

Greenwich Community College

General further education college

Inspection dates		20–24 May 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Not enough students achieve their qualifications. Pass rates, although increasing, are still not sufficiently high and not enough students achieve high grades.
- Teaching, learning and assessment are not consistently good. Planning of lessons and assessment do not take suitable account of the range of students' individual starting points and development of their learning.
- Poor punctuality, absences and ineffective management of lateness disrupt learning and progress for many students.
- Targets for students are not specific and challenging enough to raise their aspirations and help them to improve quickly enough.
- Evaluation of teaching, learning and assessment is not rigorous enough; it does not inform course reviews well enough to identify areas for development and to share good practice systematically in order to effect the required improvements quickly.

This provider has the following strengths:

- Leaders and managers have a clear vision for the organisation and their strong commitment to students is now improving teaching, learning and assessment and the gaining of qualifications.
- Teachers are very supportive, caring and always available to help students; students acquire good social and personal skills and confidence.
- Learning support is now highly effective.
- Students feel safe at the college and staff ensure that all students are protected from bullying and harassment. They trust and respect each other.
- The college responds readily and appropriately to its local community, meeting its needs thoughtfully and sensitively.
- It has good links with employers and outcomes for apprentices are good.

Full report

What does the provider need to do to improve further?

- Improve success rates and teaching, learning and assessment by ensuring that teachers:
 - are more thorough in planning and that objectives and contents of lessons concentrate more on developing students' skills and ability to learn and not just tasks to be completed
 - manage absence and poor punctuality more firmly and in line with the college's policy and expectations
 - set with students specific milestones and personal, measurable targets, and monitor individual learning plans more closely
 - improve written feedback to students and raise their expectations by accurate and informative marking so that all students clearly understand what they need to do to improve their skills and knowledge.
- Develop the college's virtual learning environment (VLE) across all curriculum areas so that students can use the latest information and learning technologies (ILT) to support their learning and develop better independent learning skills.
- Collect progression information and destinations of students more systematically in order to further inform planning and future curriculum strategy.
- Ensure that self-assessment and course reviews concentrate more on evaluating teaching, learning and assessment and curriculum teams share good practice more systematically.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ In 2011/12, the college's overall success rate improved again, but is still below the national average despite the significant improvement since 2009/10. Overall pass rates for both younger and adult students have improved steadily and at a similar pace over three years and have moved closer to the national average. ▪ Students on intermediate level courses achieve their qualifications in line with the national average. However, not enough students studying AS-level qualifications pass their examinations. In contrast, pass rates for students on GCE A-level and vocational courses are much higher. Success rates for apprentices are good. ▪ Overall retention and attendance have improved due to the vigorous and sustained implementation of attendance procedures. Poor attendance and punctuality, however, are still problems in several areas because teachers do not manage lateness firmly enough in line with the college's expectations. ▪ The majority of students make satisfactory and steady progress during their courses but not enough gain high grades. This is the case for both advanced and intermediate courses, particularly GCSE English and mathematics. These students were not put onto the right courses, and teaching strategies and targets were not sufficiently challenging for more capable students. ▪ Outcomes in functional skills, English and mathematics are improving, although they are not good enough. Good practice exists in different areas, but the college's strategy, recently introduced, has not yet had sufficient impact. ▪ Success rates for the very large number of students aged 16 to 18 with learning difficulties and/or disabilities are better than the college's average, although for adult students they are lower than the college average. Those students who receive additional learning support gain better results than their peers and their overall success rate is above the national average for similar students. 	

- Achievements for students identified as at risk of leaving early or not completing their courses are good. This is largely due to appropriate help and sensitive guidance from programmes such as the 'Keep on track programme'.
- Students studying practical courses, for example motor vehicle and vocational courses such as public services and health and care, develop good employability skills and their progression into employment is good. They demonstrate suitable self-discipline and sound team working and social skills valued by employers. Students benefit from the opportunities to take additional work-related qualifications and work placements.
- A significant proportion of students completing advanced level courses progress into higher education. The introduction of more appropriate foundation and intermediate courses has secured more appropriate transition and progression routes.
- Better curriculum progression pathways have been introduced, although reliable data to inform planning and evaluation of students' progression are not readily available because processes for collection and analysis of where students go are not systematic enough.
- The college has taken prompt and suitable action to close the differences in achievement between males and females so that there are now no significant differences. It also acted very decisively to improve outcomes for a few groups of students of minority ethnic heritage who performed less well than other students, demonstrating successful interventions through its 'Bridging the Attainment Gap' programme.

The quality of teaching, learning and assessment

Requires improvement

- Actions taken to improve teaching, learning and assessment over the last 18 months are having a positive impact, but much remains to be done to ensure that existing good practice is demonstrated consistently across all areas. The majority of teachers plan the content and activities of lessons thoughtfully, but they do not always identify clearly enough what students should learn to achieve their full potential. Consequently, students complete tasks well enough but are not suitably stretched.
- Information on students' prior attainment, their English and mathematics skills and additional learning support needs is good and readily available to teachers. They use these profiles well to ensure appropriate support and resources are available, but they do not always use these profiles well enough to help students of all abilities to make the best possible progress.
- Progress of students who might face difficulties is good in contrast to progress for more capable students who are not challenged sufficiently to develop more independent learning and thinking skills.
- A GCSE English lesson provided a good example of all students, those taking the foundation and higher tiers, making sound progress through carefully organised group work, and resources tailored to their needs. The teacher made very good use of a mock examination assessment to plan the next steps focusing on identified weaknesses in students' work and how the students could improve.
- Not all teachers routinely share learning objectives with the students. Because students are not properly aware of the purpose of the activities, they cannot identify clearly enough how much progress they have made, and how well key learning points have been grasped.
- The majority of teachers and assessors make effective links between theoretical knowledge and practical skills. This helps students apply their learning well in a vocational or work-related context. Teachers frequently make good use of real-life examples to relate contemporary and current themes to learning. For example, a teacher skilfully used the physical presence of a damaged workshop car to trace the consequence of not putting away a torque tool properly, leading to incorrect tensions applied to key parts.
- Teachers' use of questions to check understanding when explaining to a whole class is not skilful enough. In a few lessons, however, thoughtful, well-targeted questions encouraged all students to participate purposefully, and insightful interventions enhanced students' understanding. The

full and lively engagement of sociology students when discussing how Weber might explain racism and class in society today illustrated how this can be done.

- Too often, teachers ask general questions without purpose to the whole group, resulting in the same few students answering repeatedly and others not taking part or losing interest. Students are not given suitable opportunities to ask or answer questions. Students' feedback through college focus groups and surveys confirms that a significant minority would welcome more challenging work.
- Assessment is generally informative and frequent, although written feedback is not consistently good enough. This weaker feedback is too general; it lacks specific targets to measure improvement and leaves students unclear about how they can develop their work, or achieve higher grades or skills.
- The recently introduced on-line tracking system has improved assessment practices and helped teachers to be clearer when setting targets and recording progress. However, targets set are still not precise enough.
- Support from teachers and learning support tutors is good. They are very aware of students facing complex personal circumstances and barriers to learning. Teachers frequently provide additional individual support and study sessions, but these tend to be focused on students who have missed lessons, rather than opportunities to develop higher level knowledge and skills.
- The use of information and learning technology (ILT) and the virtual learning environment to support teaching and learning is growing, but is not consistently well developed across the college; in many areas it is still a collection of documents. In a few courses, teachers make very good use of electronic media and digital displays to enthuse and interest students.
- Specialist English and mathematics teachers give good support to vocational course teams to improve teachers' own skills and confidence in integrating English and mathematics into their own subjects. However, the college's strategy has not yet had sufficient impact in improving students' achievement of functional skills or GCSEs in English and mathematics.
- Guidance to help students before they start college and about progression to further learning, training or employment is good.
- Teachers promote equality and foster understanding of diversity well within the context of their courses, ensuring students understand their impact and importance. For example, health and social care students consider disability, age and prejudice; psychology students look at mental health issues; business students explore in detail rights and anti-discrimination legislation.

Health and social care

Early years

Learning programmes for 16-18

Learning programmes for 19+

Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement. Outcomes for students have improved and long course success rates are now around the national average. However, childcare courses at intermediate and advanced level remain below the national average. Outcomes for work-based students in care settings are good.
- In the better sessions, teachers structure lessons and activities carefully enabling sound learning that stretches students to achieve their full potential. However, there are not enough of these types of lessons that develop the deeper thinking skills of the more capable students sufficiently.
- In too many lessons teachers do not plan learning well enough. In these lessons, teachers do not share clear objectives with students at the start of lessons or check them at the end. They are therefore unable to effectively measure students' progress.

- Where teaching is more effective, teachers help students to grasp links between theory and practice. For example, in a health and social care lesson, a group of adult students, by discussing their own experiences of workplace harassment and violence, understood better the reasons for rights and responsibilities policies in the workplace. As a result, the students were more confident in discussing abusive behaviour with their colleagues and workplace managers and actions they could take.
- Students' acquisition of practical skills is good, largely due to teachers' and assessors' effective use of current vocational knowledge. The development of workplace skills in childcare is good. Students benefit from their work experience and many have secured employment as a result.
- An example of applying skills effectively was a lesson in which a group of childcare students devised appropriate activities testing sensory development to be carried out with their clients in the workplace, where the students were also to be assessed.
- Health and social care apprenticeships have been successfully introduced. Communications between employers and the college are good, ensuring that work-based students are supported well in the workplace through regular visits and that they learn well from their lessons at the college.
- Teachers support students with complex needs effectively in lessons. They also provide good support to students through regular tutorials. However, the targets set are not specific enough to enable the students to identify how to improve and accelerate their rate of progress.
- Written feedback to students is regular, fair and encouraging; in too few cases it explains what students have to do to improve and how to improve, including spelling and grammar. Too much feedback, however, is general and not sufficiently detailed.
- Assessment, advice and guidance when students start their courses are thorough and ensure they are on the right course at the right level. Therefore, fewer students have left courses this year and retention has improved.
- Facilities to use ILT are good, but teachers do not use ILT enough to improve their teaching and extend learning. In the majority of lessons, the use of the interactive whiteboard is limited to projecting presentations.
- Teachers promote equality and foster the understanding of diversity well in lessons. For example, the activity of students moving around the college for a day in wheelchairs helped them to develop a greater understanding of the difficulties faced by disabled people. The follow up focused appropriately on public perceptions and a greater understanding of the emotional as well as the physical barriers disabled people encounter.

Science and mathematics

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement. There has been a small and steady increase in success rates for the area, but improvement is not fast enough. Success rates are around the average for similar providers for the BTEC programme, AS and GCE A-level mathematics and GCE A-level chemistry. In 2011/2012, however, outcomes for the majority of advanced level courses were below average.
- In better lessons, teachers check learning effectively using targeted questioning; they fully engage the students through a suitable range of challenging strategies. A mathematics lesson demonstrated this well when the teacher adopted a problem-solving treasure hunt tactic to aid the revision of distribution curves. In biology, students prepared graded revision cards for each other to reinforce learning of the thermoregulatory system.
- In too many lessons, teachers do not direct their questions purposefully and do not check the learning and understanding of all students. There is too much talk and unstructured discussion

and too little attention to helping individual students. The pace of the lesson is often slow and students have difficulty in grasping key concepts. Students therefore do not progress well enough to the standard expected.

- The teachers are enthusiastic and committed and give good support to students. They provide regular additional subject-based workshops enabling students to catch up on missed work or seek individual help. In a biology lesson, interactive slides greatly helped the revision of control systems. This caring approach is undermined because not all teachers tackle poor attendance and punctuality firmly enough and with one voice, thus limiting students' progress.
- The use of information and learning technology (ILT) to enhance learning by many teachers is not effective; its use does not stimulate learning or reinforce understanding enough. Because interactive whiteboards are used mainly for note taking and presentations, students' own capabilities are not fully utilised or developed. The virtual learning environment, which is well populated with useful resources and information, is an under-used resource.
- Teachers give constructive and detailed feedback on marked work showing what students need to do to improve. They set homework regularly, but they do not always mark it on time and record the marks to assist with the monitoring of progress.
- The introduction of the on-line tracker is enabling students to monitor their own progress more meaningfully. They now agree together with their tutor actions to improve using an electronic learning plan and this is having a positive impact on improving their progress.
- Teachers receive clear and helpful information about students' needs from their assessments when the students start college, but do not always use this well enough when planning lessons. The guidance and advice received by students are useful to them and help them to plan their next steps appropriately.
- Teachers develop the students' English and mathematical skills well especially on vocational courses. They routinely correct errors in spelling and grammar on marked work and place appropriate emphasis on students' understanding of terminology.
- The promotion of equality and the fostering of understanding of diversity in lessons are satisfactory. Teachers positively encourage debate on issues in relevant topics, for example in psychology when dealing with mental health issues and in biology when looking at genetics.

Sport, leisure and recreation.

Learning programmes for 16-18 Learning programmes for 19+

Good

- Teaching, learning and assessment are good and this is reflected in the improving outcomes for students and the skills they develop. Changes to curriculum organisation and a clear focus on teaching, learning and assessment this year have resulted in distinct improvements. Teachers manage behaviour very well.
- Students respond positively to the professional environment and high quality commercial facilities and training. However, travel students' low attendance does not prepare them well for employment.
- In the better lessons, teachers effectively relate topics to the fitness and tourism industry. Students enjoy practical lessons and their progress shows how they benefit from the teaching of well-qualified and enthusiastic staff. Progress is good in massage and fitness instructing skills and students confidently demonstrate correct techniques and good client care.
- Standards of practical work are good. Students learn to coach and instruct sports and fitness skills correctly using safe warm ups and relevant flexibility exercises. Teachers are very careful in checking that health and safety are correct and students show improvement through informative and accurate feedback.

- In a minority of lessons, activities are unimaginative and do not provide suitable opportunities for students to work collaboratively and learn from each other. In these lessons students are uninterested and do not learn enough. Teachers do not always employ suitable strategies or activities to stretch the more capable students.
- Practical lessons are good, but theory lessons are not as effective because teachers spend too much time explaining and do not involve students in finding out for themselves. Examples to illustrate topics are not well chosen and the pace is slow. A significant opportunity for students to learn independently is restricted because the virtual leaning environment in this curriculum area has not been developed well enough.
- Assessment of marked work is good. Feedback is detailed and constructive. Students benefit from knowledgeable industry-qualified teachers on how to improve their skills. Teachers routinely check spelling, punctuation and grammar. The development of functional skills is satisfactory, but it is not always made clear enough to students why they must improve their functional skills related to their chosen career.
- Enrichment activities, which are important in this area, are used constructively to introduce students to the sport and travel industries; close links with universities and national governing bodies of sport provide motivational experiences and show examples of good employment progression. Good partnerships with local commercial fitness and travel services provide relevant work placement opportunities.
- Outcomes have improved because students are now being placed on the right level of course due to more effective assessment when they start college and because they receive sound guidance.
- Support during the course and guidance for next steps are good; learning assistants provide good and timely help. The on-line tracker is proving effective in monitoring progress and improving attendance, although the targets set are not always specific enough to motivate the more capable students.
- Internal progression rates and students' progression into the gaming industry are good. Progression onto sports science degree courses at prestigious higher education institutions is also good.
- The promotion of equality and the fostering of understanding of diversity are good. In practical personal training sessions the requirements of different client groups are correctly identified and suitable adaptations are made. Mutual respect is very evident and conduct is good. Students and staff discuss equality and diversity thoughtfully in lessons.

ESOL

Learning programmes for 16-18 Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Outcomes for students are good, particularly on short courses, and students progress well between levels and to vocational courses or employment. Retention and attendance have improved significantly and all students develop and improve their language skills well.
- Students develop good standards in speaking and listening enabling them to integrate more fully with, and participate in, their local communities. Teachers are skilled in promoting discussion and students participate enthusiastically making good progress in the development of their vocabulary, for example when discussing the sequencing of a text into headings and paragraph order.
- Teachers plan for individual learning very well and detailed group profiles demonstrate a thorough understanding of students' individual circumstances and their personal barriers to learning. All lessons have a good variety of interesting learning activities which stretch and challenge students and are well matched to their individual needs and abilities.

- In the best lessons teachers differentiate learning materials appropriately and encourage confidence in building literacy skills and in developing the strength of speaking skills. Specific targets for individual students are clearly identified in lessons plans and inform learning.
- Students work well together within carefully selected groups. Following a group writing exercise, students marked the work of their peers and enjoyed an extended discussion on the accuracy of language and grammar, reinforcing their own understanding of key language points.
- Teachers do not always use interactive learning technology (ILT) imaginatively, although it is used appropriately to demonstrate written exercises, write notes, or play audio recordings. In weaker lessons, opportunities are sometimes missed to emphasise learning points visually and give additional interest to lessons.
- Teachers are very clear about what students need to do to improve because they know the progress the students are making and they give good feedback to students on marked work. Written feedback from mock tests, for example, is detailed with good informative feedback which helps students to improve.
- Teachers assess students thoroughly and in detail at the start of their courses; this leads to students being carefully placed on courses well suited to their needs and abilities. The new short vocational courses for adults, introduced by the college in response to need, have been successful in enabling students to achieve their aims and move onto higher level courses.
- The individual learning plans (ILPs) for each student are detailed. However, personal learning targets are not always clear and measurable and students do not always know the smaller steps in learning they need to take to improve.
- Language support is good and knowledgeable and informed guidance enables students to move on successfully. Teachers have a good understanding of the students, some of whom have complex and diverse needs including homelessness and mental health issues.
- Teachers promote equality and celebrate diversity well. Students are from a wide range of cultural backgrounds and teachers create a positive and supportive learning environment in lessons. Students treat each other with respect and work together harmoniously in lessons.

Foundation English

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment in literacy and foundation English require improvement and reflect the need to improve outcomes for students. The majority of success rates are around the national average with a low proportion of high grades in GCSE English. The majority of current students are making satisfactory progress and are improving their skills and abilities in using English.
- The college has made the development of English and functional skills central to all curriculum areas, with a strong and clear emphasis on their importance. The most effective practice is in the lessons where teachers plan effectively and concentrate on helping students to develop good skills and knowledge. The pace of these lessons is good and students make good progress.
- Authoritative feedback from specialist teachers and regular checks that learning is taking place are features of the good lessons. In these lessons students know the level of progress they are making and understand what they have to do to improve. For example, students noticeably improved their grammar and handwriting after detailed feedback from the teacher.
- In another effective lesson, foundation language students increased their confidence and job interview prospects well by improving their handwriting skills, pronunciation and spelling of key words such as 'hospitality' and 'mechanical'. Students were thoughtfully led to understand how their progress in English enhances their further learning and employment prospects.

- Teachers quickly and effectively help students to overcome barriers which can affect their learning, such as lack of confidence in reading and understanding directions and instructions. For example, a teacher skilfully and discreetly encouraged a learner who lacked confidence in speaking to practise ways of engaging other people in discussion.
- In the less effective lessons, teachers do not plan carefully enough what they want students to learn about sentence structure and rules of spelling and do not engage students with relevant materials and information.
- In other weaker lessons, teachers do not always ensure English lessons have sufficient relevance to the students' subject areas or interests. For example, students on a motor vehicle course undertaking functional skills lessons do not routinely have spelling corrected or work with vocabulary suitable to their professional area or course. They do not consolidate what they have learned in a vocational context.
- Initial assessment is effective; it ensures students are on the right course and at the right level. Teachers have a good understanding of the students' prior achievement and individual goals. However, they do not always use this information effectively enough to ensure all students make sufficient progress.
- Advice and guidance about the requirements of the courses and about options for further learning and careers are good.
- Teachers provide good individual support for students, helping to motivate them. Support provided for less capable students and those with disabilities is particularly effective. However, support assistants are not used effectively enough in lessons.
- The promotion of equality and understanding of diversity in lessons is good. Teachers welcome and include all students; they encourage students to discuss their views openly. Teachers help students to a broader understanding of different cultures, languages and heritage through well-chosen projects and learning activities, such as choosing appropriate language to design and describe a gown to be worn at the college's fashion design awards.

Administration

Business management

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in the outcomes for students. The majority of students are currently making the progress expected of them and the standard of their work is appropriate. However, good progress is limited by poor attendance and punctuality and, although improving, these are still not good enough.
- In the better lessons, teachers plan well. Students work industriously in pairs and small groups to solve problems and they find resourceful solutions to the tasks set. Teachers create a productive environment for learning to which students respond well and complete work quickly and purposefully. In accounting, for example, teachers regularly rotate students in groups so that they benefit from the skills and experience of their peers.
- Teachers regularly develop students' confidence to contribute to class discussions through involving them thoughtfully in presentations and peer questioning, thus helping them to share ideas and improve their work. Teachers and students readily cite real-life examples of how theory relates to practice, for example when discussing the different competitive strategies operated by leading international telecommunication giants to position themselves in the market.
- Such sound practices are not used regularly by all teachers and a few teachers do not check understanding and progress frequently enough in lessons. A few students do not ask for

explanations when they are unsure due to lack of confidence and rapport with teachers. This is not picked up by teachers regularly enough.

- Not enough students develop essential behaviours for the workplace, such as good punctuality. Links in this curriculum area with local businesses have not been developed well enough. The result is that students have too few opportunities to experience real business practices and skills. When these opportunities are provided, students respond well. For example, an international bank provided a £10,000 sponsorship fund for students to compete to promote a business idea. Several highly creative and workable ideas emerged as students applied business ideas and skills very well.
- The limited use and development of the VLE do not encourage independent thinking and learning of students. Resources on it are not well developed enough to help students to catch up on missed work and to help them revise for examinations.
- Teachers provide clear guidance on assessment which helps students to understand the standards required. Assessment of students' work is detailed, with timely feedback and students know what they need to do to improve; although such details are not routinely reflected in individual learning plans (ILPs). The correction of spelling and grammar mistakes is thorough.
- Good initial assessment and induction ensure that students are on the right course. However, the targets they have are often too general and they are not encouraged enough to develop the discipline of reviewing and assessing their own targets and progress.
- Teachers support students well in class and they give good help to develop the English and mathematical skills required to complete their courses. Additional learning support is effective in improving study skills and enabling students to catch up.
- Students have a good understanding of equality and diversity. It is well integrated within the course units and its wider promotion is satisfactory.

The effectiveness of leadership and management

Requires improvement

- Since the last inspection the new Principal and senior management team have secured clear improvements in teaching, learning and assessment. They have invested in resources to support learning, and have successfully related the curriculum more closely to the needs of the local community.
- Sensitive engagement with all staff has established secure foundations for further improvement in spite of the unsettling effects of a major restructure. The college is now firmly positioned to ensure students gain their qualifications successfully.
- Governors and leaders have a clear vision for the college that concentrates on improving performance within a distinct set of shared values; these celebrate the diversity of the community and make inclusion and equality of opportunity and equality of outcomes priorities. Sound processes are now in place that provide information for them to monitor and judge the progress of the college in meeting its targets, particularly in teaching, learning and assessment and students' outcomes.
- The Performance Review Board has been effective in raising standards in teaching through monitoring and directing interventions in some areas of the college. However, the impact of its work has not taken effect widely enough to date.
- Clear performance management arrangements, backed up by good staff development, help teachers to improve. For example, regular midweek training sessions for sharing good teaching ideas have given many teachers a renewed vigour and sense of purpose to develop new learning strategies.
- A well-attended programme of professional development activities, linked to the lesson observation system, has raised the profile of the importance of good teaching and learning and is creating a culture of open dialogue.

- Assessments of lesson observations are now used systematically to evaluate and improve teaching and learning, although teachers still have prior notice of the lesson to be observed. The observation process is now more closely linked to eliminating ineffective teaching and promoting good teaching; resulting changes and improvements demonstrate that it is proving to be effective.
- Students have good opportunities to express their views through regular surveys and the student council. The college responds promptly and openly to their concerns. For example, it deals appropriately with concerns about teaching, staffing and facilities.
- The college's self-assessment arrangements are effective in identifying key strengths and priorities for improvement, but at curriculum level they do not focus sufficiently on teaching, learning and assessment. For example, although course reviews include useful prompts to help evaluate overall quality, the majority do not assess the impact of teaching on learning and outcomes adequately enough.
- Management information on attendance, punctuality and retention has improved and is now reliable and accessible to teachers. However, they do not use this as effectively as they might due to limited training to date, hindering the evaluation of impact and planning.
- The college is now meeting local needs better through a reshaped curriculum and more appropriate courses with good progression opportunities. More productive working with the local borough, business groups and Jobcentre Plus, for example, has enabled the college to provide more suitable foundation and intermediate level courses.
- Through closer links with employers the college has developed new courses and opportunities in hospitality and catering, hair and beauty therapy and construction. Its apprenticeship programme is successful. Additionally, the college is effectively helping and providing appropriate opportunities and learning for young people who are not in education, employment or training.
- The college promotes equality and understanding of diversity well. Leaders and managers have successfully established a calm and harmonious environment for learning where the many varied groups of students are very respectful of different traditions. Awards for students, motivational events and work with specific groups of students are effective in improving students' aspirations and commitment to learning.
- The college complies with statutory requirements for safeguarding students and vulnerable adults; it has good links with the local authority safeguarding services and the police. Students feel safe at the college. 'It's like being in a local oasis of calm.' A statement that a group of students requested be included. Incidents of bullying and intimidation are rare and are dealt with promptly.

Record of Main Findings (RMF)

Greenwich Community College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes
Overall effectiveness	3	3	3
Outcomes for learners	3	3	3
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health, public services and care	3
Science and mathematics	3
Sport, leisure and recreation	2
ESOL	2
Foundation English	3
Business, administration and law	3

Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 1384
	Part-time: 9899
Principal/CEO	Mr Gary Chin
Date of previous inspection	May 2010
Website address	www.gcc.ac.uk

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Additional socio-economic information

Greenwich Community College is a medium-sized further education college in the Royal Borough of Greenwich, South East London. The college has two main sites in Plumstead and Eltham and several community based centres. The college population is highly diverse; 64% of learners are from Black and minority ethnic backgrounds (compared to 33% locally) and 197 languages are spoken.

The Borough is the eighth most deprived in London. Forty three per cent of people live in areas classified as being amongst the most deprived 20% in England. Half of the children come from low income households. The number of pupils in borough schools achieving five high grades at GCSE including English and mathematics is 62% (54% in 2011). Literacy and numeracy levels are low.

Information about this inspection

Lead inspector

Peter Green HMI

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

What inspection judgements mean

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

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

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

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