

## MONITORING VISIT: MAIN FINDINGS

Name of Provider: Morley College  
Date of visit: 17<sup>th</sup> May 2007

### Context

This monitoring visit follows the reinspection in March 2006, at which Morley College's provision was judged to be good in humanities and satisfactory in foundation programmes. The college recognises the need to continue strengthening quality improvement while becoming more responsive to its local and regional role.

### Achievement and standards

What developments have taken place since the previous inspection to improve overall success rates?	Reasonable progress
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Success rates have improved since the previous inspection. Overall success rates have improved from 55% in 2004-05 to 83% in 2005-06. The college has successfully implemented management actions to raise learners' retention and achievement. According to college data, overall success rates on long accredited courses were 58% in 2004-05 and 60% in 2005-06. On many long non-accredited courses, retention rates have remained high and were 90% in 2004-05 and 95% in 2005-06. However, success rates on many level 1 ESOL and some literacy and numeracy courses are low. According to the college's data, success rates in ESOL fell from 47% in 2004-05 to 15% in 2005-06. Retention was satisfactory during this period. In-year data show levels of retention to be high at 94%. The college has identified actions to improve success rates, which include the availability of more assessment opportunities, recording correct end-dates for learners, and placing learners on the most appropriate course level. It is too early to judge the effectiveness of these actions.

What progress has taken place to improve the recording of achievement on non-accredited courses and in embedding recognising and recording progress and achievement?	Insufficient progress
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The college has reviewed many of its documents to support the processes to recognise and record learners' progress and achievement, in response to feedback from tutors and learners. It has improved the return of completed progress reviews. However, the college does not have a clear quality cycle for these processes. The college has identified the need to have a schedule of activity. Initial assessment of learners' prior attainment is informal and infrequently recorded. The quality of the content of individual learning records differs considerably across the college. Learners' entitlement to written feedback from tutors is subject to the number of course hours. Only learners attending more than 70 hours are entitled to this feedback. Learners on courses of fewer than nine hours' duration have no evaluation of their progress. Procedures for verification of standards of learners' achievement are insufficient. Sampling arrangements are informal.

What actions are taking place to improve attendance rates?	Insufficient progress
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Learners' attendance remains an area for improvement. The attendance rate was 67% in 2005-06 and improved to 70% in the current year. At the reinspection, attendance was poor in humanities and on foundation programme courses. The college has implemented improved administrative procedures to tackle poor attendance. It has improved registration records and promptly contacts learners with low attendance. It has recently introduced monthly attendance reports. College data suggest that attendance rates have improved in these two areas, but that both remain below the college's current average attendance rate.

### Quality of provision

What progress has taken place to improve the quality of teaching and learning?	Reasonable Progress
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The college has made reasonable progress in improving the quality of teaching and learning. Overall teaching and learning are reported as satisfactory or better at reinspection in 2006 and the college continues to strengthen teaching and learning. The appointment of two heads of school in October 2006 with key responsibilities for curriculum and quality, provide the college with opportunities to more closely monitor and ensure consistently high standards. The college has made satisfactory progress in providing information learning technology (ILT) to support teaching and learning. Although it has invested in ILT interactive technology is available in only

eight classrooms. The appointment of e-learning mentors in some curriculum areas supports tutors to improve integration of ILT into teaching and learning activities. The college continues to improve the use of individual learning plans on accredited programmes.

The observation of teaching and learning system is clear and includes procedures for improving grade 4 lessons. Results of observation inform annual performance reviews for full-time and fractional tutors. There are some gaps in the process. For example, opportunities to identify best practice and college priorities, such as the use of ILT or strategies to promote equality and diversity, are not included. The system is not regularly moderated. There has been no moderation of 2006-07 observations although tutors are informed of grades following observation. The quality of observations varies. Actions following observation are not consistently set with timescales and some grading is too high. The awarded grade does not take sufficient account of the effectiveness of the learning experience and there is no overall evaluation of the lesson. There are no clear links between outcomes of lesson observations and the staff development programme. Staff development has insufficient focus on improving teaching and learning and insufficient opportunities to share good practice. This issue has been identified by the college. Little of the overall staff development budget is currently spent on observation, a key quality process for a pre-dominantly part-time staff. The college offers support for teacher training and continues to increase the proportion of staff holding or undertaking teacher education qualifications.

<p>What progress has taken place to improve learners' experience including induction, information about courses and accommodation?</p>	<p>Reasonable progress</p>
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Learners have a very good understanding of the ethos of Morley and are able to identify how their skills have improved through their learning experiences. They are well supported by their tutors and contribute their views on ways to improve the college. Improvements have been made to a number of key stages in the learners' experience including enrolment, induction and the strengthening of learning support. The profile of learning support has been raised through its central location in the college.

Improvements in accommodation continue to be made although learners with disabilities cannot easily access some parts of the building. The college is currently undertaking a consultation exercise for its new accommodation strategy. A new website for the college has been commissioned. Although the college closed its nursery, external providers offer childcare places for 27 learners. The college has improved management of complaints.

<p>What progress is the college making to better meet the needs and interests of all learners? In particular, how is the college improving responsiveness to employers, and what is the effectiveness of partnership to attract new learners and more clearly align the college to local needs and national priorities?</p>	<p>Reasonable progress</p>
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The college carefully analyses feedback from learners to help plan new courses. Learners are offered many opportunities to give feedback on learning. The self-assessment report contains a useful section on Every Adult Matters which provides a good adult context for themes identified within Every Child Matters.

The college has recognised the need to increase its response to employers and recently created a business development unit. Research to identify appropriate markets, and a skills audit to produce a list of appropriately qualified tutors, has been undertaken. An infrastructure for developing income generating work is in place although it is too early to judge its effectiveness.

Some 48% of Morley's learners come from its two local boroughs of Lambeth and Southwark. The college has identified the need to improve recruitment of new learners from the local community. There is no community forum to help the college identify needs among local residents. Data to support better recruitment of new learners and curriculum development is not readily available. Morley continues to work with a range of local organisations and partnerships including a community development programme within the London borough of Lambeth. The college recognises the need to more closely integrate community activities and to provide progression routes into college courses. The college does not systematically monitor the progression of learners from community-based programmes.

#### Leadership and management

<p>What progress has taken place to improve the use of accurate data to manage performance including consistent curriculum planning and management?</p>	<p>Insufficient progress</p>
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At the time of the reinspection in March 2006, weaknesses remained in the provision, accuracy and use of data to manage performance. Since then, the college has purchased a new management information system and has revised many of its data collection procedures. It is too soon to evaluate the effectiveness of this development. The college has improved its use of data in monitoring learners' attendance and retention at college, department and course. It has improved the recording of learners' examination results. However, inaccuracies in some data

remain, as identified in the self-assessment report, especially in preparation for life and work. The college does not analyse the performance of different groups of learners by ethnicity, gender or age.

How effective is self-assessment and development planning?	Reasonable progress
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The self-assessment report is satisfactory. There is not enough evidence in some sections of the report. For example, there is little evaluation of employer responsiveness within the report although it is highlighted within the improvement plan. There is insufficient use of accurate, validated data to support judgements. Some of the grading is too high given the gaps in management information and the under development of key aspects of quality improvement. The quality improvement plan for 2006-07 is realistic. However, some targets are insufficiently specific and the plan does not include measures for evaluating success.