

Ealing, Hammersmith and West London College

General further education college

Inspection dates		12–16 May 2014
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:**

- The quality and consistency of teaching, learning and assessment are not good enough in all subject areas.
- Leaders, managers and governors have not yet raised the quality of provision far enough nor completed plans to assure the future financial stability of the college.
- Historic success rates are too low, particularly for learners aged 16 to 18, those on long courses and on many advanced-level courses.
- Success rates vary too much between different groups of learners, with White British learners performing significantly less well than minority ethnic learners in classroom-based learning, and female learners performing less well than male learners in workplace learning.
- Many learners do not make the progress expected, relative to their starting point; the proportion of learners achieving high grades in key subjects is declining.
- In lessons, punctuality is poor and attendance rates are too low.
- The quality of provision is not high enough in foundation English and mathematics to ensure learners consistently develop core literacy and numeracy skills.

This provider has the following strengths:

- The new team of senior leaders, managers and governors is beginning to establish a clearer strategic direction for the college, focusing more on responding to the needs of the local community, raising standards and establishing a secure financial status for the college.
- Outcomes have improved significantly over the past two years from a low starting point.
- Learners from diverse cultural backgrounds display a positive and very respectful attitude towards their peers and teachers throughout the college.
- Staff provide good initial advice and guidance to learners, as well as identifying and addressing learners' wider support needs.
- A high proportion of learners progress successfully to further study, higher education and employment.

Full report

What does the provider need to do to improve further?

- Complete the process of consolidating the senior leadership team and board of governors; ensure appropriate targeted strategies are in place to raise the quality of provision and establish the college on a strong strategic and financial footing.
- Identify why there are such significant discrepancies between the outcomes for different groups of learners, both in classroom-based and workplace provision, and why learners are not making the expected progress relative to their starting point; use this analysis and insight to develop suitable strategies to raise standards.
- Increase the focus on strategies to improve the quality of teaching, learning and assessment by:
 - identifying those subject areas and teachers most in need of improvement
 - sharing best practice more widely across the college
 - creating greater consistency, particularly in the quality of lesson planning, checking of learning, quality of target setting and the frequency and detail of progress reviews.
- Increase the expectation on learners of regular attendance and good punctuality; ensure staff provide sufficient challenge to learners to establish and embed this culture.
- Increase the objectivity of self-assessment and quality improvement action planning, and engage all staff more fully in owning and contributing to the improvement culture.
- Ensure all staff focus sufficiently on the development of learners' literacy and numeracy.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for learners require improvement. Success rates have improved significantly over the past two years and are now broadly in line with the rates for learners nationally. However, there are very significant variations between the success rates of different groups of learners. For example, in 2012/13, success rates for learners aged 16 to 18 were too low in contrast to the success rates for adults, which were broadly satisfactory. Success rates on long courses and many advanced-level vocational and academic courses were also too low.
- In 2012/13, success rates were good in a minority of subject areas including health and public services, retail and commercial enterprises, education and training, and preparation for life and work. However, in a significant proportion of subject areas, success rates were too low, including science and mathematics, engineering, construction, information and communication technology (ICT), leisure and tourism, arts and media.
- The college recruits learners from a broad range of different ethnic groups. Success rates vary too much between these different groups. In particular, the outcomes for White British learners are very low in comparison with other groups of learners.
- In 2012/13, success rates for workplace learners and those undertaking apprenticeships were generally good, although they declined marginally from the previous year. However, female learners' success rates were lower, and significantly below those for male learners.
- In previous years, retention rates across the college have been low. Managers have introduced a variety of strategies in an attempt to improve retention. Data supplied by the college for the current academic year indicate that retention rates have improved significantly and are now good.
- Attendance rates in lessons are low. The college identified this as an area requiring improvement in the previous academic year. Managers have introduced a variety of schemes in

an attempt to improve the situation; however, data supplied by the college for the current year indicate that attendance rates have fallen further.

- Learners at the college perform less well than expected, relative to their starting point on entry, in particular on advanced-level programmes. The proportion of learners gaining high grades in GCSE and A-level English and mathematics has declined over the past three years.
- Progression rates of learners to further study at college, to university or to employment are high. Managers accurately monitor and record information on learners' progression. Staff actively encourage learners to progress. Around 50% of learners progress to further study at the college or at another further education institution, and 29% of learners progress directly to employment. In 2012/13, of the 880 university applicants across the college, around 75% successfully progressed to university.
- The level of promotion and standards achieved of English, mathematics, functional and employability skills vary across the college and are too inconsistent. In some areas, learners acquire and develop these skills well, enabling them to progress and achieve. Those learners who undertake English as a second or other language make particularly good progress with their language development. However, in a significant minority of lessons across the curriculum, teachers do not create sufficient opportunities to promote and embed English, mathematics and employability skills. The quality of provision in foundation English and mathematics requires improvement.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment in lessons varies too much across the college and requires improvement. Too much teaching is not good enough, resulting in outcomes for learners that are not consistently good.
- In the best lessons, teachers establish high expectations for their learners and plan activities well, which helps engage and motivate learners. In these lessons, teachers use questioning well to check learning, extend learners' understanding and develop their independence of thought and response.
- In the weaker lessons, teachers' planning of learning is poor and the range of activities does not meet the individual needs of all learners. Teachers do not regularly check the understanding of learners or review accurately the progress they are making.
- Low attendance and poor punctuality have an adverse effect on the progress some learners make. During the inspection week, attendance in English for speakers of other languages (ESOL) was good, but in most areas attendance was low. Overall attendance in those lessons observed during inspection was only 75%. In a significant minority of lessons, poor punctuality also disrupts learning and teachers do not challenge learners sufficiently when they arrive late.
- The quality of the training of apprentices in the workplace is mainly good. Apprentices develop good skills and receive frequent and informative verbal feedback on their performance. In a minority of cases, assessors do not always review learners' progress regularly enough, do not involve the employer sufficiently and the targets they set for learners are not always clear.
- Teachers are enthusiastic about their work; they develop a good working relationship with learners and support them well. Learners display a positive attitude towards their learning and towards other learners. Teachers and assessors are well qualified and use their experience effectively, particularly in vocational training, to illustrate key techniques and skills to learners.
- Following recent changes to the college's process for observing lessons, teachers now receive effective support from advanced teachers to assist them in developing their skills and abilities. This scheme is showing some early signs of success in improving the quality of teaching, learning and assessment.
- The quality of learners' individual learning plans (ILPs) across different curriculum areas varies significantly. In the strongest areas, teachers set challenging, but achievable, targets with

learners and monitor progress carefully with them. However, in the weaker areas, the plans contain few meaningful, stretching targets and teachers do not use them sufficiently to track and monitor progress. As a result, the ILP and review processes are ineffective at supporting and driving learners' progress.

- The college's virtual learning environment (VLE) and e-learning materials are under developed. Only a small minority of teachers use them well as a means of stimulating and engaging learners and extending their learning. Teachers are, however, beginning to use them increasingly effectively to store learning materials for learners to access outside lessons, so they can catch up on activities when absent from lessons.
- The initial assessment of learners' English and other educational starting points is generally thorough, particularly in ESOL, but teachers do not assess levels of ability in mathematics in sufficient detail. Teachers do not always use the findings from initial assessment well enough to support lesson planning to address the individual needs of learners. Learners for whom English is their second language receive good support in developing their skills. However, teachers and assessors do not consistently support all learners in improving their skills in English and, on occasions, fail to correct key spelling or grammatical errors in learners' written work.
- The initial assessment of learners' wider support needs is good. Effective links with local schools help provide specific information to assist the college in placing learners on the appropriate programme and providing them with the necessary levels of support. Learners who need additional learning support benefit from good individual and group support, both from their teachers and from other support staff who accurately identify and resolve learners' needs.
- Initial advice and guidance is very effective at enabling learners to make informed choices about their programme of study. It supports them well in helping them make progress towards longer-term objectives.
- Pastoral support is very effective. Learner services staff provide a comprehensive range of services to support learners. Links with a variety of external agencies provide further valuable specialist support in such areas as accommodation, finance and counselling.
- Learners receive good group and individual tutorials on a weekly basis, which incorporate effective programmes to help learners widen their understanding on such themes as healthy living and safety. Learners, in particular those on a 16 to 19 study programme, have insufficient opportunities to undertake work experience placements.
- College accommodation is generally appropriate, with some good accommodation in hairdressing and beauty therapy. However, not all classrooms have access to suitable learning technology and computers. Learners report that the access to, and quality of, computers is poor, with many in need of repair.
- Across the diverse multicultural college community, learners and staff have a good understanding of equality and diversity. All staff and students actively promote a very positive and harmonious ethos around the college. In a minority of lessons, however, teachers do not consistently develop and promote learners' wider understanding of equality and diversity themes.

Health and social care

16-19 study programmes
19+ learning programmes
Apprenticeships

Good

- Teaching, learning and assessment in health and social care are good, which is reflected in the good, and improving, success rates on most programmes, in both classroom and workplace settings.

- Teachers successfully encourage learners to develop social, teamwork and employability skills. For example, learners worked cooperatively to prepare and deliver a campus-wide health promotion event demonstrating their teamwork and organisational skills in running a successful event related to their core programme.
- For classroom-based learners, teachers set appropriate short- and longer-term targets in learners' ILPs, and monitor progress regularly. Teachers give good verbal and written feedback to learners, which they find helpful and which supports them in making good progress. Staff mark work accurately, including spelling, grammatical errors and inaccuracies. Learners are fully aware of, and can clearly articulate, what they have to do in order to improve and achieve.
- For workplace learners, regular assessments relate well to the work setting and challenge learners to extend and develop their knowledge. While workplace learners regularly review progress with their assessors, employers are not routinely involved in the review process. As a result, targets do not always have sufficient detail to inform apprentices or employers how learners can achieve their goals successfully.
- Staff support learners well. For example, one learner with a life-limiting condition has been able to maintain her progress due to support she has received whilst undergoing many hospital admissions.
- Well-qualified teachers and assessors plan a broad range of suitable activities for lessons that motivate and engage learners, and help them make good progress. Teachers use a wide range of teaching, learning and assessment strategies to meet the diverse needs of learners. Teachers check learners' progress thoroughly in all lessons.
- Accommodation and resources are fit for purpose. In a few lessons learners have insufficient access to laptops to access the internet and aid their research.
- The results of initial and diagnostic assessment effectively inform learners' profiles and target setting in ILPs. Teachers use these results when planning their lessons. The early identification of learners' support needs ensures that additional learning support is in place where necessary. Learning support is unobtrusive and effective in helping learners to achieve at least the progress expected.
- Teachers integrate and promote English well into lessons, enabling learners to develop their literacy skills effectively. Learners maintain and regularly update individual glossaries associated with their specialist areas of work. The level of integration of mathematics is more variable and there are fewer opportunities for learners to develop and extend their numeracy.
- Information, advice and guidance are good and effective in supporting learners to make appropriate career choices. Guidance is detailed and realistic, enabling learners to investigate their options fully. Managers create suitable opportunities for employers to deliver good work-related careers guidance. Advanced-level students have appropriate opportunities to attend university open days. Learners speak highly of the careers and higher education advice and guidance they receive within the college from advisers and teachers.
- Teachers promote equality and diversity well during teaching, learning and assessment sessions. Learners and apprentices have an excellent knowledge of equality and diversity, which they apply well to their vocational practice.

Building and construction

16-19 study programmes
19+ learning programmes
Apprenticeships

Requires improvement

- Teaching, learning and assessment in building and construction require improvement, and this is reflected in the poor success rates on classroom-based courses, and the declining success rates in workplace learning.

- Managers have recently introduced a range of new initiatives to raise the quality of provision. These include strategies to improve attendance and retention, as well as changes to procedures for monitoring learners' progress through more rigorous individual planning, review and tutorial procedures for learners. These initiatives are beginning to have a positive impact.
- Teachers are starting to make better use of ILPs; however, the process of setting suitably challenging, timely and measurable targets requires improvement. While teachers regularly set appropriate longer-term targets and define outcomes for learners in practical sessions, ILPs often lack appropriately-stretching short-term targets.
- Learners make satisfactory progress in their studies from their level on entry, and develop suitable employability skills. Teachers successfully encourage learners to consider their future careers and advise them of what employers and customers will expect of them.
- Teachers support learners well in developing good craft skills. In practical sessions, teachers routinely circulate amongst the group, providing helpful guidance and demonstrations, and promoting constructive discussions. The highest-performing carpentry and joinery learners excel at their craft and a few have gained recognition for their skills in regional and national trade competitions.
- Most workshops are spacious and contain suitable resources, although the painting and decorating workshop is still under development. Most teaching rooms have suitable displays and models that enhance the learning environment.
- Teachers receive useful profiles about individual learners, which they use well to help inform lesson planning. The design of classroom activities often fails to encourage learners to take responsibility for their learning or to develop strategies for working autonomously. Teachers make little use of e-learning or the VLE to enhance the learning experience.
- Learners feel safe at college and are supportive of each other, showing respect towards staff and peers. While teachers work hard to promote a conscientious approach to health and safety practices, many learners have not yet developed sufficient awareness of its importance and significance in workshops. For example, learners were lax about the requirement to wear eye protection when using machinery and cutting bricks.
- Initial assessment appropriately identifies learners' starting points and additional support needs. Learning support assistants work closely with teachers to meet the needs of individual learners. For example, a signer supporting a carpentry and joinery hearing-impaired learner had learnt many of the technical terms himself to enable him to support the individual learner's needs well.
- The range of assessment methods used by teachers to check learners' progress is too narrow. Teachers do not consistently check that the entire group has both heard and understood the content of the discussion. Most learners receive appropriate and regular feedback on what to do to improve their skills. However, in written feedback, staff do not always provide suitable guidance on spelling and grammar errors. On-site reviews are often brief in content and do not help reinforce learners' understanding.
- A minority of theory lessons are too long to enable learners to maintain their concentration for the full length of the lesson.
- Teachers create good opportunities for learners to develop their mathematics through vocationally related tasks. For example, plastering learners successfully measured areas to calculate how much plaster to use; plumbing learners were able to calculate quantities of materials to order and carpentry learners produced scale drawings to support their practical activities.
- Learners receive good information, advice and guidance from teachers who help them to select study programmes that match their interests, ability and future career aspirations. Very few learners have the opportunity to carry out work experience with employers, although staff do arrange for them to attend exhibitions and site visits.

- Teachers promote equality well and there is a positive culture of mutual respect and understanding of ethnic diversity. Staff use naturally occurring situations in lessons skilfully to generate greater understanding of equalities.

English for speakers of other languages (ESOL)

16-19 study programmes 19+ learning programmes

Good

- The quality of teaching, learning and assessment in English for speakers of other languages is good, as reflected in the very high success rates. Learners make good progress through the levels and a high proportion progress into mainstream vocational programmes.
- Staff have very high expectations of all learners and this has a positive influence on learners and their participation in learning. Attendance in lessons is excellent. Teachers meticulously follow up non-attendance and ensure they meet any additional support needs of learners. Teachers routinely set relevant and suitable homework and mark it accurately and promptly. Learners consistently complete and submit work within the given timeframe. Good individual support from staff helps learners to remain motivated; targeted and timely additional support ensures learners remain on track to succeed. The standard of learners' work is consistently good and many learners make better progress than expected.
- Planning for the individual needs of learners is good. The great majority of staff use their skills to plan varied and interesting lessons, creating resources that are well matched to learners' interests. Lessons also provide good preparation for examinations and help promote good progression to employment. In the better lessons, teachers use the target language well; they assess and review learners' progress regularly until they are confident that learners have acquired the new skills. In a small minority of less effective lessons, objectives are too general to ensure learners know what they need to learn or how staff will assess their progress.
- In the majority of lessons, learners enjoy interesting and well-paced activities and have the opportunity to practise and develop useful language skills. Teachers manage learners' behaviour very well and ensure that all learners make best use of time in lessons. In a small minority of lessons, staff do not focus sufficiently on the development of phonetic and proof-reading skills, and tasks lack challenge to enable learners to deepen their learning and reach their full potential.
- Learners use a wide range of books and online resources to support and extend their learning. Teachers are developing the use of the VLE well to enhance learning, develop independence and prepare learners for work in a digital society.
- Teachers consistently apply a comprehensive initial assessment process across the different sites to place learners on appropriate programmes that support incremental steps in learning. Staff ensure they match induction activities to the level of the learners, including those who have had no formal education. Regular progress tests motivate learners and ensure that teachers can identify and address any underperformance.
- Teachers have established highly effective target-setting processes to support learning. Teachers consistently personalise learning by integrating individual targets, informed by regular progress tests, into planning and delivery. Weekly reviews ensure learners receive timely and constructive feedback on their progress. Learners appreciate the detailed explanations from teachers that help them improve. The majority of teachers provide constructive suggestions on written work so that learners can improve their work.
- Learners develop suitable mathematics and ICT skills. While teachers identify suitable opportunities to include mathematics in their lesson planning, they often do not fully implement these plans in lessons. Very good advice, guidance and support help motivate learners to make

good progress, to succeed on their courses and progress through the levels. Staff use the provision of work placements well as a means of motivating learners.

- Staff actively acknowledge and celebrate the rich diversity of learners through regular cultural events and informative displays in classrooms, many of which are created by the learners. In a minority of lessons, teachers miss opportunities to explore cultural differences through discussion and classroom activities.

Foundation English

16-19 study programmes

19+ learning programmes

Requires improvement

- Teaching, learning and assessment in foundation English require improvement. Overall success rates have improved and are now broadly satisfactory. However, over the past three years there has been a significant decline in the proportion of GCSE learners achieving high grades.
- Teachers provide effective support to enable learners to develop an appropriate range of verbal and written English skills, which improves their career and employment opportunities. Learners make satisfactory progress in lessons. The majority complete learning tasks well and enjoy their learning. Learners demonstrate good communication skills in English, speaking articulately when presenting their points of view in classroom discussions.
- Enthusiastic and suitably-qualified teachers provide positive encouragement and support for learners, raising their expectations and aspirations. Teachers utilise their skills and experience well to plan effective individual learning in the majority of lessons. In better lessons, teachers design suitable activities to engage learners and develop independent learning. In too many weaker lessons, teachers do not design suitable activities to stretch and extend the skills of the more able learners.
- Teachers use the VLE effectively to enhance learning, for example through video game-style interactive quizzes, and make good use of news video clips to raise awareness of job opportunities. Most classrooms contain interesting and relevant displays, such as rules on apostrophes and examples of learners' work. However, the quality of paper-based resources that teachers use in lessons is not consistently good, with too many containing grammatical and spelling errors.
- ILPs vary in quality and consistency. The best examples include a useful electronic self-assessment checklist for English, suitable short-term targets and clearly demonstrate that effective progress tracking takes place regularly. However, the targets in a minority of ILPs are too broad; they do not stretch learners and do not encourage sufficient individual skills development.
- Learners receive appropriate initial assessments in English. Teachers use this information well to place learners on appropriate levels of study to meet their needs. Additional learning support is good. Staff support learners with physical and other learning difficulties well, enabling them to participate fully in learning activities. Other learners make good progress because of good one-to-one dyslexia support.
- Assessment of learning requires improvement. In the best examples, teachers develop good strategies for assessing learners, use questioning techniques well and give detailed, encouraging verbal feedback to learners. However, in too many lessons, learners are not aware of assessment criteria or what they need to do to achieve good outcomes. Teachers generally assess written work accurately; however, on occasions, they provide insufficient written feedback or guidance to learners on how to improve the quality of their work.
- Learners recognise and value the importance of developing good English to improve their life choices. Teachers contextualise English well within vocational areas, but miss opportunities to promote and reinforce mathematics in lessons.

- Staff provide good initial advice and career guidance. Teachers regularly discuss suitable progression opportunities in lessons. Many learners successfully progress to vocational courses and higher education after completing their English qualifications.
- Learners from culturally diverse backgrounds display a positive and very respectful attitude towards their peers and teachers throughout the college and in English lessons. Teachers promote equalities well, although they miss opportunities in a minority of lessons to develop further awareness of diversity.

Foundation mathematics

16-19 study programmes

19+ learning programmes

Requires improvement

- Teaching, learning and assessment in foundation mathematics require improvement and low success rates reflect this. Mathematics functional skills success rates are low on the great majority of programmes, but are satisfactory in GCSE mathematics. However, the proportion of learners gaining high grades in GCSE mathematics has declined over the past three years. Attendance in most lessons is low.
- Learners receive effective support from well-qualified and experienced teachers, which helps them overcome barriers to learning. Staff have a good understanding of learners' individual needs and most teachers plan lessons which satisfactorily meet these needs. However, in less successful lessons, teachers do not adequately cater for the broad ability range of learners.
- In the majority of lessons, teachers design activities that engage and motivate learners and ensure that work is put into real-life situations. For example, in a functional skills lesson, learners measured walls, floors and doors to calculate areas, and then worked out the cost of the materials that would be required for renovation. In the weaker lessons, teachers rely too much on worksheets which are not directly related to real-life situations and do not capture learners' interest. Teachers use the VLE and e-learning effectively in GCSE mathematics; but in functional skills lessons, teachers make insufficient use of e-learning materials to enhance the quality and range of learning activities.
- Staff are not sufficiently aware of the specific skill levels of different learners and do not set suitable individual learning targets. Targets tend to be too broad and teachers are not able to use them effectively in the planning of teaching and learning or the measurement of learners' progress. The interval between progress reviews for entry-level learners is often too long to enable staff to monitor accurately the incremental progress they are making so that they can move forward quickly.
- Assessment of learning requires improvement. The majority of teachers use questioning well to check individual learning in lessons, although a few teachers ask questions which do not check learners' understanding. Most teachers mark work accurately; however, in a small minority of cases, learners' work is not marked frequently, which prevents learners from understanding their mistakes and progressing. Learners receive detailed verbal feedback in lessons, which helps them learn, but teachers do not use written feedback sufficiently to encourage and help learners improve.
- Learners receive good support to improve their English. For example, teachers regularly increase learners' comprehension of written mathematical problems by asking learners to read through instructions to check and clarify understanding, taking opportunities to improve learners' pronunciation.
- Staff provide good advice and guidance about mathematics and functional skills course options, which help learners make considered progression decisions. Adults receive good job search and education progression support from their teachers. Learners are ambitious and clear about what they wish to do when they complete their programme.

- Learners from many different nationalities and cultures work well together in lessons in a respectful and relaxed atmosphere. Generally, teachers promote equality well by devising learning activities that meet individual needs, but staff do not regularly promote diversity during lessons.

Accounting, finance, business management

16-19 study programmes

19+ learning programmes

Requires improvement

- Teaching, learning and assessment in accounting, finance and business management require improvement, as reflected in the unsatisfactory outcomes for learners. Over the past three years success rates have improved and for adult learners are now broadly satisfactory; however, for learners aged 16 to 18 success rates remain too low.
- In the majority of lessons, teachers plan a suitable range of activities that engage learners, who respond by working positively and productively. In the best lessons, teachers set high standards of conduct and expect contributions from all learners. Many learners develop good interpersonal skills, understanding and knowledge, enabling them to work in teams, carry out effective analysis, and produce work of a good standard.
- Teachers make little use of the results of initial assessment, and in a significant minority of lessons they fail to plan adequately for the different needs and abilities of learners. In these lessons, teachers do not focus enough on setting targets to stretch the more able, or support and challenge underperforming learners. As a result, learners do not contribute effectively. In too many lessons, attendance is low and latecomers are unchallenged.
- Learners have access to a good range of resources to support their learning. The college library holds a comprehensive range of appropriate reference resources including e-books and professional publications. The standard of IT equipment, such as monitors and projectors, is not consistent across all areas. Many classrooms are too hot, which makes it difficult for learners to concentrate. Learners' ready access to electronic schemes of work, teaching and reference materials enables learners to maintain their learning and make effective progress if absent from lessons.
- The initial advice and guidance learners receive are effective in ensuring they successfully enrol on appropriate courses. Teachers make good use of initial assessment to inform programme choice and level.
- Teachers monitor learners' progress well, on programmes for accounting, chartered institute of personnel and development (CIPD) and access programmes. Learners are clear about their targets and assignments help learners develop suitable job-related skills. Progression is good, with many learners successfully accessing higher education or employment. On a significant proportion of other courses, the promotion and monitoring of learners' progress is poor. Targets are often too general and generated by learners with limited staff involvement to ensure a suitably sharp focus.
- Support for learners is good. Learners value the arrangements that staff make for interesting and relevant visits to enhance their learning, such as trips to the BBC. They also benefit from informative talks by industry experts. Where required, learners can gain valuable guidance from the college's support services to help them resolve personal difficulties and remain in learning.
- The development of learners' English is effective for most learners, who understand the benefits of developing good communication skills and developing clarity and confidence in speaking. Teachers correct learners' grammar, spelling and punctuation in assignments well; however, handouts and other learning resources sometimes contain grammatical and spelling mistakes.
- Teachers create an inclusive and respectful learning environment to which learners respond very positively. Working relationships between teachers and learners are good and a culture of

mutual respect exists on all courses. Learners from a diverse range of backgrounds work well together and show respect for each other's views in lessons. Teachers have not developed suitable strategies to encourage the promotion of diversity to support wider understanding and application in lessons.

The effectiveness of leadership and management

Requires improvement

- Leaders, managers and governors have not yet raised the quality of provision far enough nor completed plans to assure the future financial stability of the college. At the time of inspection the newly forming senior leadership team and governors were in the process of putting together detailed quality improvement and financial recovery plans incorporating clear key performance indicators. As a result, college staff are becoming increasingly focused on the key priorities to raise the quality of provision and establish a stable financial platform for the college from which to improve.
- Academic managers focus well on developing and implementing a curriculum and study programme that prepares students well for progression and employment. A range of valuable partnerships with local authorities, schools and employers creates good links locally and guides the development of new provision. However, too few learners are yet able to access suitable work experience opportunities as part of their programmes of study.
- Following recent changes to the management structure, that were ongoing at the time of inspection, senior leaders have recently updated and improved systems and procedures to review and manage the performance of staff. Managers are developing greater confidence and receiving support from senior leaders to use the performance management processes more effectively by challenging and supporting any staff whose performance is not yet good enough.
- Resources and accommodation are satisfactory and meet the needs of the curriculum areas well in most areas. However, lack of access to reliable computing and other technical equipment in a minority of areas, and the slow development of the VLE, impede learners' progress and understanding, and hamper their ability to work and study independently and make progress.
- The college self-assessment and quality improvement procedures require improvement as they are not yet having sufficient impact on raising standards and improving the overall quality of provision across the college. Senior leaders and governors are actively engaged in self-assessment and action planning. However, not all staff are fully aware of the key messages within the college self-assessment and quality improvement plan. A minority of staff do not feel fully involved with the course reviews that underpin these processes. Inspection outcomes were lower than the college's own self-assessment.
- Observations of teaching, learning and assessment are leading to improving and increasingly supportive development opportunities for teaching staff. Following observations, all staff who receive support value the development it provides and believe they have improved as a result. However, the processes of recording and reviewing information for those receiving support are too slow and infrequent. As a result, the quality of teaching, learning and assessment is not improving fast enough.
- The quality of curriculum management remains inconsistent across the college, which leaves the organisation vulnerable at a time of significant change. Leaders have recently developed an effective programme of management development for all managers across the college. As a result, managers demonstrate an increasing level of confidence in carrying out their roles more effectively.
- Historically the management of subcontractors has been weak. College leaders have recently identified that the quality of subcontracted work for apprentices has been too low. Managers are in the process of putting strategies in place to address this, which include a change in the management of subcontractors and the cancellation of contracts where apprentices were not achieving their qualification.

- The promotion of English, mathematics and functional skills requires improvement. While there are pockets of good practice, particularly in ESOL, their promotion is inconsistent across different curriculum areas. Apprentices, in particular, are slow to complete the functional skills element of their programme.
- All staff are very good at fostering an inclusive, multicultural community ethos across the college campuses. Staff and students describe the college community as welcoming, friendly and supportive and they feel safe around the college. Leaders and managers ensure that the college provides well for the developmental needs of the local community. The extent to which teachers actively promote equality and diversity in lessons, however, is inconsistent across the subject areas.
- The college meets its statutory requirements in safeguarding learners. It has particularly strong links with the local safeguarding bodies and comprehensive staff training informs governors and staff well. Responsible staff members act promptly to identify and protect learners at potential risk, whilst effective reporting channels are well publicised to both staff and learners. Staff actively promote health and well-being to learners; however, on occasions, a small minority of learners in construction did not demonstrate best practice in health and safety in a work environment.

Record of Main Findings (RMF)

Ealing, Hammersmith and West London College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Building and construction	3
ESOL	2
Foundation English	3
Foundation mathematics	3
Accounting and finance	3
Business management	3

Provider details

Type of provider	General further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	16,545							
Principal/CEO	Dr Elaine McMahon							
Date of previous inspection	January 2011							
Website address	www.wlc.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	803	3120	690	1204	1357	1209	0	1
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	26	107	12	102	0	10		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16								
Full-time	102							
Part-time	0							
Number of community learners	0							
Number of employability learners	174							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Cano Training ▪ Sutton Coldfield Training ▪ Phoenix Training (Midlands Ltd) 							

Contextual information

Ealing, Hammersmith and West London College has four main sites at Ealing, Hammersmith, Acton and Southall. The college operates in an area of high socio-economic contrast: with over 1.6 million residents, West London comprises large pockets of high social deprivation, alongside some areas of high prosperity. There are notable concentrations of unqualified and poorly qualified residents. With 338,000 residents, the London Borough of Ealing is the third most populous borough in London. Ealing is the fourth most diverse borough in the United Kingdom, with more than 100 languages spoken. Some 51% of residents are from a minority ethnic heritage, compared to 14% nationally, and 41% across London. Hammersmith and Fulham is the smallest West London borough, home to a population of 182,500. The borough has some of the highest average house prices within London, but is ranked as the 13th most deprived local authority in the country. There are significant pockets of deprivation, largely concentrated on the larger social housing estates, such as the White City area. The proportion of people from different ethnic minority groups is higher in Hammersmith and Fulham than both the London and national averages, including one of the largest Irish populations in the country.

Around 80% of the college's enrolments are adults. Of the full-time learners, around 53% are aged 16 to 18. Some 40.3% of students are from backgrounds formally designated as 'disadvantaged', and 85.8% of students are of non-White British heritage, with over 100 nationalities and around 70 different languages represented. Students follow courses in all of the 15 subject sector areas in 2013/14.

Information about this inspection

Lead inspector

Peter Nelson HMI

Three of Her Majesty's Inspectors (HMI) and seven 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

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

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

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

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