

# Greenbank College

Not-for-profit organisation



## Inspection dates

23–26 February 2016

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for learners	Requires improvement
Adult learning programmes	Requires improvement
Provision for learners with high needs	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a provider that requires improvement

- The proportion of learners who achieve their qualifications is low.
- Too many learners do not pass their functional skills tests in English and mathematics.
- Learners' progress is too slow because tutors do not use the results of their assessments of learners' skills and abilities well to match their teaching to the learning needs of individual learners.
- Quality improvement arrangements do not ensure swift improvements and, as a result, the quality of teaching, learning and assessment has declined.
- Staff do not offer potential learners sufficient information about courses before they start so that they can make informed decisions about the suitability of courses in Greenbank College; consequently, too many learners leave soon after they start.

### The provider has the following strengths

- Most learners who stay to the end of their courses or programmes progress to further education or employment.
- Learners develop greater confidence in their own ability and improve their skills to be more independent. They are well mannered, punctual and keen to learn.
- The chief executive, managers, tutors and staff share a strong commitment to improve the life chances for learners with learning and/or physical disabilities and difficulties.
- Staff work well with schools, colleges, medical staff and parents to ensure that learners' personal and physical welfare needs are met when they enrol at the college.

## **Full report**

### **Information about the provider**

- Greenbank College is part of Greenbank, which is a registered charity established in 1983. Greenbank is based in Liverpool and offers education, sport and leisure opportunities to disabled people and other disadvantaged groups in the local community. At the time of the inspection, the very large majority of learners had learning and/or physical difficulties and disabilities. The college provides provision for 23 learners with learning and/or physical difficulties and disabilities through subcontracting in Knowsley.
- The college offers programmes for young people aged 16 to 18, and for learners up to 24 with a learning difficulty assessment or an education, health and care plan. It offers accredited and non-accredited provision for adults aged 19 and over. In Liverpool, the unemployment rate is higher than across the North West region and nationally. In 2015, in Liverpool, less than half of the pupils achieved five GCSE grades A\* to C, including English and mathematics.

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

- Ensure that staff offer potential learners impartial, realistic and clear advice and guidance about the courses offered and what learners are expected to do so that learners can make informed choices about the suitability of courses.
- Ensure that tutors use the results of their initial and ongoing assessments of learners' achievements and personal development well to adapt their teaching practices to meet the learning needs of each learner, so that the proportion of learners who achieve their qualifications improves significantly.
- Ensure that learners have detailed and clear short- and medium-term learning targets for the development of their English and mathematics skills lessons and that tutors match their teaching methods so that learners can achieve these targets and pass their functional skills qualifications.
- Review, develop and implement better-quality improvement arrangements, including managers' approach to the monitoring of the quality of teaching, so that tutors are aware of what needs to improve and actions are taken swiftly to improve the quality of the provision.

# Inspection judgements

## Effectiveness of leadership and management requires improvement

- Leaders and managers are very ambitious for learners, of whom the majority have learning and/or physical difficulties and disabilities. They are good role models for learners. But these values are not effectively translated into good or better practices in teaching, learning and assessment.
- Although the provision which the college provides is significantly different from the offer at the previous inspection, leaders have not ensured that the number of learners who achieve their qualifications has increased. Despite a number of improvements, such as the development of good links with employers, the quality of the provision has declined.
- Managers have not ensured that learners receive effective advice and guidance prior to starting their courses; consequently, too many learners leave their courses soon after starting. Ongoing, impartial advice and guidance for learners who stay on their programmes are good. As a result, the large majority of learners who complete their courses progress to positive destinations.
- The management of English and mathematics provision requires improvement. Managers have not ensured that tutors teach English and mathematics well enough, resulting in a decline in the number of learners who achieve their functional skills qualifications.
- The quality improvement arrangements do not ensure swift improvements. When weaknesses are identified in the provision, they are not improved quickly. For example, a significant number of issues, identified by managers through their quality monitoring activities last year, still remain. The self-assessment process is inclusive but a number of findings are inaccurate.
- Managers monitor the performance of tutors systematically through learning walks and lesson observations. However, managers' observations of lessons failed to identify and rectify weakness in teaching practices. Managers have not ensured that all tutors are sufficiently experienced and skilful to teach groups of learners with complex levels of learning disabilities.
- Managers do not use data well to identify areas for improvements. The college has good systems to collect data. For example, it has good information about learners' destinations and the proportion of learners who complete successfully within the planned date. However, managers do not use the data and information available to identify performance issues and to make improvements. For example, learners who are making slow progress are not identified so that actions are taken to improve the pace of their learning.
- Management of the subcontracted provision requires improvement. Managers monitor the work of the subcontractor through regular checks on the quality of the teaching, learning and assessment practices. In 2014/15, most learners in the subcontractor progressed to further or higher education or employment successfully. Managers failed to rectify the weaknesses in the subcontractor's teaching of functional skills in English and mathematics and most learners enrolled at the subcontractor did not achieve their functional skills qualifications.
- Leaders and managers have developed the provision successfully to meet the needs of learners with learning and/or physical difficulties and disabilities. They have developed a broad provision to improve significantly learners' skills to live and work independently. As a result of good partnerships with employers that offer work placements, most learners develop good work-related skills. Managers are aware of the priorities of the local enterprise partnership and contribute to the priorities, for example in reducing the number of young people who are not in education, employment or training.
- Managers and staff have successfully established a very inclusive college where learners feel comfortable and welcomed. Managers monitor the performance of different groups well. They have developed a clear action plan to increase the success rates of learners without learning disabilities. In 2014/15, this group of learners did not achieve as well other learners in the college. Managers have not yet done enough to ensure that tutors develop learners' understanding of the ideas which help them to be effective members of their communities, such as democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and beliefs.
- **The governance of the provider**
  - The members of the 'Council of Management', who have governance responsibility, have good experience and expertise in education, management and industry. They demonstrate a deep understanding of the barriers faced by learners with high needs and learners with learning disabilities. The members use this knowledge well to set the college's mission and its strategic direction.

- The council members provide good challenge to leaders on the college’s performance. They have a good understanding of the strengths and weaknesses of Greenbank College. For example, council members challenged the proposed grades in the 2014 self-assessment report based on their scrutiny of the proportion of learners who achieved.

#### ■ **The arrangements for safeguarding are effective**

- Leaders and managers ensure the safety of learners and are vigilant about potential risks. Managers have developed the provision so that learners gain a good understanding of safe working practices, including when using computers or accessing social media.
- All staff and governors have been checked for safeguarding risks. They have received relevant training on how to keep learners safe. Managers hold detailed and up-to-date records of safeguarding issues and responses made.
- Leaders and managers have received training on keeping learners from the harm of extremism and radicalisation. A few tutors have not completed this training; managers are aware of this issue and this training is imminent. Tutors who have completed this training are not confident enough to discuss with learners the risks of radicalisation and extremism.

### **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching, learning and assessment requires improvement to ensure that more learners achieve their qualifications. In a significant minority of lessons, tutors do not match their teaching activities to meet learners’ skills and abilities because they do not use the information from initial and ongoing assessments of learners’ starting points and developments. Consequently, the less-able learners fall behind and the most able do not achieve their potential.
- Learners do not have clear and specific learning and personal development targets. Therefore, work set by tutors is not always set at the right level of difficulty, particularly for the most-able learners. Tutors set them work to achieve very broad objectives, such as completing a unit. As a result, learners cannot monitor the pace of their progress and do not develop the skills to learn independently. On non-accredited courses, tutors do not record individual learners’ progress and achievement in sufficient detail.
- The standard of learners’ written work is not good enough as the quality of tutors’ assessment and feedback to their learners does not provide them with clear direction on how to improve.
- Learners benefit from effective coaching to develop their practical skills. Tutors provide activities that develop learners’ verbal communications and the skills to be more independent, and learners grow in confidence in their ability to use public transport.
- Tutors use information learning technology effectively to help learners to overcome their learning or physical difficulties; for example, they use software for learners with limited vision. Learning assistant staff support learners well. Their impact on learners’ progress is not always effective, because, for a minority, their support is not planned sufficiently well.
- Learners on study programmes benefit from very useful work experience or work-related activities. Staff plan learners’ work experience well to ensure that they develop the skills required to be successful, often in small steps and with very supportive employers. Learners take part in a wide range of regular beneficial enrichment activities, such as lessons on painting, and keeping healthy through sports and dance.
- Tutors have developed a very supportive and inclusive teaching and learning environment. Learners work together well and support each other to overcome their barriers. However, tutors do not pay sufficient attention to develop learners’ understanding of the values which help them to be successful in British society.

### **Personal development, behaviour and welfare** are good

- Learners with significant barriers to learning and progression grow in confidence and self-assurance, and enjoy coming to the college. They take responsibility for and have a positive attitude to learning. Learners engage keenly in both learning and enrichment activities. Learners take pride in the high standard of their practical work. For example, they produce high standards of drawings based on the novels which they read and enjoy.
- Learners develop good skills that they use in their work placements. Their good verbal communications help them to limit the impact of their disabilities. For example, learners with high levels of stammer develop the skills to communicate well and coherently.

- Learners are punctual and attend their lessons regularly. The large majority of absences are due to medical reasons. Where learners have low attendance this is followed up effectively; as a result, attendance rates have improved.
- Learners behave well in and out of lessons. They respect one another and staff at the college. They make good relationships with their peers. They are very helpful and eager to help each other. For example, they participate in British Sign Language training as an enrichment activity to support and understand the needs of their peers and staff within the college.
- Parents and carers are well informed about the progress learners make on their courses. Parents and carers are often involved in planning learners' programmes and regular reviews of their progress.
- Tutors promote equality of opportunity well throughout the college, creating a very inclusive environment for learning. They challenge offensive comments and stereotyping as a matter of course. For example, in one lesson a tutor discussed tattoos, and learners recognised well the changing attitudes to people with tattoos and what is acceptable.
- Learners feel safe and know what to do if they are upset or have a problem. They are aware of the risks when using computers online and how to prevent them, such as the risk of being bullied on social media. Learners have very little understanding of the risks of extremism and how this can happen online. Staff who have received training on keeping learners safe from extremism are not sufficiently confident to explain the risks to learners.
- Initial information, advice and guidance are not effective at enrolment. Consequently, learners do not make informed choices about starting on their course and a high number leave too early without achieving. For learners who remain in learning, staff provide very useful and comprehensive information about learners' options after college.

## Outcomes for learners

## require improvement

- Learners make the expected progress from their very low starting points. As a result of good support from staff with high levels of expertise, they become more independent and develop the skills required to be successful. For example, they speak confidently about their experiences, the value of their learning and their aspirations for their futures.
- In 2014/15, the proportion of learners aged 16 to 18, and of those aged 19 and over, that achieved their qualifications was low, because too many left soon after they started. The number of learners aged 19 and over who completed their courses successfully at level 1 was good. Too few adult learners achieved their level 2 qualifications.
- Learners improve their verbal communication and use of mathematics significantly, helping them to become more independent. Despite this, the proportion of learners who achieve their functional skills qualifications in English and mathematics is low.
- In 2014/15, too few learners with a grade D or lower in GCSEs in English and mathematics achieved grade C or above. Current learners' progress on English and mathematics GCSE courses, considering their significant learning barriers, is as expected given their starting point.
- The proportion of learners with learning and/or physical difficulties and disabilities that achieve their qualifications is above that of the small number of learners without disabilities. No significant variations exist in the performance of learners from different ethnic heritages.
- Learners develop good practical skills, for example in health and social care, catering, hairdressing and art. They quickly learn to take responsibility for improving their work, such as using different colour combinations to improve their paintings. Learners are proud of their achievements. The employers who provide work placements are very positive about the learners' skills and attitudes to work. The standard of learners' written work is not consistently good.
- In 2014/15, the large majority of learners progressed into further education, training or employment. The proportion of learners aged 16 to 18 that progressed to further courses or employment was particularly good. Most learners in the subcontractor gained employment or started on new courses.

## Types of provision

### Adult learning programmes

### require improvement

- Currently, 142 adult learners are studying vocational courses and English and mathematics courses and 135 learners are on non-accredited courses. Lessons are offered in the main site and at a nearby venue. The college offers vocational courses in health and social care, information and communication technology for users, hairdressing, hospitality and catering, tailoring, sports, administration and customer service. The large majority of adult learners have learning and/or physical difficulties and disabilities and complex personal needs.
- Tutors do not use the results of initial and ongoing assessments well enough to meet individual learning needs. They set learners targets which are too broad and do not take into account the different range of learners' abilities. Tutors do not have high enough expectations for the educational development of learners. They do not routinely extend their learning in and out of the lessons. Consequently, a significant minority of learners make slower than expected progress and most of the most-able learners do not achieve their full potential.
- Learners' errors in spelling and grammar persist as tutors do not place sufficient emphasis on helping learners to develop the skills to improve the quality of their written work.
- Learners respect the views of others and have a good understanding of bullying and different forms of abuse. Tutors do not develop sufficiently learners' skills and attitudes that will help them to participate fully in and contribute positively to life in Britain.
- Learners develop good work-related skills that prepare them well for their next steps. They develop skills that support their progression to further and higher education and employment. For example, learners improve their ability to follow instructions and their readiness for work or further courses. Hairdressing learners describe how the skills they gain will help them in dealing with customers, being self-employed and working in prestigious hair salons.
- Learners take a number of courses as part of their individual programme of study. Tutors monitor well learners' progress on their individual courses. The progress learners make on each of their courses is not routinely shared across all the tutors and as a result learners do not develop the skills to apply their learning in different subjects. For example, most tutors do not encourage learners to apply and use their learning from functional skills lessons in their vocational subject. Too many learners do not achieve their English and mathematics qualifications.
- Staff provide good information, advice and guidance for learners who remain on their courses. Learners have a good awareness of what is expected of them and their potential progression routes. As a result, a high proportion of learners progress to higher-level courses, for example from basic sewing to advanced garment production. The majority of learners on GCSE English and mathematics courses have progressed from level 2 functional skills.

### Provision for learners with high needs

### requires improvement

- The college currently provides individual full-time vocational programmes for 99 learners receiving high-needs funding and almost all of the remaining 52 learners have complex learning and/or physical difficulties and disabilities. Most lessons are offered on the main site and at a nearby sports venue. Some 23 learners receive training with a subcontractor in Knowsley.
- The majority of tutors do not have sufficiently high enough expectations for learners' academic development and do not set activities that challenge learners to achieve their potential. Tutors do not use the results of diagnostic and ongoing assessments to ensure that their teaching practices meet the needs of each learner well. Learning assistants' work with learners is not sufficiently clear and this slows down the pace of learning.
- Learners benefit from well-balanced individual programmes. Each learner's programme includes a good range of vocational courses, lessons in English and mathematics, good work experience and a useful range of enrichment activities. Vocational options include courses on health and social care, hairdressing and hospitality and catering. Tutors focus mostly on teaching their own subject areas without considering and building on the knowledge that learners gain from other aspects of their programmes. As a result, learners' progress is not good enough. Tutors do not use the skills that learners develop in practical lessons to strengthen learners' theoretical understanding. Consequently, learners do not develop an in-depth knowledge of vocational practices, and too many do not achieve their qualifications.

- Tutors do not have sufficient experience in teaching groups of learners with a wide range of complex learning needs; consequently, they do not set sufficiently specific and incremental targets for each learner. Too often learners' targets are set at unit or qualification levels without considering each learner's specific learning requirement and the support they need to achieve. As a result, too few learners make good progress.
- Tutors focus well on developing learners' confidence in speaking and listening to prepare them for independent living and progression into work. Tutors do not consistently ensure that learners' written work is presented well or include useful comments on what learners need to do to improve. Learners are unclear about how they can improve their written English and mathematics skills and too few achieve their functional skills qualifications.
- Staff have developed very good links with local employers and voluntary organisations that provide a good range of work experience and work placements. As a result, most learners improve their work and social skills and their readiness to move on into work or further studies. For example, one learner started as a volunteer at Alder Hey Children's Hospital and is now a supervisor on this scheme.
- Arrangements to ensure that learners make the move successfully from schools and colleges to Greenbank College are thorough. Staff interview learners, their parents, carers, medical staff and the relevant staff in schools or colleges to ensure that they have a good knowledge of the learners' physical, medical and mental health issues. Staff use this information very well to ensure that learners are supported effectively in their transition to the college. For example, they ensure that learners have good access to appropriate assistive technologies. Learners receive good, discrete in-lesson support. However, staff do not provide all learners with sufficient advice and guidance about the demands of their study programme and too many leave before completing their courses.
- Learners feel safe and know well how to report their concerns. They respect each other and have a clear understanding of the diverse communities in which they live and study.

## Provider details

<b>Type of provider</b>	Not-for-profit organisation
<b>Age range of learners</b>	16-18 and 19+
<b>Approximate number of all learners over the previous full contract year</b>	428
<b>CEO</b>	Gerry Kinsella
<b>Website address</b>	<a href="http://www.greenbank.org.uk">www.greenbank.org.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)	105	41	49	95	3	6		
	<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+		
Number of traineeships	16-19		19+		Total			
Number of learners aged 14-16								
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>Alt Bridge Secondary Support Centre</li> </ul>							

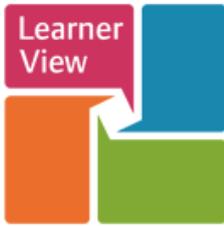
## Information about this inspection

### Inspection team

Shahram Safavi, Lead inspector	Her Majesty's Inspector
Bob Busby	Her Majesty's Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Jonathan Wright	Ofsted Inspector

The above team was assisted by the education and curriculum manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the college'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 students 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 college.

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