

# Ealing, Hammersmith and West London College

General further education college



<b>Inspection dates</b>	13–16 October 2015
<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Inadequate
16 to 19 study programmes	Inadequate
Adult learning programmes	Require improvement
Apprenticeships	Require improvement
Provision for learners with high needs	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings

### This is an inadequate provider

- On too many courses learners and apprentices make insufficient progress and too few achieve their qualifications.
- In English and mathematics, too few learners achieve a grade C or better in GCSE qualifications, and too few learners and apprentices pass functional skills qualifications.
- Teachers and assessors do not set precise enough targets for learners and apprentices to raise their aspirations and support them to achieve.
- Learners' rates of attendance at lessons are too low.
- Teachers and assessors make insufficient use of information about learners' and apprentices' prior attainment to plan learning that enables them all to achieve their goals and fulfil their potential.
- Senior leaders' actions to improve teaching, learning and assessment have not yet led to sufficient improvement, although they have eradicated much poor practice.
- In English and mathematics lessons teachers do not link the teaching sufficiently to learners' and apprentices' vocational and academic learning.

### The provider has the following strengths

- The new governors and senior leaders have successfully established a strong vision and mission for the college, its learners and staff which they communicate effectively.
- Learners in receipt of high needs funding, on a well-organised supported internship, increase their confidence and self-esteem and gain the skills necessary to secure employment.

# Full report

## Information about the provider

- Ealing, Hammersmith and West London College is a large general further education college which has four main sites at Ealing, Hammersmith, Acton and Southall. It recruits learners from across west London and neighbouring boroughs. Courses are offered in almost all subject areas. Around 20,000 learners study at the college; of these approximately 3,000 are full-time learners aged 16 to 19 on study programmes, 11,000 are adult learners on full-time and part-time courses. There are around 600 learners on apprenticeships or work-based learning programmes and just over 300 learners aged 14 to 16 on courses provided in partnership with local schools. Most courses are taught at the college sites, but the college also works in partnership with nine subcontractors. The college also has learners on higher education programmes. Around three quarters of learners at the college are from a black or minority ethnic heritage.
- The proportion of school leavers in the local boroughs who achieve five GCSEs with grades A\* to C is above the national rate, with pupils in Hammersmith and Fulham performing better than those in Ealing. Unemployment rates in Hammersmith and Fulham are below the rates for the rest of London and nationally, and a higher proportion of the population have qualifications at all levels of learning compared to the rest of England. In Ealing this trend is reversed, with unemployment rates above those for the rest of England, and the proportion of people without qualifications higher than for the rest of London and nationally.

## What does the provider need to do to improve further?

- Tutors should provide all learners and apprentices with precise targets that take into account their starting points, future career and education aims. Teachers and assessors should use these targets with learners and apprentices to raise their aspirations and support them to achieve their full potential.
- Teachers and assessors should ensure that learners and apprentices receive timely and detailed feedback on marked work to help them to improve their work and to make more rapid progress.
- Teachers and assessors should use all the information available to them about learners' and apprentices' prior attainment and levels of skills and knowledge to plan learning that enables them all to make good or better progress, especially the most able.
- On English and mathematics qualifications, teachers should use a wider range of strategies and resources to maintain learners' and apprentices' interest in the subjects and help them to apply the skills they learn to their academic, vocational and apprenticeship courses.
- Managers should monitor the performance of all learners and apprentices rigorously and ensure that those who fall behind with their studies rapidly receive support to help them catch up. Leaders and managers should maintain a strong focus on improving teaching, learning and assessment and ensure that their well-considered quality improvement plans to raise the level of learner achievement are implemented swiftly and fully.
- Tutors should ensure that those learners who do not attend their lessons are challenged about their non-attendance and are supported effectively to overcome any difficulties they may have that impede their ability to attend and learn well.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- At the previous inspection, outcomes for learners, and teaching, learning and assessment required improvement. Since then, the proportion of learners who achieve their qualification has declined further and not enough teaching, learning and assessment is good. Managers have successfully eradicated most of the poor teaching but they do not always enable staff to share existing good practice to help them improve effectively, and the speed of improvement has been too slow.
- Managers' action plans for improvement do not always focus clearly enough on improving the craft of teaching, learning and assessment and the measures by which managers assess the impact of their actions are not always clearly defined or sufficiently time-bound.
- The Principal and his new senior management team's transformational leadership has resulted in a strategy for excellence in learning that is communicated well to, and understood by, all staff. Governors and senior leaders have quickly established a culture that places learners and their progress at the heart of decision making. Their actions for improvement are well considered and understood by staff.
- The Principal and governors are successfully tackling the long-term financial challenges the college has faced for a number of years. Financial management and decision making is prudent and well considered.
- Leaders and managers have developed strong quality improvement arrangements, and now accurately judge the quality of lessons through the use of observations. Performance management is used increasingly well by managers to hold teachers to account for the quality of learning.
- Managers' and staffs' evaluation of the college's strengths and weaknesses is accurate. Managers are now making more effective use of data to assess the progress they are making against their performance targets.
- Leaders' and managers' extensive collaboration with a wide range of employers, business partners and the local authority ensures that the curriculum meets the needs of learners and the training and business development requirements of employers. Managers have liaised effectively with the Southall Manor house and dine project, which provides a flexible community resource and educational hub for catering excellence. They have also responded well to the need to increase skills training for the digital technology industry.
- Learners are prepared well for life in modern Britain. The development of learners' understanding of fundamental British values is integrated effectively into their courses and wider life at college. The college is a tolerant and welcoming place to work and learn.
- **The governance of the provider**
  - A completely new governing body brings much-needed expertise and challenge to the work of the executive management team.
  - Governors have not yet had sufficient time to realise their ambition to raise the quality of provision; their aim to improve teaching, learning and assessment and learner outcomes has not yet been fully realised.
  - Governors have a good understanding of what the college needs to do to improve. They provide strong support to senior leaders and hold them to account for bringing about the improvements needed.
  - Governors have an accurate understanding of the college's strengths and weaknesses and a well-considered strategy to improve overall effectiveness.
- **The arrangements for safeguarding are effective**
  - Managers work closely to ensure that safeguarding arrangements are integrated effectively into the work and lives of learners and staff. They carry out comprehensive recruitment checks on staff and keep detailed and up-to-date records. Appropriate checks are carried out for the staff of subcontractors.
  - Learners understand well that college staff work to keep them safe. Learners' and staff members' understanding of safeguarding leads to prompt identification of issues and their swift resolution.
  - Managers ensure that the college complies with the 'Prevent' duty. Effective arrangements are in place to identify any threats of radicalisation and to tackle these quickly.

## Quality of teaching, learning and assessment requires improvement

- Managers have identified well the weaknesses in teaching, learning and assessment that resulted in a decline in learners' and apprentices' achievements in the previous three years. They have started to implement appropriate actions to reverse this trend and have successfully eradicated much poor practice. However, across all provision types, and in particular in the teaching of English and mathematics, teaching, learning and assessment require improvement and managers' actions to raise standards are not yet fully effective.
- Teachers do not use the information about learners' prior attainment well enough to ensure that activities and tasks in lessons match learners' abilities. Teachers are not sufficiently skilled at planning and teaching lessons that enable learners to understand clearly what they are learning in lessons and on their course. Too often, teachers set work that is too easy for more-able learners, or too hard for others.
- Teachers' and assessors' skills in setting targets for learners and apprentices to raise their aspirations and support them to achieve vary too much across different subjects. On a majority of college-based courses, including those in English for speakers of other languages (ESOL), catering and childcare, teachers frequently set and review precise targets with learners in order to keep them on track to achieve. On a minority of courses, including on apprenticeships, teachers and assessors are too slow to set targets with learners, or the targets are not matched closely enough to learners' aspirations. Learners on these courses do not make progress quickly enough to achieve.
- When planning lessons, teachers and support staff on the majority of courses do not work together closely enough to ensure that learners who need extra help to achieve receive the right support. Learners who need extra help achieve less well than their peers.
- In functional skills and GCSE courses in English and mathematics, teachers do not adequately inspire learners and apprentices to learn. Too many lessons are uninteresting and learners often do not understand the relevance of what they are learning to their academic or vocational studies. For a small minority of learners on qualifications in English and mathematics, teachers have not completed assessments at the start of the year in order to place them on the correct level course and these learners' progress is hampered by the need to change classes.
- In lessons, teachers use only a narrow range of strategies to check learners' and apprentices' learning or to develop their knowledge further. They rely too much on ineffective questioning strategies which fail to elicit responses from all learners, and through which teachers do not have a secure enough understanding of the progress all learners have made in lessons. For example, in mathematics, teachers do not always check that all learners can confidently use a working method correctly before moving on to the next stage of learning.
- In most subjects, and on all provision types, teachers plan assessments well and learners know when and how these will take place. Assessment tasks are mostly interesting and in vocational subjects are set around employment scenarios so that learners know how the knowledge and skills they gain will be used in their future careers. In a large minority of cases teachers do not provide learners with sufficiently detailed or prompt feedback following assessments in order to help them to improve.
- Teachers across all provision types provide effective one-to-one guidance to learners and apprentices during lessons to help them understand how to improve their work. They often ask probing questions so that learners resolve problems or develop their knowledge further. For example, in AS-level graphic design learners receive personalised guidance to keep them firmly on task so that they can create poster designs using industry standard computer software.
- Staff have markedly strengthened the advice and guidance they give to learners in order to place them on the programme that best suits their long-term goals. They also provide good guidance to learners to help them progress to the next level of learning, including to university or into employment. In particular, adults receive good guidance to plan their next stage of learning, for example to study for vocational qualifications on completion of an ESOL programme.
- Teachers on the majority of courses provide learners with good resources on the virtual learning environment to help them study outside the classroom. Learners make good use of these resources when completing homework tasks and assignments.
- The majority of teachers help learners to gain a good appreciation of social and cultural diversity. Learners participate well in discussions on current social topics, through which they have a secure appreciation of a range of cultures, faiths and views.

## Personal development, behaviour and welfare

## requires improvement

- Learners' rates of attendance at, and punctuality to, lessons have improved over the previous three years but are not yet high enough. In too many lessons, especially those for English and mathematics, learners do not attend often enough and this slows the progress they are making with these qualifications.
- Teachers and assessors do not yet provide learners and apprentices with sufficient guidance on the study skills that will enable them to be a successful learner, both in their current qualifications and for their next step in their learning.
- Learners' behaviour in lessons and around the college campuses is good. They are respectful towards each other, their teachers and their environment. Learners from very diverse backgrounds and communities get on well with each other, taking part in many social and sporting activities together.
- Apprentices develop good skills for work as a result of their work-based training. They receive effective coaching and guidance from their employers and assessors to help them decide on, and make, their next step in employment or training.
- Learners develop their skills for work well through a wide range of activities, which include working in the college commercial environments, such as the hair salon and the training restaurant, through trips and visits to workplaces and through visiting speakers. Too few learners apply these skills in a work placement with an employer, although managers' plans to improve the proportion of learners who benefit from an external work placement in the current academic year are at an advanced stage.
- On vocational courses and apprenticeships, teachers provide learners with the mathematical skills necessary to complete tasks successfully. For, example, carpentry apprentices know how to calculate the materials required to construct and provide costings for complex roofing structures.
- On the majority of courses, teachers provide effective guidance to learners on their spoken English and on the use of technical language associated with their subjects. For example, sports massage students make good use of complex anatomical and physiological vocabulary to describe how to treat specific sports injuries.
- At the start of the year teachers help learners to develop their confidence quickly. Learners contribute well in lessons, work together effectively in group activities and share their ideas in class discussions. For example, level one childcare students discuss with maturity the impact that diet has on people's well-being.
- Learners in receipt of high-needs funding make excellent gains in their confidence, self-esteem, practical skills and communication skills through the supported internship programme, which enables them to work at several hotels at Heathrow airport.
- Learners and apprentices value the welcoming and safe environment at each of the college campuses. They know how to keep themselves safe at college and at work. The vast majority of learners report that there is no bullying at college and that they have confidence in their teachers to deal with any incidents, should they arise. Apprentices know how to stay safe in their workplace and who they should report any incidents of bullying or harassment to, should it occur.
- Learners feel safe at the college. Learners' induction is planned well, with a wide range of activities. Adult learners who have not participated in learning for a long time, or have never attended a college in England, particularly benefit from the activities at induction which allow them to start their courses confidently. Learners take part in a good range of enrichment activities such as meeting their local member of parliament at the Houses of Parliament to discuss reductions in funding and presentations from large café chains on employment skills and the range of employment options in the sector.

## Outcomes for learners

## are inadequate

- Outcomes for learners are inadequate as the proportion of learners and apprentices who achieve their qualifications is low and has declined over the previous three academic years. Learners aged 16 to 18 years old on study programmes achieve less well than older learners. Achievement rates for learners studying AS and A level qualifications are very low and those who do pass these qualifications achieve low grades relative to their prior achievement.
- The majority of learners who retake their GCSE qualifications in English and mathematics do not improve on their previous grade and many achieve a lower grade.
- Learners who take functional skills qualifications in English and mathematics who have English as an additional language, achieve better than learners and apprentices who study other subjects.
- Learners in subjects such as health and care, construction and information and communication technology are more successful and are making better progress than learners in subjects such as science, languages and business.

- On completion of their courses, too few learners progress to higher-level qualifications, either at the college or with another provider. About three quarters of learners who apply for places at university are offered one.
- Learners aged 16 to 18 who have previously been in care are more successful than their peers in achieving their qualifications. The majority progress to higher-level qualifications or to employment.
- Learners in receipt of high-needs funding make good progress towards achieving personal learning goals, but the proportion who achieve their qualifications is low.
- The majority of apprentices who learn through subcontractors achieve their qualifications; however, too few apprentices who learn through college-based apprenticeships achieve their qualification and the proportion who complete their programmes in the planned time is very low.
- Current apprentices are making better progress in achieving their qualifications but too many are not yet making good progress.

## Types of provision

### 16 to 19 study programmes are inadequate

- The college provides study programmes in 12 subject areas. The largest are health, public services and care, arts and media and preparation for life and work. There are currently 2,292 learners on 16 to 19 study programmes.
- Outcomes for learners on study programmes in 2014/15 were inadequate and currently many learners arrive late for lessons and attendance is not yet high enough. In English and mathematics, current learners are making insufficient progress in GCSE lessons, and in functional skills too many learners make poor progress.
- Work experience arrangements in 2014/15 were inadequate. The principles of the study programmes have not been met, although managers now have clear plans to improve learners' participation in work experience. Staff do not provide learners with enough information about when they will be going on work placements, or on how the skills they learn will be developed further by working with employers.
- Teachers are not sufficiently skilled at planning and teaching lessons that help all learners to make good progress, especially the most able. Too many teachers plan whole lessons where all learners work on the same tasks, using the same resources, regardless of their starting points and potential.
- In English and mathematics, teachers do not make sufficient use of the results of their assessment of learners' abilities at the start of the year to plan learning. Teachers do not relate students' learning in these subjects sufficiently well to their vocational or academic subjects in order to make learning more relevant. Learners do not make sufficient progress in the development of their skills in English and mathematics in their main subject lessons.
- Teachers' assessment of students' learning in lessons is not effective. Teachers' over-use of questions to the whole group allows more-able learners to dominate and teachers do not accurately identify individual students' learning and progress. Teachers do not always use targets effectively to support learners to make progress. The good practice of ESOL teachers in using targets with learners is not shared more widely across all subject areas.
- Learners benefit from the good application of teachers' industrial and professional expertise. Teachers' use of one-to-one coaching and practical demonstrations is effective and learners develop a good range of practical vocational skills. Learners' standard of practical work is good. They improve their social skills and confidence, and their development of skills for employment in lessons is good. For example, in automotive engineering, learners develop their fault-finding skills by analysing feedback from diagnostic equipment accurately and very confidently.
- Learners for whom English is an additional language benefit from teachers' very well-planned and interesting teaching and learning and highly effective target setting. Learners make very good progress and significantly improve their language and skills for work, as well as developing their skills in English and mathematics. For example, learners develop their speaking skills well in order to be ready for job interviews through frequent practice.
- Learners receive good careers advice and guidance from their teachers and careers staff. A high proportion of learners who achieve their qualifications progress to employment, but too few progress to higher-level qualifications at the college.

## Adult learning programmes

## require improvement

- The college has 5,407 adult learners. Two thirds of learners are on English programmes at level 1 and about a third are on vocational courses at levels 2 and 3, with a small number of learners on level 4 courses. On vocational programmes the majority of learners study health and social care, supporting teaching and learning, and access programmes for nursing, midwifery and computer programming.
- Senior leaders have made significant changes to the management of adult learning programmes which have improved learners' punctuality and attendance at lessons, particularly in ESOL provision. However, in a minority of vocational programmes the pace of improvement is too slow and has yet to raise standards of teaching, learning and assessment. Too many learners who start qualifications either leave the course early or do not pass their qualifications.
- Teachers do not check learners' progress thoroughly enough in lessons; they rely too much on questions that are too simple and do not test the knowledge and understanding of more-able learners. Consequently, more-able learners are not set work that is difficult enough or builds sufficiently on their prior attainment to help them make the progress of which they are capable.
- Teachers' written feedback on learners' marked work is not sufficiently detailed and teachers do not identify precisely enough what learners have done well and how they can improve their work further.
- Teachers plan ESOL lessons which learners find interesting and stimulating. Teachers support learners to develop good oral and written communication skills that enable them to lead independent lives and to participate in a diverse range of social, voluntary and employment activities.
- Teachers develop learners' spoken English well and learners use scientific and subject-specific vocabulary correctly and confidently. Teachers provide learners with constructive oral feedback during classroom activities.
- Teachers assess learners' skills and knowledge thoroughly at the start of the course to help place them on the most appropriate level of qualification to develop their English and vocational skills. Teachers' good advice and guidance helps learners to progress from ESOL courses to vocational courses that meet their long-term career aspirations.
- Teachers in hospitality and catering have worked effectively with a significant number of local employers who now provide learners with work placements through which they develop their skills for employment. For example, learners host and provide catering for events such as the Hammersmith business awards.

## Apprenticeships

## require improvement

- The college has 549 apprentices in seven subject areas but specialises in business administration, hairdressing, engineering and construction; 346 apprentices are on intermediate-level programmes. The large majority of apprentices are enrolled on apprenticeships taught by subcontractors. The proportion of apprentices who complete their qualification within the planned timescale is very low. Current apprentices now make better progress.
- Assessors do not use their thorough evaluation of apprentices' skills in English and mathematics at the start of their course well enough to plan and teach lessons that enable apprentices to make good progress. For apprentices who need to complete functional skills qualifications in English or mathematics assessors do not always schedule learning early enough in the programme, resulting in too many apprentices not achieving these qualifications before their planned end date.
- Assessors do not set precise enough targets with apprentices to enable them to make quick enough progress with their learning. Too often, assessors' written feedback on apprentices' assessed work does not provide sufficient detail to help apprentices make better progress or improve the quality of their work. Assessors do not routinely correct apprentices' spelling and grammar mistakes or provide them with strategies to identify and correct these errors themselves.
- Apprentices develop their mathematics skills well. For example, hairdressing apprentices apply units of measurement and angles to different haircuts.
- Most apprentices make good progress in the development of technical skills through their workplace training. Apprentices enjoy their work, feel safe in their working environments and they know how to work safely.
- Apprentices make a valuable contribution to their employers' business. Apprentices' behaviour is good, and meets professional standards. Effective collaborative links between the employer, assessor and apprentice mean that apprentices can follow bespoke pathways tailored to their future career aspirations and the needs of the business. For example, dementia units are used in care apprenticeships and social

media units in business apprenticeships.

- In the best college-based lessons, teachers and assessors plan lessons well and, as a consequence, apprentices make good progress. Class activities are structured to enable all apprentices to make good progress from their starting points. However, in a small minority of class-based lessons assessors do not plan and teach lessons that enable all apprentices to make good progress. As a result the progress of more-able apprentices is impeded.



## Provision for learners with high needs

## requires improvement

- The college currently has 128 learners receiving high-needs funding from 12 local authorities. The large majority of them are on courses at entry level or level 1, and others join vocational courses across the college at level 2 and level 3. Outcomes for high-needs learners require improvement, with few learners achieving vocational qualifications or qualifications in English and mathematics.
- Teachers and support staff do not work well enough together to plan lessons or set targets for learners in order to ensure each learner makes good progress. Consequently, more-able learners are not set work that is difficult enough or builds sufficiently on their prior attainment to help them make the full progress of which they are capable.
- Teachers do not focus sufficiently on the development of learners' English and mathematics skills. Too few learners achieve their English and mathematics qualifications and most learners make slow progress. Teachers do not routinely correct errors in learners' written work.
- Staff manage the transition from schools to college for learners well. Their assessments of learners' abilities and support requirements before they join the college are based on a wide range of different sources, including interviews with learners and their parents or carers. However, staff do not make full enough use of this information to plan learning in sufficient detail and do not always record learners' personal and social skills development needs effectively.
- Teachers provide learners with constructive oral feedback during classroom activities. However, their written feedback on learners' marked work is often too descriptive and teachers do not identify precisely enough what learners have done well and how they can improve their work further.
- For learners who have profound and multiple learning disabilities, teachers and support staff work well together to plan very effectively the support for each session. Teachers have a good understanding of each learner's needs. They make good use of pictures, music and sensory activities that help learners to develop their communication and fine motor skills well, enabling them to become more independent.
- Learners make considerable progress in increasing their self-esteem and their ability to work well in new situations. Highly effective support from job coaches helps learners make good progress on supported internships with high-profile employers. Learners quickly gain the confidence to work as part of a team and are valued by their supervisors. They often develop good work-related skills, such as in customer service, to a good standard.
- The large majority of learners are prepared well to move on to further learning. Last year, a high proportion of learners progressed to a foundation course at a higher level, or to a vocational course or employment.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	14+
<b>Approximate number of all learners over the previous full contract year</b>	19,186
<b>Principal/CEO</b>	Mr Garry Phillips
<b>Website address</b>	<a href="http://www.wlc.ac.uk">www.wlc.ac.uk</a>

## 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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	775	3149	466	861	1051	940	6	457
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
Number of apprentices by Apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	64	282	11	119	0	77		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
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"> <li>■ Building Lives Training Academy</li> <li>■ Collage Arts</li> <li>■ London Hair Apprenticeship Academy</li> <li>■ London Vocational College Limited</li> <li>■ Open Minds Training Limited (JUMP)</li> <li>■ Phoenix</li> <li>■ Simply One Stop Limited (Learn Plus Us)</li> <li>■ Sutton Coldfield Training</li> <li>■ Umbrella Training Limited</li> </ul>							

## Information about this inspection

### Inspection team

Richard Pemble, lead inspector	Her Majesty's Inspector
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Rieks Drijver	Her Majesty's Inspector
Kathy Tyler	Ofsted Inspector
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Christine Lacey	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Andrew Thompson	Ofsted Inspector

The above team was assisted by the Executive Director of Learner Experience and Performance, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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