

Morley College

Specialist designated institution

Inspection dates

18–21 June 2019

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Outstanding		
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a good provider

- Governors, leaders and managers have high aspirations to meet the needs of adult students in the local area and across London.
- Leaders, managers and tutors use their excellent partnerships to enhance the quality and range of the curriculum, and to meet regional skills priorities, through the arts, culture and applied sciences.
- Well-qualified and experienced tutors, many of whom are prestigious industry practitioners, inspire and challenge students to participate and improve their skills.
- Leaders and managers provide industry-standard resources that prepare students well for further education or employment.
- Students benefit from high levels of support and care, which help many to increase their aspirations and self-confidence, so that they can benefit from a meaningful and active life.
- A high proportion of students make good progress in their learning. In jewellery making, bookbinding and ceramics, the large majority develop very good practical skills.
- The proportion of students who achieve grade 4 or better in GCSE English and mathematics is high.
- Attendance is low in too many lessons.
- Too few students on accredited courses in English for speakers of other languages (ESOL) achieve their full qualifications.
- Tutors do not use target setting sufficiently well to ensure that students know how to improve their work.

Full report

Information about the provider

- Morley College is one of nine specialist, designated adult education colleges in England. It is a company limited by guarantee and a registered charity. The governing body acts as the board of directors and its members are trustees of the charity. Morley College is situated in Central London, on the boundary of the London Boroughs of Southwark and Lambeth. The college has satellite centres in Stockwell and Rotherhithe. The student population is diverse, and many come from areas of high deprivation. Lambeth and Southwark are two of the most deprived boroughs in London.
- Morley college has approximately 11,000 students and specialises in visual and performing arts, culture and applied sciences at levels 1 to 5. It also offers programmes in essential skills, access to higher education and ESOL. The vast majority of courses it offers do not lead to formal qualifications.

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment, by ensuring that:
 - tutors set and agree challenging targets for students, so that they know what they need to do to improve their skills and knowledge
 - tutors use questioning techniques that are effective in checking and extending students' learning, so that students understand each topic before they move on to the next
 - students attend their lessons frequently.
- Increase the proportion of students who achieve their qualifications in externally accredited courses by enrolling students onto the correct courses that meet their needs and aspirations, so that they complete all the components of their courses.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, governors and staff have established a highly inclusive and welcoming culture. They create an ethos that celebrates the college's rich history, culture and heritage. For example, they continue the long-running tradition of providing a series of 'penny lectures', and exhibit respected art displays within the college. Managers are strongly committed to ensuring that the college fulfils its mission to empower individuals and strengthen the community.
- Managers have established excellent partnerships with external organisations that help to enhance the quality and range of the curriculum. Managers work closely with representatives from the Greater London Authority to contribute to the new 'skills for London' agenda. As a result, managers ensure that the college is well placed to meet the regional priorities for adult education. The college makes a valuable contribution to culture and the arts in the region.
- Leaders and managers have designed an extensive curriculum that focuses on the arts, culture and applied sciences. Courses range from short taster courses to degree-level programmes. The curriculum provides valuable opportunities for students to develop basic skills, and it prepares them to progress to university. It also widens participation and promotes lifelong learning. Managers make good use of a range of local community venues to make it easy for students to access education and training.
- Leaders and managers have invested well in learning resources, so that students have access to high-quality equipment that enhances their learning. For example, students benefit from very well-equipped sound and recording studios, ceramics and stained-glass studios, and jewellery and pattern-cutting workshops. These facilities provide students with access to state-of-the art technologies.
- Managers have put in place a comprehensive programme of professional development. For example, workshops focus on strategies to improve the quality of teaching and learning. Staff take part in peer lesson observations and mentoring sessions to promote professional dialogue and which improves the quality of their teaching. Managers provide tutors with opportunities to attend relevant external training and conferences, so that they can improve their specialist skills and knowledge.
- Leaders and managers make very good use of the student voice, through course representatives, student surveys and student governors. The vast majority of students feel strongly about the benefits they gain from their time at the college. Managers use this information well to inform curriculum design and improve students' experiences.
- Quality assurance processes are effective. Managers and tutors frequently review the quality of the provision and identify priorities for improvement. Managers responsible for improving the quality of teaching have a good understanding of the main strengths, but do not consistently identify all areas for improvement in lessons.
- Leaders and managers have not rectified several areas for improvement identified at previous inspections. These include the low proportion of successful students on courses that have qualifications, and the low attendance on too many courses.

The governance of the provider

- Governance is effective. Members of the board come from a variety of backgrounds and possess relevant skills and knowledge to carry out their roles effectively. Governors are successful in challenging leaders and managers to secure improvements and to shape the college's strategic direction.
- Governors are fully committed to the mission of the college and its role within the local community. They place students at the centre of their decision making. They value highly the vibrancy of the college and the external profile that it has established. They recognise clearly the opportunities and risks associated with future strategic developments.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers have put relevant policies and procedures in place, which they implement effectively. Managers responsible for safeguarding have ensured that staff and governors receive suitable training for their roles, including in the 'Prevent' duty. Managers and governors stress the importance of promoting the health and well-being of their students.
- Tutors and students feel safe and are safe at the college. They know what action to take if they have any concerns. They are confident that staff will act swiftly to resolve any issues. Tutors promote safe working practices in classrooms and workshops. Managers work successfully with external agencies, when appropriate, to support and safeguard students.
- Managers carry out relevant checks on staff prior to their employment. They maintain accurate and up-to-date records of staff's suitability to work with students, including vulnerable students.

Quality of teaching, learning and assessment

Good

- Staff are well qualified and have a broad range of skills in their subject areas. They use their expertise well to provide high-quality learning and to inspire students. Several members of staff are current practitioners and leading exponents in their specialist fields, and have a national or international reputation. They provide students with a very good understanding of what it is like to work in commercial contexts.
- Students are keen to learn and highly motivated. They utilise the skills of their tutors well. They seek help frequently to improve their work and as a result, most make good progress. Tutors provide students with very good individual support to develop their practical and creative skills. They ensure that students understand the progress that they are making and what they need to do to improve. Tutors encourage students to experiment in their work and students feel safe to try out new ideas and to learn from their mistakes.
- Tutors know their students well and use this information very effectively to challenge the most able students and to support those who need additional help. A team of learning support assistants provides good support for students who declare a learning difficulty or disability. As a result, students who have learning difficulties and/or disabilities achieve as well as their peers. Tutors adapt their materials well to meet individual students' needs.

For example, they provide visual, rather than written, instructions for those students who require it.

- The majority of tutors use information technology effectively to support learning. They use video clips to demonstrate techniques such as making a book jacket. Students create blogs to check their work against grading criteria. They extend their learning by studying materials placed in online classrooms. Student digital champions and volunteers support the use of information technology in the classroom.
- In most lessons, tutors support students well to develop their English skills. They ensure that students take part in discussions to develop their public speaking skills and they encourage students to use technical language and terminology appropriately. In a small minority of ESOL lessons, tutors do not correct pronunciation errors and, as a result, students do not know how to improve.
- Tutors develop students' mathematical skills effectively in discrete mathematics lessons and in general vocational lessons. For example, students on pattern-making courses measure and cut complex patterns accurately.
- In too many theory lessons, tutors do not check that students understand a concept thoroughly before they move on to the next topic. Tutors do not routinely ask questions that probe students' understanding or extend their learning effectively. In practical lessons, however, tutors challenge students well and question them competently, so that they develop their practical skills to a high degree.
- A minority of tutors do not set or record targets that they share with students. As a result, students do not know what they need to do to improve their work. Too frequently, tutors set targets that relate to the completion of tasks, rather than to the development of skills and knowledge.

Personal development, behaviour and welfare

Outstanding

- The vast majority of students enjoy being at college and benefit from their studies. Students take immense pride in their work and the skills they develop. Many students exhibit their work or perform publicly, both at the college and in external venues. Many are performing publicly for the first time.
- Most students develop their confidence while at college. Students describe how they improve their personal and social skills. These help them to integrate more effectively into their communities, and enable a minority to secure employment. Students appreciate the opportunities to work with people from a broad range of cultural backgrounds and experiences.
- Students produce at least the standard of work expected. Many produce very high standards of written work, much of which, such as writing reports and presentations, is relevant to their future careers. Students produce practical work of a very high standard in, for example, jewellery making, sculpture, ceramics and bookbinding.
- Tutors encourage students to use their experiences of employment to link theoretical learning to practical situations well. For example, students in health and social care discuss their experiences of different care settings. Consequently, students develop a good understanding of the broad range of contexts in which they may work. When students require placements as a part of their course, such as on childcare courses, staff

use their excellent relationships with employers to help them secure relevant and useful placements.

- Well-qualified staff provide students with high-quality advice and guidance. Tutors assess students' skills and knowledge thoroughly at the start of their courses. This includes their English and mathematical skills. Staff support students progressing to higher education very well, and the large majority who apply are successful. Students on those courses that do not lead to qualifications have good access to careers advice and guidance.
- Students feel safe and are safe in the college. Students know how to care for themselves and stay safe in their daily lives. Behaviour around the campus and during lessons is exemplary. Students develop good social relationships with their peers. Most students have developed a sense of belonging that has improved their confidence and helped them to integrate well into the local community.
- Staff provide students with very good support for personal issues that may affect their learning. They support students well to remain in education and to return to an active and purposeful life. For example, they support students who have mental health issues and provide advice on financial matters. A recent project on well-being and resilience supports students to manage challenging times in their lives more effectively.
- Students benefit from an extensive range of enrichment activities. Staff have established excellent partnerships in the local community and, as a result, many students exhibit their work and perform alongside prestigious artists and performers. Students benefit from working with highly skilled practitioners and are inspired to develop their skills and to succeed. As a result, students have a good understanding of the creative arts. Many use their new-found knowledge and skills to contribute to the local community, through volunteer work in museums, schools and community clubs.
- Students have a good understanding of diversity and life in modern Britain. Tutors develop ideas well during lessons. For example, they discuss the royal family and decode family trees. Tutors provide information about healthy eating. Students celebrate festivals from different religions.
- Students' attendance is too low on many courses and is not improving swiftly enough. Too many curriculum areas have attendance rates that are below the college target.

Outcomes for students

Good

- The large majority of students are on programmes that do not lead to formal qualifications. They study programmes that inspire them. Consequently, many continue to study at higher levels or in new subjects to improve their skills and knowledge.
- Almost all students on those programmes that do not lead to a qualification achieve well. Students on non-accredited ESOL courses make good progress. A high proportion of students on counselling courses obtain their qualifications.
- Students studying GCSE programmes in English and mathematics make very good progress and the large majority gain their qualifications. In both English and mathematics, the proportion of students achieving grade 4 or above is high.
- Current students make good progress and they produce work of at least the standard expected by their qualification. Many students exceed this, in both written and practical

work. A large proportion of students in subjects such as jewellery making, sculpture, printmaking and ceramics produce practical work of a very high standard.

- Leaders and managers monitor the achievement rates of different groups of students carefully. They identify gaps in achievement swiftly and take actions to rectify the small achievement gaps that exist. Those students who declare a learning difficulty or disability achieve as well as their peers. Female students, who make up approximately two thirds of the student cohort, achieve slightly better than male students. The very small proportion of students aged 19–23 perform less well than older students.
- The very large majority of students progress to further study or into employment. Many students use their newly developed skills to become self-employed artists or performers. A high proportion of students on the access to higher education courses progress into higher education, and a small proportion of these progress into prestigious universities.
- In 2017/18, too few students on qualification-based programmes achieved their qualifications. Too few students on ESOL programmes passed all the components of their qualifications. In the current academic year, an increased proportion of ESOL students remain on their programmes. Pass rates during the current academic year are high for speaking and listening and reading qualifications, but remain low for the small proportion of students taking writing qualifications.
- Too few students on the access to higher education courses in humanities, social science and fashion achieve their qualifications. However, the proportion of students on the access to higher education courses in health and human science who achieve their qualifications is high.

Provider details

Unique reference number	130412
Type of provider	Community learning and skills
Age range of learners	19+
Approximate number of all learners over the previous full contract year	11,881
Principal	Andrew Gower
Telephone number	020 7450 1889
Website	www.morleycollege.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	23	8,500	11	1,977	5	269	4	100
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0	0	0
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	0							

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. 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.

Inspection team

Lynda Brown, lead inspector	Her Majesty's Inspector
Peter Nelson	Her Majesty's Inspector
Heather Barrett-Mold	Ofsted Inspector
Ray Walker	Ofsted Inspector
Sherrilee Dougan	Ofsted Inspector

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