of learners is good. Government requirements for the safeguarding of children and vulnerable adults are fully met. The college's arrangements are up to date and proportionate to the nature of its work and the risks it has assessed. Most at risk learners are vulnerable adults, but arrangements have recently been extended to cover children, in the context of childcare. Suitable policies and procedures are established, with clearly designated responsibilities and lines of reporting and associated training. Health and safety arrangements are thorough.
29. Equality and diversity are promoted enthusiastically and very well. The principal chairs the active and inclusive equality and diversity steering group, which includes two governors. Its work has a significant positive impact on the promotion of equality and diversity. Current legislation and obligations are reflected in the policy and guidance documents and they are appropriately

updated. Impact assessments are complete and regularly reviewed. Equality and diversity action plans are actively pursued. Training and briefing for substantive staff are good, but there is much less for part-time teachers.

30. The promotion of equality and diversity themes in lessons is good. Managers increasingly use learner data to help inform action plans, quality improvement and course development around equality and diversity themes. These themes also clearly influence the range and style of course provision, especially in partnership working and in the college's work in the community. The college extensively celebrates the achievements and diversity of its learners.
31. The college captures and acts on learners' views very well. The learner involvement strategy supports an excellent range of opportunities for learners to express views and participate in decision making. Surveys and 'conversations with learners' inform improvements and changes in practice. Student governors make a good contribution. A wide range of student representative bodies all meet with the principal. The engagement of partners to support and promote improvement is good.
32. Arrangements to assure and improve the quality of provision have improved since the previous inspection and are good. The clear quality assurance and improvement process, well documented and managed, leads to good self-assessment and action planning for improvement. The various stages of quality review are successfully linked with the planning of future curriculum, especially through the annual curriculum review meetings. The work of the governors' quality and standards committee is good. The much improved management of learner data since the previous inspection, with increasingly timely and reliable data for managers, contributes to improved quality improvement. The college continues its work to improve the consistency of quality assurance approaches and the sharpness of evaluations and actions.
33. Financial management is good. The college achieves good value for money. Outcomes for learners are good. Improved management information is helping the college to better understand its costs and opportunities for greater income. The college's property strategy is improving the quality and efficient use of the college estate. Staff are well qualified and experienced. Many engage in a good range of activities to support their continuing professional development.

Subject areas

Visual arts

Grade 1

Context

34. Visual arts currently offer 480 courses almost all of which are internally accredited. The wide range of provision includes history of art, textiles, sculpture, ceramics, painting and drawing, printing, book binding, photography, digital design and jewellery making. Many courses last ten weeks, some are provided at the summer school and a minority are put on in community venues. At the time of inspection, the programme attracted 2,650 learners of which 51% were new learners. Women make up 78% of the learners and 18% are from minority ethnic backgrounds.

Key findings

- Learners' work is of a very high standard. Much of the work produced in bookbinding, textiles, ceramics and printing is outstanding. Learners are encouraged to reach high professional standards through designing and researching ambitious projects. Practising professional teachers, whose technical skills and experience are greatly respected by learners, support these projects effectively.
- Retention is good and learners are actively engaged in many enrichment activities, working together and with their teachers to exhibit their work or attend other visual arts courses or events. Learners use their newly developed skills to improve their commercial and employment prospects. Many also make significant personal and social gains as a result of their courses.
- Teaching and learning are outstanding. Visual arts teachers have excellent subject-specific expertise and, through individual coaching and good demonstration, encourage and motivate learners. In busy jewellery, print making and textiles lessons, learners enthusiastically develop new skills and increasing confidence to apply these skills to new situations.
- The positive creative culture in the visual arts enriches learning and inspires learners. They engage in the wide range and variety of creative activities available, some unique within London. The Morley Gallery provides excellent opportunities for learners to exhibit their work in a professional setting. The gallery also provides inspiration for learners and is a high-quality teaching resource.
- Links with external partners to facilitate visual arts projects are good. However, community links to attract young learners and those from minority ethnic communities are not as yet fully developed. The textile foundation programme has effective partnerships with several higher education establishments to support learner progression.
- Learners value the excellent support and guidance that they receive and have access to good specialist guidance when enrolling. Learners on the advanced

textiles course take part in well-structured one-to-one tutorials where professional practice is discussed and supported.

- New management initiatives, both in visual arts and across the college, have had a positive impact on outcomes for learners. Newly refurbished studios provide excellent facilities for jewellery and digital design. Staff value the consultation that took place to develop the specialist provision.
- Quality assurance is good and has improved. Measures to improve the recording and follow up of learners' absences have improved attendance and retention rates. However, the recording and analysis of learners' progress in individual learning plans are too general and of little help in supporting improved performance.
- Learners' views are valued and are used very effectively to inform curriculum planning and action plans to bring about improvements. The self-assessment report is evaluative and accurately identifies key strengths and areas for improvement.

What does Morley College need to do to improve further?

- Ensure that learners' progress is more systematically and rigorously recorded so that learners know how to improve and staff can monitor their progress more effectively.

Modern foreign languages

Grade 3

Context

35. At the time of inspection, there were 1,400 learners taking 304 foreign language courses in 18 languages. Languages include French, Spanish and Italian as well as less commonly taught languages such as Danish, Norwegian, Brazilian Portuguese and Turkish. The courses are offered across a wide range of levels from beginners to advanced; most courses are part time during the day or the evening. Over half of the learners are new to learning languages at the college and 57% are women. The largest age group is 25 to 34, which represents 36% of the provision. One third are learners whose first language is not English.

Key findings

- Outcomes for learners are satisfactory. Retention rates are good and have improved to 89% in 2009/10. The vast majority of learners are on internally accredited courses. In 2009/10, success rates on these courses were in line with the high national averages.
- Success rates in 2009/10 on the small number of externally accredited courses were satisfactory. Progression rates from year to year are also satisfactory, with just under half of the learners progressing to the next level in 2009/10.
- Learners' work is satisfactory. In some lessons, learners make rapid progress, but in others the learners do not achieve to their potential. Learners are well engaged in most lessons and enjoy learning. The topics and learning activities meet the interests of the learners well, for example learning language for travel.
- Teaching and learning are satisfactory. While teachers use the target language consistently well, learners do not always have sufficient opportunity to practise their language skills. In the best lessons, learners receive good feedback on their spoken language, for example on aspects such as grammar, vocabulary, pronunciation and intonation.
- The quality of resources, such as electronic whiteboards, games and online materials, has much improved since the previous inspection. Most teachers plan imaginative activities around the use of these resources. This generates real interest among learners and lively communication, for example around a film clip in the relevant language.
- The assessment of learners' language skills on entry to their courses is under developed. Some teachers do not have initial assessment tasks to assess the language proficiency of the learners. The use of assessment to plan learning is insufficient. Group learning targets are often too general and the recording of outcomes is insufficiently clear.
- Many teachers do not pay enough attention to the range of needs of their learners when planning lessons. More-able learners are not always sufficiently challenged whilst others find the activities challenging.

- The range of provision is extensive. Learners have access to a very wide range of languages and levels, and extra courses are put on to meet demand. Weekend short courses are available for those who are unable to attend during the working week.
- Support for learners is good. Online facilities enable learners to catch up if they miss lessons. A good range of resources is available for those who need additional practice. Learners with visual and mobility impairment have access to specialist equipment and are integrated well into lessons. New learners have good opportunities to attend taster sessions. This enables them to make informed choices about joining courses.
- Management of teaching and learning is satisfactory. Communication within the large team of part-time teachers is good. The management of equal opportunity and diversity is good. The development of links with outside organisations, both local and abroad, is good, for example schools, embassies and, more recently, employers.
- All teachers are observed regularly and the sampling strategy prioritises new teachers and those judged to be satisfactory in the previous round. However, some reports are too descriptive and do not evaluate the quality of teaching and learning sufficiently. Teachers observe each other and reflect well on what they have learnt from each other.
- The self-assessment report is accurate and the identification of aspects to be improved matches inspection findings well. The day-to-day management of the programmes is good. However, several areas for improvement have not been addressed. This includes aspects such as the quality of assessment and meeting the needs of individual learners.

What does Morley College need to do to improve further?

- Improve attainment rates, especially in externally accredited courses, by making sure that all lessons are planned to meet the needs of all learners.
- Make sure that learners have sufficient opportunity to practise their language skills in order to develop their ability to communicate independently.
- In order to help learners make the best progress, ensure that initial assessment is rigorously undertaken and individual targets are specific and measurable.
- Improve strategic management in order to monitor and improve the effectiveness of the provision.

Literacy and numeracy

Grade 3

Context

36. Currently, 205 part-time learners are enrolled on literacy courses and 158 learners on numeracy. Courses take place in the daytime and the evenings at the main site and in a recently acquired community location in Southwark. Most courses are accredited and range from entry to intermediate level, including employment-linked courses and a small number of courses designed to support other subject areas.

Key findings

- Outcomes for learners are satisfactory. Learners develop their literacy and numeracy skills and enjoy learning. They are able to put into practice what they have learned to improve everyday life. Many gain in confidence and understand numerical concepts better. Reading improves through building knowledge of phonics, creating stories and reading to each other.
- Learners feel safe and contribute freely to group discussions and share their thoughts and opinions in class. They know how they could make a complaint and the types of behaviour that are unacceptable. Staff manage learners' behaviour in lessons very effectively.
- Success rates in literacy and numeracy on externally accredited courses are low, but satisfactory on internally accredited courses. However, some improvement was achieved in 2009/10. Improvements to attendance-monitoring procedures have led to rises in attendance and retention. However, attendance in some classes was low at inspection.
- Teaching and learning are satisfactory and improving in numeracy. Teachers have good subject knowledge and most lesson planning is detailed. Learners successfully experience the benefits of learning in groups as well as effective individual attention. They are encouraged to improve and a good range of activities support learning well. However, in a minority of classes the individual needs of learners are insufficiently met. Too few teaching interventions are made and opportunities for learners to work on their own needs are limited.
- Initial assessment is good. However, most individual learning targets are general and do not always support achievement. Most teachers keep detailed records related to learners' progress. However, few have a recorded overview of support for achievements.
- The recently increased variety of literacy and numeracy courses meets the needs of learners well. A rigorous curriculum review, with appropriate learner consultation, led to positive changes to the programme offer. A variety of courses, including those related to finding employment, creative arts, computing, nursing and midwifery now have relevant literacy and numeracy components.

- Partnership working has increased. Renewed efforts have been made to work in local communities and attract learners who would not easily come into further education.
- Learners benefit from good support. The range of support is unusually wide and includes counselling, specialist support for dyslexia and physical and learning disabilities. Learners gain from extra help in the classroom or additional one-to-one sessions.
- Curriculum leadership in literacy and numeracy is strong. Managers have a clear strategy to support change to benefit learners. Staff are well motivated and embrace new initiatives, and appreciate the clearer communication and improved systems.
- The process for observing teaching and learning is thorough and well understood by teachers. However, insufficient attention is paid to the outcomes of learning and some grades awarded are too generous. Self-assessment is satisfactory, includes appropriate teachers' and learners' contributions and broadly agrees with inspection findings.
- Equality and diversity are promoted well. Teachers effectively promote knowledge and understanding of different cultures in the classroom.

What does Morley College need to do to improve further?

- In order to raise attainment, especially in externally accredited courses, make sure that lesson planning addresses the individual needs of all learners.
- Improve the quality of individual learning plan targets to ensure that learning is fully supported.
- In order to help improve the quality of teaching and learning, make sure that lesson observations focus on learning and that grades are not over generous.
- Routinely analyse data which clearly distinguish between literacy and numeracy achievement in order to monitor progress and support strategies to improve success rates on accredited courses.

English for speakers of other languages (ESOL)

Grade 2

Context

37. Currently, 496 learners follow ESOL courses ranging from beginner to intermediate level. Learners can also attend courses on basic literacy or childcare that also include ESOL. Courses run during the day and evening at the main site, a newly acquired centre and six community venues across the boroughs of Lambeth and Southwark.

Key findings

- Outcomes for learners are satisfactory. Success rates have improved and are now in line with national averages. Learners on courses internally assessed by the college achieve their learning goals successfully. Retention and attendance rates have improved. Rigorous and effective strategies are in place to monitor and increase attendance and retention.
- Learners enjoy their courses. They are well motivated and keen to progress onto further study. They gain in confidence and make good progress in developing their language skills. Some learners also gain practical skills such as photography, childcare and parenting. They display high levels of concentration in lessons and the standard of work in many is good.
- Teaching and learning are good. Lessons are well planned and structured to help learners achieve the learning outcomes. Many teachers make good use of information and learning technology. They use effective strategies to engage learners in a wide range of learning activities. Learners have good opportunities to develop their vocabulary, express ideas and improve speaking and writing skills.
- Most learning materials are very well designed and produced, and are differentiated to meet the needs of specific learners in the classroom. Topics are stimulating, relevant and of interest to learners. However, teachers in community venues do not always meet the needs of the varied levels of learners.
- Initial assessment is thorough and learners are well placed on appropriate courses. However, the progress and achievement of learners on both externally accredited and internally accredited courses are not rigorously recorded. Moderation processes are very recent and it is too early to judge their impact on the tracking of learners' progress.
- Partnership arrangements with local organisations are good. The provision meets the needs and interests of learners well. Recent initiatives have very effectively expanded the learning opportunities in a location with crèche facilities. The college now provides a greater range of progression opportunities. The planning of the provision effectively takes into account the views and interests expressed by learners.

- Care, guidance and support for learners are good. Learners receive good advice about courses and possible progression routes or employment opportunities. Teachers provide good individual attention and support in class.
- Leadership and management are good. Very effective curriculum review and development processes and a strong strategic vision are particularly effective in expanding the course offer and implementing quality improvement processes. Internal communication is good and staff work well as a team. They have good access to training on the virtual learning environment.
- The promotion of safeguarding is good. In lessons, teachers pay good attention to safeguarding and health and safety. Teachers respond positively to safeguarding training. They have an increased awareness and sensitivity of safeguarding issues with regard to learners.
- The promotion of equality and diversity is good. Teachers make good use of inclusive practices in the classroom. Learners actively contribute from their own experience and culture well in lessons. Teachers pay good attention to differentiation. Teachers make good use of class profile information to inform their planning.
- Well-established systems for the observation of teaching and learning are in place and are clearly understood by teachers. Action plans are detailed. However, in reporting, some observers pay insufficient attention to the learning and achievement of learners. Some grades do not always concur with those awarded at inspection.
- Centres are well resourced. However, some community classes do not have sufficient resources to support learning. The self-assessment process is inclusive. Many of the strengths and areas for improvement identified in the self-assessment report match those identified by inspectors.

What does Morley College need to do to improve further?

- In order to help learners make better progress in community provision, ensure that teachers plan effectively to meet the needs of mixed-level classes and learners with very basic literacy needs.
- To make sure that learners achieve to their potential, improve the processes for tracking and monitoring their progress and achievements.
- In order to help improve the quality of teaching and learning, make sure that lesson observations focus on learning and that grades are not over generous.

Information about the inspection

38. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's deputy principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed lessons, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Morley College
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive
Approximate number of enrolled learners		
Full-time learners	173	172
Part-time learners	10,490	10,490
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals? How well do learners progress?	2 2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>		
<i>How well do learners make a positive contribution to the community?*</i>		
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	1	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	1	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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