

# Ealing, Hammersmith & West London College

## Inspection report

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**Unique reference number:** 130408

**Name of lead inspector:** Tony Noonan HMI

**Last day of inspection:** 14 January 2011

**Type of provider:** General Further Education College

**Address:** Ealing, Hammersmith & West London College  
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## Information about the provider

1. Ealing, Hammersmith & West London College is one of the largest general further education colleges in the country and the largest in West London. The college has four main sites, in Hammersmith, Acton, Ealing and Southall, plus a leased annexe at Greenford. Whilst West London has many prosperous areas, significant pockets of deprivation exist. West London has a high level of residents with National Vocational Qualification (NVQ) level 4 or above qualifications. However, over one in ten residents have no formal qualifications and one in five lack basic literacy and numeracy qualifications. Employment rates are lower than the national average, with certain groups and localities affected disproportionately.
2. The college serves a diverse population of over 1.44 million, with over 37% belonging to minority ethnic groups, whereas this proportion is 83% for the college's learners. Over 70% of college learners do not have English as their first language and over 70 different nationalities and 100 different languages are spoken.
3. The college offers programmes in most subject areas, with English for speakers of other languages (ESOL) provision accounting for around 30% of all learners. Higher education programmes covering six curriculum areas are run in partnership with seven universities. Around 2,500 international learners study at the college. The curriculum covers pre-entry level to level 7 programmes, plus a Key Stage 4 engagement programme with over 450 learners.
4. At the end of the 2009/10 academic year, the college employed 1,088 staff, 57% of whom were female. Heads of department and senior managers totalled 45, comprising equal numbers of male and females and one third from minority ethnic groups. Teaching staff totalled 577, with slightly over a half female.
5. The college vision is, 'that by 2012 we will be a strong, independent College characterised by a clarity of purpose to be outstanding in everything we do and become renowned for the creative and innovative way through which we deliver learning'.
6. The college provides training on behalf of the following providers:
  - CITB
  - University of Westminster
  - University of Northampton.
7. The following organisations provide training on behalf of the college:
  - WSG Associates
  - Swift Horsman
  - University of Wales.

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>615 part-time learners</p> <p>3,086 full-time learners 887 part-time learners</p> <p>120 full-time learners 23 part-time learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>2,035 full-time learners 5,725 part-time learners</p>
<p><b>Employer provision:</b> Train to Gain Apprenticeships</p>	<p>2,431 learners 178 apprentices</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	2
Safeguarding	1
Equality and diversity	2

<b>Subject areas</b>	<b>Grade</b>
Engineering and manufacturing technologies	3
Information and communication technology (ICT)	3
Leisure, travel and tourism	3
English for speakers of other languages (ESOL)	2
Learners with learning difficulties and/or disabilities	1
Business, administration and law	3

## Overall effectiveness

- The college's overall effectiveness is satisfactory. Since the last inspection, the college has faced significant turbulence, with several changes of senior leadership. The quality of provision has declined, and learners' outcomes dipped in 2009/10; both aspects are now no better than satisfactory. A large-scale reorganisation of the senior and curriculum management teams has taken place and is beginning to bring benefits for learners. Although it is too early to judge the overall impact of these changes on results, more learners have remained on their courses this year than was the case at the same time last year. New strategies are supported by staff and governors and there is a strong move to ensure consistency in procedures throughout the college sites. Many of the

good features of the college reported at the last inspection have been sustained and most of the identified weaknesses are no longer a problem. Procedures to safeguard learners are outstanding, and the promotion of equality and diversity is good. Provision for learners with learning difficulties and/or disabilities is exemplary. For these and other reasons, inspectors judge the college to have good capacity to improve further.

9. Teaching and learning have many strong features, but too much is satisfactory rather than good. Many learners utilise information and learning technologies (ILT) very well, taking full advantage of the high-quality learning materials on the college's virtual learning environment. However, teachers do not always provide sufficient challenge to learners to ensure they progress to their full capabilities. College systems for judging the quality of teaching and learning lead to over grading.
10. The college offers a broad range of courses for learners and employers that offer good opportunities for progression. Outstanding partnership work brings many benefits including high quality provision for vulnerable learners, local school pupils and employers. A comprehensive enrichment programme enables learners to develop their personal, social and employability skills. However, the literacy and numeracy skills of learners are not always met sufficiently. Learners' attendance is satisfactory overall, but low in a few subject areas. Learners receive good care, guidance and support. However, personal targets are not specific enough in some subject areas. Overall, quality assurance and self-assessment procedures are good, although there is inconsistency in action plans and targets derived from self-assessment.

## Main findings

- Overall, outcomes for learners are satisfactory. Success rates for adults are comparable to national figures, but low for learners aged 16 to 18 on intermediate and advanced level programmes. Outcomes for employer responsive provision are good, particularly for learners on Train to Gain programmes. Achievements are good for pupils aged 14 to 16.
- Variation in outcomes is found among minority ethnic groups. Learners of Asian or Asian British origin achieve slightly better than the college average, whereas learners of Caribbean and African heritage and White British perform marginally less well. Learners receiving additional learning support achieve better results than other learners. Females perform slightly better than males.
- Learners enjoy attending college, improving their social and economic well-being and developing good employability skills. Attendance rates are satisfactory overall, but low for some subjects. Learners feel safe and many participate in the increasingly popular extra-curricular activities. They make informed choices about their health and many make a good positive contribution to the community.

- Teaching and learning are satisfactory. Although most lessons are good or better, too many are no better than satisfactory and the quality of teaching and learning varies considerably between subject areas. The college recognises that its lesson observation procedures overstated the quality of lessons in 2009/10 and an improved scheme is now being used.
- In good lessons, teachers involve learners skilfully and tailor activities to meet each learner's needs. Teachers check frequently that all learners are learning effectively. Lessons are suitably brisk and challenging and all learners make good progress. In less effective lessons, learners are not involved actively enough and are not challenged sufficiently.
- The literacy and numeracy skills of learners are not developed sufficiently for all learners. Individual learning plans are used very well in some subject areas, for example ESOL, but in other areas the comments and targets for improvement are not always specific or course related.
- The college offers a broad range of programmes. Most subjects offer progression to successive levels, some to higher education. Specialist programmes are often developed in collaboration with employers. Programmes for learners with learning difficulties and/or disabilities are outstanding. ESOL courses attract very large numbers of learners.
- Outstanding partnerships with a wide range of organisations enhance the quality of learners' experiences in many subjects. Arrangements with employers, schools, local authorities, retail and creative industries, employment services and third sector organisations provide strong and tangible benefits for the development of learners' personal and course-related skills.
- Care, guidance and support are good. Learners are supported well on all college sites. Pre- and on-course information and advice are thorough. The initial assessment of learners' literacy and numeracy skills is not carried out for all learners. The arrangements for identifying, and providing for, additional support are good.
- Leadership and management are good. Senior managers have developed an ambitious vision for the future of the college that is communicated well to all stakeholders. Governance is good and provides appropriate challenge to senior managers.
- College procedures for safeguarding are outstanding. All relevant staff and governors are vetted appropriately. Training for safeguarding take place regularly and learners confirm that the college is a safe place in which to study.
- Equality and diversity are promoted well. Challenging targets are set at curriculum level for the achievement of minority ethnic groups, although some under perform. The diversity of learners is celebrated enthusiastically and used positively for learning.
- Quality assurance processes are good. The college's self-assessment report is largely accurate and evaluative. Quality improvement plans are comprehensive and monitored effectively and provide a strong platform for further improvement. However, managers accept there is inconsistency in action plans

and targets emerging from self-assessment. The views of learners and other college users are taken very seriously and lead to actions where necessary.

- Resources for learning are good and all four main sites are pleasant environments in which to learn. Financial management is very good. Staff training is well organised and relevant. In view of the recent decline in success rates, the college represents satisfactory value for money.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- Improve pass and attendance rates, especially for learners aged 16 to 18 on intermediate and advanced level courses, by ensuring that the literacy, numeracy and other additional needs of learners are assessed early and appropriate support is made available promptly.
- Improve the quality of teaching and learning by ensuring that all learners are involved in appropriately demanding activities and procedures for evaluating the quality of lessons are accurate and consistent.
- Ensure that all learners progress to their full potential by making sure that individual learning plans are consistently well focused on developing learners' subject and personal skills through specific and measurable targets.
- Improve the quality and consistency of all action plans and targets emerging from self-assessment and other management procedures, by providing more training and support for curriculum teams.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the wide choice of courses
- the very supportive tutors
- being respected and made to feel valued
- the safe and friendly atmosphere
- being listened to and having their views acted upon
- the enjoyable courses
- the good support when applying to other courses and higher education
- how all staff care and help them.

#### **What learners would like to see improved:**

- the size of the common room which is not big enough
- the long queues at enrolment.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the excellent partnerships
- the flexible and proactive approach of college staff when developing programmes
- the trainers and assessors who work well with employees
- the busy and purposeful atmosphere in the college
- the integrity and personal commitment demonstrated by all staff.

### **What employers would like to see improved:**

- greater flexibility in timetabling 'off the job' learning
- feedback by the college on learners' progress
- more consistent communication with assessors on a few courses.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

11. The college faced much turmoil after the previous inspection, with several changes in senior leadership that detracted from the quality of provision and learners' outcomes. Over the last two years, senior managers, staff and governors have secured improvements, consolidated the strengths noted at the last inspection and resolved most of the areas for improvement. A new strategic direction, placing the learner at the heart of the college, has been communicated clearly and is supported fully by staff, learners and stakeholders. Quality assurance is rigorous and the self-assessment report and quality improvement plans are largely accurate and evaluative. However, the college acknowledges its evaluation of the quality of teaching and learning is overgenerous. The college continues to provide an extensive range of education and training opportunities and responds very well to meet the needs of the local area. Governors provide good support and challenge to managers. Learners benefit from good resources and accommodation. Financial management is very good. In 2009/10, some success rates remained below national averages, but college data for current in-year retention rates show improvement. Inspectors judge that the college is in a good position to make even further improvements.

### Outcomes for learners

**Grade 3**

12. The overall proportion of learners completing their course successfully declined between 2008/09 and 2009/10. The headline success rates for long courses are now comparable to national averages for adults, but below them for learners aged 16 to 18. Success rates have also fallen for short courses and are below the national averages. Retention rates are satisfactory and at the national average, but achievement rates are below national figures, especially for 16 to 18 year-olds on intermediate level programmes. Achievements for the large number of school pupils aged 14 to 16 attending part-time vocational courses are good and the large majority progress to further education courses when leaving school.
13. Outcomes for employer responsive provision are good. The timely success rates for apprentices have increased steadily and are slightly above the national average. Overall, they are good for Train to Gain programmes, with outstanding results in some subjects such as transportation operations and maintenance, and Skills for Life, but low in others such as warehousing and distribution.
14. Inconsistency in success rates for different subject areas reflects the overall performance of the college. Steady improvements are recorded in curriculum areas such as crafts, creative arts and design, public services, politics and economics, but they have fallen and are low in others, including hair and beauty, performing arts, engineering, information and communication technology (ICT), accounting and finance.

15. Variability in performance is also evident for minority ethnic groups. Some groups achieve better than the overall college average, for example learners of Asian or Asian British origin. Other groups are less successful and attain below the national and college averages, including learners of Black or Black British heritage, Mixed – White and Black of Caribbean and African heritage, and White British. Success rates for learners receiving additional learning support are better than for other learners. Females perform slightly better than males, reflecting national trends.
16. Success rates in functional skills programmes improved slightly in 2009/10, but they are still unsatisfactory with just 43% of learners completing their course successfully. They were good for key skills qualifications at intermediate level, but low for the large number of learners taking foundation level programmes.
17. Learners on advanced level vocational programmes make excellent progress compared to their previous attainment. They make the progress expected of them in most A-level subjects, but progress is below expectations for learners in a large number of AS subjects.
18. Learners greatly enjoy their time in college and feel safe. Learners' attendance rates have remained largely stable and are satisfactory overall, but too low in a few subject areas. Access to high-quality fitness suites at all four sites help learners to keep fit. Many learners participate in cross-college events that raise their awareness of the dangers of drug and alcohol abuse and learn about the benefits of having a healthy lifestyle. Many learners make a strong contribution to their local community through charity work and volunteering. Learners develop good employability skills, partly gained through work placements and the college's realistic work environments. Progression to higher level courses or employment is good, particularly for learners with learning difficulties and/or disabilities and for A-level learners moving on to university.

## **The quality of provision**

## **Grade 3**

19. Teaching and learning are satisfactory. Whilst the majority of lessons are good or outstanding, too many are no better than satisfactory. Good lessons have a lively pace and they involve and interest learners. They are well planned and meet the learning needs of learners of all abilities. Teachers check that learning is taking place effectively and frequently. The promotion of equality and diversity is integrated well into lessons in several subject areas, including ICT, ESOL and employment-based programmes.
20. In less effective lessons, learners do not participate actively, often becoming passive, particularly when demonstrations or explanations by teachers become overly long. These lessons are not sufficiently challenging for all learners. teaching is sometimes dull, a small number of learners dominate the answering of questions, learning objectives are not reinforced and learners' progress is too slow.

21. Learners have safe working practices and undertake practical tasks with confidence. They use ILT skilfully to clarify topics, add interest and motivate learners. The virtual learning environment (VLE) is popular with learners and very high quality materials exist in some subject areas. Teachers are qualified appropriately. Accommodation and learning resources are generally good.
22. The college has revised its procedures for evaluating the quality of lessons. It recognises that lessons were sometimes graded too highly in 2009/10 and findings were not always reliable. Currently, moderation includes the systematic sampling of written records produced by all observers. Joint lesson observations, to ensure that consistent judgements are made by all observers, are not carried out systematically.. Only half of staff who observe lessons have received specialised training for their role, although there are plans to increase the number of trained observers next year.
23. The initial assessment of learners' literacy and numeracy skills is undertaken at the start of foundation and intermediate level courses. These tests are not undertaken for learners on advanced level programmes. Also, a sizeable minority of the diagnostic assessments to identify learners' particular support needs are carried out several months after the start of the course. This leads to a delay in learners receiving the learning and assessment activities required to support their literacy, numeracy and other identified needs.
24. The assessment of learners' progress is satisfactory overall and outstanding for students with learning difficulties and/or disabilities. Teachers return work promptly and written feedback is constructive and helps learners know what they need to do to improve. Assignments are moderated to assure their quality and appropriateness. Improvement targets in individual learning plans are sometimes well focused, although staff recognise that some targets are not sufficiently clear, precise nor related strongly enough to improving standards of work.
25. The college is good at meeting the needs and aspirations of employers and its domestic and international learners. A broad range of courses is offered from foundation to advanced level and above. The curriculum is especially broad for business and ICT learners, with pathways to higher education, but less so for learners on construction and sports programmes. Most courses are popular and very well subscribed. The pre-entry and entry level provision for ESOL is extensive and attracts learners of all ages. The curriculum for learners with learning difficulties and/or a disability is highly responsive to learners' needs and provides good progression onto mainstream courses.
26. Innovative specialist programmes meet the needs of employers, particularly in business, construction and media. In most subject areas a high proportion of learners progress to successive levels of further education, employment or higher education. Opportunities for work experience are satisfactory, but under developed in a few subjects.

27. An extensive and expanding range of enrichment activities includes an increasingly popular sports programme. Learners' involvement in enrichment activities is growing year on year and helps to improve their self-awareness and self-confidence.
28. Outstanding partnership work with an extensive range of organisations has a positive impact on learners' experience. College staff work with local authorities to ensure ESOL courses in the area provide appropriate progression opportunities without unnecessary duplication of provision. Work with charities supports vulnerable people such as the homeless. Staff teach practical skills to patients who are receiving mental health care at a local hospital. Around 450 young people aged 14 to 16 attend vocational courses, including some from a pupil referral unit. Across three campuses, college staff teach these young people motor vehicle, business, construction, ICT and functional skills, with hairdressing taught by employers. The independent state schools partnership is a scheme for gifted and talented learners to encourage them to apply to top universities. Staff are closely involved with a national skills academy for retail, located in a very large shopping mall, offering advice and training for the retail industry.
29. Care guidance and support for learners are good. Learners receive good information, advice and guidance from the college information centres before, and during, their course. The college very successfully supports learners who have a specific learning need. Specialist tutors and other staff provide a highly effective service for a wide range of learners and the specialist support options available to learners in and out of the classroom are extensive. Support for learners with a disability is outstanding.
30. Tutorials provide good individual and group support which learners value and most can identify clearly how it helps them progress. The arrangements for looked after children and those who are leaving the care system are very well developed. Effective arrangements are in place for identifying and supporting learners at risk of failure or who experience personal difficulties which might affect their progress. The college has good links with external specialist agencies and, where appropriate, referrals are prompt.

## **Leadership and management**

## **Grade 2**

31. The principal and recently reorganised senior management team have begun to bring about change and improvement across the college. The 'Learner First' strategy sets out an ambitious vision for improvement through putting the interests of learners at the heart of the college's work. The strategy, together with more clearly defined management roles and responsibilities for curriculum and cross-college managers, is well understood and supported by staff, learners and other stakeholders. Teachers, managers and support staff all clearly understand what is expected of them and the importance of the changes being made. Great efforts are being made to ensure greater consistency in procedures across the various college sites.

32. Governance is good. Individual members of the corporation bring a wide and relevant range of experience to their roles. They are adept at holding managers to account and providing appropriate challenge where necessary. Productive relationships exist between board members and senior managers. Governors play an important role in helping decide the future strategic direction of the college. They are proud of the college's role in the communities it serves. Clerking is of a very high standard and board members appreciate the rigour and detail in the minutes and papers that support their work.
33. Procedures for safeguarding learners are outstanding and comply fully with government regulations for children aged under 18 years and vulnerable adults. The comprehensive safeguarding policy is reviewed annually and good attention is given to the needs of adult learners for whom English is a second language. Criminal Records Bureau checks are carried out for all staff and governors and recorded and monitored through a single central register. Designated safeguarding staff on all college sites are clear about their responsibilities and have developed close contacts with relevant agencies. Comprehensive staff training for all staff and governors has ensured good awareness of safeguarding issues, including bullying and harassment. College managers and staff are assiduous in making sure that looked after children are supported to make the right career choices and other learners report that safeguarding issues are given the highest priority. Learners are very confident that the college is a safe place in which to learn. Risk assessments and the recording and monitoring of health and safety matters are carried out very well.
34. The promotion of equality and diversity is good. All staff and governors have completed equality and diversity training. Relevant policies and procedures are in place to make sure that the college continues to widen participation in education and training. The curriculum offers good opportunities for a wide range of learners including community groups, vulnerable adults and young people not in education, training or employment. Challenging targets are set for learners' achievements which are monitored regularly. However, some groups, such as learners from African and Caribbean backgrounds, still do not achieve in line with college or national averages. Teachers and managers are taking steps to ensure that equality and diversity are fully embedded in lessons. Progress in this area is mixed, with some curriculum areas making better progress than others. Minority ethnic teachers are well represented at middle management level, but are not as well represented at senior level. The college is aware of this and has taken steps to ensure that training and support for aspiring senior managers are in place.
35. Engagement with learners and other users of the college is good. The college benefits from very well developed partnerships with a wide range of businesses, local authority departments and other institutions. However, the involvement of partners in curriculum development and college decision making is still developing. Staff work well with businesses and agencies to ensure that provision meets the needs of groups at risk of exclusion. The views of employers and learners are sought and responded to frequently. Learners have appropriate representation on college committees and the governing body.

Managers successfully communicate the ways they have responded to learners' concerns through a variety of media.

36. Quality assurance is good. Procedures for evaluating the quality of teaching and learning have been strengthened, although a significant proportion of teaching and learning remains satisfactory rather than good. Management information is accurate, readily available and used very well to identify areas of under-performance quickly. The annual review and self-assessment cycle has been renewed and is now more rigorous. The self-assessment report is broadly accurate and lists many of the key strengths and areas for improvement identified by inspectors. Managers acknowledge that there is still some inconsistency in curriculum self-assessments and that work is still needed to bring about consistent and evaluative target setting. The quality improvement plan and its accompanying monitoring documents are good. They mark a real improvement in the analysis of key areas for improvement and progress in implementing strategies to improve provision across the college. Actions to improve retention are beginning to have a positive impact.
37. Managers have devoted considerable resources to completely refurbish three of the four main college sites. Resources for learning are good and all four main sites are good environments in which to learn. Financial management is very good. Thoughtful planning and sound financial procedures have enabled the college to build up substantial reserves. Budgeting at curriculum level has recently been strengthened and new programme managers have received training in budgeting processes. All staff benefit from well organised and relevant continuous professional development. Staff speak highly of the way managers have focused on relevant training to support changing roles and responsibilities. However, in view of the fact that success rates for learners declined in 2009/10 and that teaching and learning are satisfactory, the value for money provided by the college is satisfactory.

## Subject areas

### Engineering and manufacturing technologies

**Grade 3**

#### Context

38. The provision inspected comprises courses in electrical installation, electronic engineering and motor vehicle engineering. Some 151 full-time and 54 part-time learners aged 16 to 18 and a further 122 full-time and 114 part-time adult learners study these courses. In addition, there are seven learners on apprenticeships and a further five on advanced apprenticeships. Introductory courses are provided for 144 learners aged 14 to 16 year from local schools. Currently, there are 13 female learners and approximately 60% of learners are from minority ethnic groups. Most learners are located at the Acton site with some courses also offered at Southall.

#### Key Findings

- Outcomes for learners are satisfactory. Success rates on electrical installation courses have been at or above the national averages for the last two years. However, the success rates on most motor vehicle courses in 2009/10 were below their equivalent national average. The attendance of learners is low, although it has improved compared to the same time last year.
- Overall success rates on Train to Gain courses are high and almost all learners completed their course within the planned timescale in 2009/10.
- Learner progress is good. Learners are developing relevant vocational skills, particularly in electrical installation. The high-quality project work on the BTEC national diploma has a strong practical focus. Progression rates for learners into employment and higher level courses are good. Learners work cooperatively in groups.
- Learners feel safe in the college. They understand the requirements to work safely and wear the appropriate personal and protective clothing when necessary.
- Teaching and learning are satisfactory. The better sessions focus on practical work which has a brisk pace and where learners are highly motivated. Learners are guided well on how to improve their individual skills. Learners make progress at their own pace and some move quickly on to more advanced work. Some theory lessons are too dominated by teachers and there is insufficient checking of learners' understanding, for instance through the use of directed questions. Not all learners are challenged sufficiently in theory lessons.
- Assessment is satisfactory. Teachers mark work in detail and identify relevant areas for improvement. Schemes of work and lesson plans are satisfactory. They are readily available on the college's virtual learning environment and include hyperlinks to relevant supporting material.
- The satisfactory range of courses matches the needs of learners. Courses in motor vehicle maintenance are available from entry to intermediate level and

from foundation to advanced levels in electrical/electronic engineering. The courses offer suitable progression opportunities to apprenticeships or further study. An appropriate range of electrical installation short courses are offered that are relevant to industry.

- Partnership work is satisfactory. Local companies support college events and help learners to develop their employability skills. Productive links with schools lead to large numbers of pupils attending the college for practical courses including young apprenticeships. However, there is insufficient work experience on employers' premises to broaden learners' vocational knowledge.
- Support for learners is satisfactory. The induction programme is well organised. The structured tutorial programme is adapted as necessary to include relevant topics, such as how to rent accommodation. Progress reviews take place regularly, but the monitoring of learners' progress and attendance rates is not carried out consistently and is not leading to improvements for all subjects.
- Leadership and management are satisfactory. The management was reorganised in April 2010 and appropriate actions focusing on improvement have been implemented. Courses now have a greater practical element, learners' retention and attendance rates are monitored rigorously and staff development to improve teaching and learning has taken place. Some of the actions are beginning to be effective, with improved learner retention and attendance rates compared to last year.
- Procedures for safeguarding learners are satisfactory. Health and safety are promoted strongly and are frequently reinforced in the workshops and in lessons. The promotion of quality and diversity are satisfactory. The learner profile has over 60% minority ethnic learners and the staff profile is a close match to this. However, quality and diversity are not promoted sufficiently through curriculum-based activities.
- The self-assessment report is comprehensive and thorough. Relevant aspects of provision are identified for improvement and suitable actions implemented.
- Resources support learning well. Workshops are at least satisfactory and there are some new high-quality facilities. The electronic laboratories at Acton have a dated appearance, but are suitable for their purpose. Classrooms are well lit, clean and tidy. Staff are suitably qualified and experienced. Recently recruited staff include two female teachers.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- To increase the success and attendance rates of learners by monitoring learners' progress consistently in all subjects to ensure learners successfully achieve their intended qualification.
- To improve the quality of teaching and learning by sharing good practice in teaching theory lessons, using more directed teacher questions to ensure all learners are making good progress and fully challenging all learners.
- To improve learners' vocational knowledge by expanding links with companies and extending learner opportunities for work experience.

## Information and communication technology (ICT)

## Grade 3

### Context

39. The college offers ICT courses at all four of its sites. Around 1,100 learners are currently enrolled, about half attending the Hammersmith site. In the last two years, over 200 learners have participated in Train to Gain programmes and 17 school pupils are undertaking a work-related intermediate level qualification. Courses are available from entry level to advanced level, as full-time or part-time study options. The majority of learners have minority ethnic backgrounds.

### Key findings

- Overall, learners' outcomes are satisfactory. Progression rates are high. A high proportion of advanced level learners gain a place at university and most learners on foundation and intermediate level courses progress to higher level courses.
- Success rates on most long courses declined between 2008/09 to 2009/10. They were still satisfactory for foundation courses, but below national figures for intermediate and advanced level courses. A significant re-organisation of the curriculum has removed the least successful courses from the curriculum offer for 2010/11. College data suggest that current in-year retention is good, ranging from 100% to over 90%, and current attendance rates are satisfactory.
- Learners speak eloquently about safeguarding arrangements and good attention is given by tutors to health and safety, and e-safety during lessons. Learners feel safe and understand how to protect their personal safety and that of others. Counselling and mentoring services help to protect the most vulnerable learners.
- Teaching and learning are good overall. The best lessons integrate the teaching of literacy and numeracy skills well and learners are highly motivated and make good progress. However, as acknowledged by managers, there is too much variation in the quality of teaching and learning between courses and different college sites. The assessment of learners' work is satisfactory.
- Partnership arrangements are satisfactory. Productive links with a local school have resulted in school children enrolling for a vocational qualification. However, other potentially beneficial partnerships with employers and other organisations are under-developed.
- The range of provision meets the needs and interests of learners well. Courses are available from entry level to advanced level, and at most sites, offering learners good opportunities to progress. Work experience arrangements are available to full-time learners on advanced level courses, but not all of these placements are ICT related. Staff are developing links with local ICT employers to improve this situation.
- Care, guidance and support for learners are good. The high number of learners with low levels of literacy, numeracy and English language are supported very well in lessons by ICT tutors.

- Recruitment practices and the carrying out of initial assessments are inconsistent across sites and courses. Most courses have entry requirements, but these are not always adhered to by staff, resulting in a few learners being enrolled on courses that are not appropriate to their needs.
- Leadership and management are satisfactory. The new management team are taking strong and decisive action to remedy the decline in overall success rates and improve the quality of teaching. Realistic but challenging targets are in place and managers are carefully and frequently monitoring progress towards them.
- The promotion of equality and diversity within most lessons is good, with careful use of case studies, tasks and interesting examples. The very diverse minority ethnic heritage of staff is representative of the culture and ethnicity of learners and this is much appreciated by learners. However, female and young male Black learners are not achieving as well as others.
- The current self-assessment report is a very accurate and is suitably critical of the weaker aspects of provision and acknowledges its strengths. However, course evaluations are not sufficiently critical. Development planning is thorough, carefully monitored and is used well as a tool to improve the provision.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- Continue to improve overall success rates by ensuring all learners meet the minimum entry requirements of courses and initial assessments are undertaken and acted upon promptly for all learners.
- Improve the quality of teaching and learning at all sites and on all courses by continuing recent initiatives to share good teaching practice across the whole curriculum area.
- Develop more relationships with employers and the local community to improve the quality of work-experience placements, voluntary work and enrichment activities by better promotion of the ICT curriculum offer.
- Improve the quality and consistency of curriculum management, and especially course evaluations, by ensuring curriculum managers identify poorly performing courses swiftly and take prompt action to resolve any issues.

## Leisure, travel and tourism

## Grade 3

### Context

40. Courses are available in sport at intermediate and advanced levels and travel and tourism at foundation, intermediate and advanced levels. There are 224 full-time learners, 100 of whom are male. The ethnicity of the learners is comprised of 28% White British or White other, 16% Black British/African, 13% Asian or Asian British and 43% of other ethnicities.

### Key findings

- Learner outcomes are satisfactory overall. Travel and tourism courses have good success rates for intermediate level courses. Success rates on full-time intermediate courses and the advanced level sports course are below national averages. Good progress and achievements are made by learners on the air cabin crew course, with high rates of progression into aviation employment.
- Learners feel very safe, enjoy college and comment positively on the supportive, helpful and friendly staff. Many learners travel long distances to attend. Attendance was low in 2009/10, but has improved this academic year and is satisfactory. Learners work safely in cabin crew simulations and sports practical lessons.
- Teaching and learning are satisfactory. Learners demonstrate basic motor skills confidently during coaching sessions, correctly analysing correct techniques. Good sports and travel and tourism simulation facilities support an enrichment programme that is expanding to accommodate learners' interests. Learners develop satisfactory knowledge and understanding in lessons that are relevant to the sport, travel and tourism industries.
- The development of literacy and numeracy skills is not explicit in lesson planning and does not take place sufficiently. Insufficient extension activities are provided for the more able learners.
- Assessment is satisfactory and written assignments are of an appropriate standard. An effective work placement programme for travel and tourism learners reinforces the development of employment skills.
- Support for learning is satisfactory. Initial assessment identifies learners who require additional support and learning support staff provide this effectively. However, a number of learners are slow to take advantage of this resource.
- A satisfactory range of vocational qualifications enable learners to develop the employability skills required for the sports, travel and tourism industries. Currently, no foundation level sports programme is available, although this is planned to run in 2011/12, along with additional courses for the travel industry and sport, and sports academies to further develop the already successful football and basketball teams at the college.
- Leadership and management are satisfactory. Course teams monitor performance indicators systematically and put appropriate improvement actions in place when necessary.

- Safeguarding of learners is good. All learners feel safe and well looked after. A comprehensive programme on safeguarding is taught and all learners take responsibility and are confident using college procedures on disclosure and the student support services that support safeguarding.
- Equality and diversity are promoted satisfactorily. Staff have developed a comprehensive quality improvement plan to tackle the achievement gap of black male African learners and the under-performance of learners receiving additional support. Good analysis of data and regular monitoring and checking of 'at risk' learners takes place weekly, and currently improvements in learners' retention, achievement and attendance rates are evident.

**What does Ealing, Hammersmith & West London College need to do to improve further?**

- Increase success rates on full-time intermediate courses and advanced level sports courses by making sure learners develop literacy and numeracy skills more fully in lessons and through additional support.
- Improve the quality of teaching and learning by ensuring that lessons incorporate appropriate extension activities that provide appropriate challenge to all learners, particularly the most able.
- Expand the range of provision in sport, and industry-specific qualifications for the sports and travel and tourism industries, by introducing appropriate courses.

## English for speakers of other languages (ESOL)

## Grade 2

### Context

41. The college provides a wide range of full-time and part-time programmes in ESOL. In 2009/10, there were 4,397 adult learners (representing 88% of all enrolments), 589 learners aged 16 to 18 and 64 school pupils aged 14 to 16. Programmes are offered across all four sites and at community venues during the day and evening. Nationally accredited qualifications are taken by 85% of all learners. Some 65% of all learners are women.

### Key findings

- Outcomes for learners are good. Overall success rates are high and outstanding for 16- to 18-year-olds. Listening and speaking programmes for adult learners at entry level have high success rates. Pass rates were low for adult learners on short courses at entry, foundation and intermediate levels. College data suggest that current in-year retention rates are high.
- Learners understand fully how their studies are vital to them gaining future employment. Pathways for progression are clear and progression rates for the large numbers of learners are high. Progression to vocational programmes is very good.
- Teaching and learning are good. Comprehensive profiles of learners are built up from the results of initial assessment and these are used to inform lesson planning and support personalised learning. However, feedback on the spoken language of learners is inconsistent and the use of ILT is less effective in some sessions.
- The extensive range of provision complements learners' aspirations for citizenship and future employment opportunities. Careful planning ensures programmes are organised flexibly to suit the personal circumstances of learners. Enrichment activities include work experience and volunteering opportunities for both young and adult learners.
- Strong partnership work provides good opportunities for learners to improve their economic well-being. Good links with vocational subject areas across the college are in place that enhance opportunities for learners to progress.
- Very good advice and support are provided to learners, with a strong emphasis on progression to achieve individual potential. Excellent use is made of individual learning plans, with a strong focus on ambitious targets for the learner. However, the use of ongoing assessment and the early identification of any underperformance by learners are not consistent across the college.
- Good initial and diagnostic assessment ensures learners are placed on the appropriate level of programme. Comprehensive personal support is available and tutorials are effective, with tutors supported well by senior tutors.
- Leadership and management are good. The subject area is managed effectively across the four college sites and the community site. A recent management

reorganisation has led to more standardisation and sharing of good practice between course teams. Communication is effective and regular meetings keep staff well informed. Tutors and managers make good use of performance data to monitor and improve the provision.

- Safeguarding procedures for learners are good. All learners feel safe at the college. Learners discuss issues during tutorials and in lessons relating to their safety within college and in their daily lives. Very imaginative teaching of safeguarding takes place, for example through the exploration of identity fraud.
- The promotion of equality and diversity is outstanding. It is evident throughout lesson planning and promoted at every learning opportunity. The diversity of learners is used to make learning meaningful and relevant to the learners' experiences. Equality and diversity data are used well to tackle underachievement of specific learner groups and to improve success rates.
- Strategies for involving learners in improving and developing provision are highly effective. Staff collect the views of learners through questionnaires and student forums. Learners' feedback has led to tangible improvements for learners, such as changes to lesson times.
- Quality improvement arrangements are good. Course evaluations by course teams inform the overall self-assessment report well and quality improvement plans set challenging targets that are monitored rigorously. The judgements in the self-assessment report are largely accurate, although many grades were higher than those awarded at inspection.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- To raise the pass rates of adult learners on short courses at entry, foundation and intermediate levels by ensuring ongoing assessments and the early identification of any underperformance by learners take place consistently by all course teams throughout the college.
- To improve the speaking and listening skills of learners by making sure all teachers provide effective and routine feedback within lessons.

## Learners with learning difficulties and/or disabilities

## Grade 1

### Context

42. Some 445 learners with learning difficulties and/or disabilities attend the full-time support for learning programme. Around two thirds of learners are from minority ethnic backgrounds and about one in five are women. The programme is offered over three sites, Acton, Hammersmith, Southall and at local community venues. A wide selection of courses is delivered from pre-entry level to foundation level. The curriculum focuses upon developing skills for independent living, employment, literacy and numeracy.

### Key findings

- Outcomes for learners are outstanding. On accredited courses, learners achieve above the national average. Progression of learners is outstanding, with many learners moving on to mainstream courses or employment.
- Learners enjoy their studies and make exceptional gains in confidence, communication and self-esteem. Learners' work is of a high standard. Portfolios are well laid out and use innovative methods to demonstrate learners' progress.
- The development of learners' economic well-being is outstanding. The opportunities and experience necessary to secure future employment are gained from the comprehensive employment placement scheme, paid enterprise initiatives and college job club. Comprehensive local labour market research enables training and work experience to take place in areas of identified skill shortage. Learners are all registered with a specialist employment agency at the end of their course to assist them with finding employment.
- Teaching and learning are outstanding. Well-trained and enthusiastic teachers inspire learners to achieve their goals through creative teaching. Lesson planning is thorough and takes into account fully the individual needs of learners. However, individual learning plans are insufficiently detailed. Long term goals do not describe learners' aspirations. Underdeveloped medium term targets and short term targets place too much emphasis on gaining qualifications.
- Initial and ongoing assessments are exceptionally thorough. The well-qualified staff carry out recommended actions skilfully to support and develop learners. Highly individualised approaches take into account learning needs and remove barriers to learning.
- The range of provision is excellent. Learners can choose from a number of flexible courses which are responsive in meeting personal learners' needs. Clear progression routes lead into mainstream courses and prepare learners well for future employment.
- Outstanding partnership work benefits learners and enhances their college experience. Partnership work is well coordinated and strong collaboration takes place with schools, charities, community centres, employers, parents and

Primary Care Trusts to provide very good learning and employment opportunities. A school link programme for pupils aged 14 to 16 is very successful and learners have outstanding achievements.

- Care, guidance and support are outstanding. Assessment and recruitment practice prepare learners well for joining college. Further comprehensive assessments ensure the level of course is appropriate. Staff know learners well and provide exemplary individual support, removing any barriers to learning. Any challenging behaviour is very well managed. Learning support workers are trained well.
- Leadership and management are outstanding. Staff have established a supportive and proactive culture that focuses attention on the learner. Expectations are high and staff strive for continuous improvement. Departmental targets are ambitious and challenging. The observation of teaching and learning is effective and the resulting action plans have improved the performance of teachers. Self-assessment is broadly accurate.
- Safeguarding of learners is outstanding. Arrangements are clear and comprehensive. Staff are trained well in all aspects of safeguarding and fully aware of the steps to take if a safeguarding incident arises. Staff are highly aware of the vulnerability of many learners. The promotion of equality and diversity is outstanding and an integral part of all curriculum delivery.
- Consultation with learners is outstanding. Learners have control of their own programmes and contribute to wider college committees. Their feedback informs curriculum development.
- Resources are adequate. However, too little specialist teaching equipment, software or technology, such as interactive whiteboards, is available. Some resources are outdated and staff compensate with their own resources that do not always meet learners' needs.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- Refine personal targets in individual learning plans to include more detailed specific, measurable and achievable long-term and short-term goals, through staff training and the sharing of good practice.
- Ensure staff are supported fully in teaching and learning sessions by an appropriate range of learning materials, electronic and other specialist equipment through investment and relevant staff training.

## Business, administration and law

## Grade 3

### Context

43. The college offers vocational, academic, professional and higher education courses in business, administration, accountancy, law and management from foundation to post graduate level. At the time of the inspection, 1,269 learners were working on full- and part-time programmes. Of these, 56 were aged 14 to 16, 681 were 16- to 18-year-olds, 414 were adults and 118 work-based learners. Around half of all learners study full time and over two thirds are working towards an advanced level qualification.

### Key findings

- Outcomes for learners are satisfactory. Overall success rates for long courses have declined steadily, from high levels above national figures in 2007/08 to below the national average in 2009/10. Success rates at foundation level are consistently high, but for learners aged 16 to 18 on intermediate courses they are below the national average. They are generally satisfactory for advanced level vocational courses, but very low for AS accounting and law.
- The standard of learners' work is satisfactory. However, the development of learners' business skills varies considerably. Learners make appropriate progress in comparison with their prior attainment. Learners feel particularly safe when in college. Attendance rates are consistently low.
- The quality of teaching and learning is satisfactory. The better lessons are well planned, inspire all learners to be fully involved, take responsibility for their own learning and work to their full potential. Lessons are challenging, with clear links to future career options. Interesting and current business examples enliven theory lessons. In less effective lessons, learners make slow progress and teachers fail to meet the full range of learners' needs.
- Learning resources are satisfactory. Teachers are well qualified and accommodation is generally good with reasonable access to computers. However, some classrooms are too small for the planned number of learners. Although there are excellent examples of teachers using ILT that is particularly effective at supporting the development of independent learning, its use is generally underdeveloped.
- The assessment of learners' work is satisfactory. Most teachers check learners' understanding during lessons, although at times not rigorously enough. Teachers return work promptly, and the quality of written feedback is constructive and helps learners know what they need to do to improve. The recent introduction of timetabled assignment sessions for full-time learners is particularly successful in encouraging learners to improve grades.
- Learners benefit from strong partnership arrangements. Links with business are well developed and many learners have regular contact with the business community through visits to employers' premises, visiting guest speakers and work placements for full-time learners.

- The college offers a broad range of professional and higher education management provision to the local community and beyond. Programmes are offered at all four main college sites.
- Care, guidance and support for learners are satisfactory. Initial assessment arrangements and the advice and guidance for learners are satisfactory. Additional learning support is effective and leads to improved performance by learners. Tutors offer individual learners considerable support to maintain their progress and keep them on their programme. However, not all learners value and use their personal targets to make maximum progress.
- Leadership and management are satisfactory. A management restructuring has resulted in a much stronger focus on improving provision. The recently appointed head of department has introduced strategies that are detailed and actions are monitored closely. Communication is good and staff have a clear understanding of their roles and revised responsibilities. However, it is too early to judge the full impact of these actions.
- The promotion of equality and diversity is satisfactory. Effective actions have reduced variation in success rates between minority ethnic groups. The celebration of different cultures is well established within the department through tutorials and cross-college activities. However, the promotion of equality and diversity within lessons is insufficiently developed either through planning or taking advantage of spontaneous opportunities.
- The self-assessment report is very detailed and broadly accurate, although it does not analyse the key aspects of teaching and learning sufficiently. The grades awarded at inspection matched those of the college. The comprehensive quality improvement plan is reviewed regularly. The sharing of good practice across different college sites by staff is increasing, but too much inconsistency of practice still exists.

### **What does Ealing, Hammersmith & West London College need to do to improve further?**

- Improve attendance and pass rates of learners aged 16 to 18 on intermediate and advanced level courses by making sure all learners fully understand the importance of having personal targets and ensuring progress towards these targets is monitored regularly.
- Improve the quality of teaching and learning by increasing the use of interactive learning resources, increasing the pace of lessons and meeting the individual needs of all learners.
- Ensure the high-quality management procedures that exist within the subject area are extended to all course teams at all college sites by the sharing of good practice and regular monitoring of performance of learners.

## **Information about the inspection**

44. Seven of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the college's director of skills and training, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, 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.
45. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Ealing, Hammersmith & West London 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	4,419	0	2,770	1,649	0
Part-time learners	6,599	454	810	4,702	633
<b>Overall effectiveness</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Capacity to improve</b>	<b>2</b>				
<b>Outcomes for learners</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
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>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
<b>Quality of provision</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	2				
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				
<b>Leadership and management</b>	<b>2</b>				
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?	1				
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?	2				
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?	3				

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