

# Greenwich Community College

## Follow up re-inspection monitoring visit report

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**Unique reference number:** 130405

**Name of lead inspector:** Richard Beaumont HMI

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**Type of provider:** General further education college

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## Monitoring Visit: Main Findings

### Context and focus of visit

This is the second re-inspection monitoring visit to Greenwich Community College following publication of the inspection report on 17 December 2014, which found the provider to be inadequate overall.

### Themes

#### **The Principal and governing body must fully recognise, and take decisive action to improve quickly, years of college under-performance.**

The Chair of Governors and the Principal have taken rapid and decisive action since their appointments in January 2015. The Principal is rigorously assessing the extent of under-performance, and uses her experience well to put in place quickly actions for improvement. Recently introduced plans for recovery are demanding, clearly defined and frequently monitored for progress. For example, many less effective courses are now under close review, the recruitment of apprentices has been halted, and a revised process to assess more accurately the standards of teaching and learning has been put in place. All staff are well informed about the challenges ahead and the changes being made.

However, at this stage in the college's recovery, it is too early to judge whether any of the changes put in place have had a discernible or sustainable impact on learners' progress.

#### **Insufficient improvement for learners**

#### **Increase the number of learners who are retained and achieve their qualifications and programmes of study.**

Attendance and retention are now more closely monitored and a small number of learners are starting to attend more frequently as a result of improved teacher interventions. However, as recognised by senior managers, overall improvements to retention and attendance are not yet established or clear.

Learners at risk of withdrawal because of low attendance or slow progress are assessed by teachers as potential non-achievers and actions to improve are closely monitored against individual learners' targets. However, senior managers and governors have not established a clear rationale for what constitutes 'at risk' and, as a result, are unable to judge accurately the number of learners in this position. In 2013/14, the number of learners staying to the end of their programme, but failing to achieve their qualifications, was high. Senior managers and governors still do not have an accurate view of whether learners are making the progress expected

of them. Furthermore, senior managers and governors are unable to define learners' progress based on their prior attainment and target grades.

### **Insufficient improvement for learners**

#### **Improvement in all aspects of teaching, learning and assessment.**

To improve standards of teaching and learning, senior managers have recently revised the internal observation process; all teachers are being re-observed under the new process, with no notice given. Around one third of teachers have been observed to date, and the number judged to be inadequate or requiring improvement is high. Support measures are in place to help these teachers improve their practice, but it is too soon to judge the effectiveness of these arrangements.

Arrangements are being made to increase the number of study programme learners benefiting from meaningful work experience in 2015/16. However, governors and senior managers lack sufficient understanding of the arrangements in place for this academic year, and are unclear whether what is taking place meets the study programme funding requirements.

### **Insufficient improvement for learners**

#### **Improvement in the planning of teaching, learning and assessment of, and success rates for, English and mathematics courses.**

The standard of teaching in mathematics and English recently re-assessed under the revised lesson observation process indicates that a significant number of sessions are not yet good enough. The current end-of-year success rate forecast for mathematics and English lacks rigour and reliability. For example, recent test results by more able learners are overly influencing the end-of-year forecast and managers are not taking sufficient account of the current low standards of teaching.

Both mathematics and English programmes are regularly reviewed for improvement, but there is currently no clear reporting mechanism to inform governors of the progress being made.

### **Insufficient improvement for learners**

#### **Improvement in weak management, poor accountability and ineffective use of data and performance management information over time.**

Since the inspection, the Chair of Governors and most of the senior management team have been replaced; an interim Principal and Chair of Governors have been appointed. Lines of accountability have much improved, although at teacher and course leader level these are less clear. The Principal has significantly improved the

opportunities for those staff working in the quality department to be more effective and have a greater impact on standards.

Governors now receive data on learners' performance more frequently, but the data are not yet sufficiently robust or detailed, for example about programme area performance. Governors and the Principal are well aware that the current management information system is incapable of reporting learners' progress in a meaningful and timely way, and plans are in place to improve data collection and reporting.

### **Insufficient improvement for learners**

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