

Morley College

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Complementary health studies
- Visual arts
- Classical and modern foreign languages
- Literacy, numeracy and English for Speakers of other Languages (ESOL)

Inspectors also sampled evidence from other provision, which was not directly inspected, in dance, humanities and music. The community provision delivered by the college as a subcontractor of Lambeth Borough Council was not inspected.

Description of the provider

1. Morley College (the college) is a specialist designated institute in the adult education sector. The college was founded in 1889 to enable working men and women to enhance their general education and skills. It is a registered charity and a company limited by guarantee. The college contracts with the London Central Learning and Skills Council for the provision of publicly funded adult and community learning programmes. The college also contracts with the London Borough of Lambeth to provide community based learning, this provision was not inspected.
2. The college specialises in provision for visual and performing arts, health and exercise, languages, humanities, computing, English for speakers of other languages (ESOL), literacy and numeracy. The provision ranges from short courses of less than five weeks to programmes of two years duration, most of which are non-accredited. The college offers programmes from entry level to level 3. Since the start of 2008/09, 8,307 learners have made 9,092 enrolments of which 27% are by black and minority ethnic learners. Some 70% of learners are women and 11% of learners have a declared disability and/or learning difficulty. Some 6% of learners are aged under 25 and 14% are aged 65 and over.
3. The college is located on the border between Lambeth and Southwark and 44% of learners are from these two boroughs. Approximately 30% of learners are from other London boroughs and 26% from outside of London. Lambeth and Southwark are both in the top ten of the most economically deprived boroughs in England. More than 132 languages are spoken in the area.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Complementary health studies	Good: Grade 2
Visual arts	Good: Grade 2
Classical and modern foreign languages	Satisfactory: Grade 3
Literacy, numeracy and ESOL	Good: Grade 2

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards are satisfactory. Quality of provision is good. The quality of teaching and learning and the extent to which programmes and activities meet the needs and interests of learners are good. Guidance and support for learners are satisfactory, as are leadership and management and the promotion of equality of opportunity.

Capacity to improve

Satisfactory: Grade 3

5. Morley College's capacity to improve is satisfactory. Since the provision was inspected in 2005, and partially re-inspected in 2006, the college has worked effectively to deal with most major weaknesses identified by inspectors. Provision in literacy, language and ESOL has improved from satisfactory at reinspection to good. Other aspects of the inspection grade profile, when compared with previous published reports, have been effectively maintained, however, across the college, learners' attendance remains an area for improvement, as does the use of accurate data to manage performance.
6. Collection of performance data was significantly disrupted by the poorly managed implementation of new management information systems in 2007. Managers have recently made strong efforts to resolve this issue and establish functional systems. Curriculum area managers have just started to receive useful performance data.
7. The success rates for long accredited courses improved to above national rates in 2006/07, but declined in 2007/08 to below national rates for 2006/07. The overall success rate for 2007/08 short courses of more than five weeks duration was also below the 2006/07 national rate. Success rates on accredited courses vary significantly and for 2007/08 ranged from 15% to 91% across the different curriculum areas and 74% overall.
8. According to college data, the overall retention rate has generally been maintained from 2006/07, at 94% in 2007/08 with 86% retention on accredited courses and 95% on non-accredited, although some marked variations exist across curriculum areas.
9. Observation of teaching and learning grades have risen from 68% good or better in 2005/06, to 75% in 2006/07 with a small increase to 76% in 2007/08. Inspectors broadly agreed with the findings of the college observation scheme, but found insufficient emphasis on learning in observers' feedback. Quality assurance arrangements are generally satisfactory although it is too early to judge the effectiveness of the recently introduced quality assurance cycle.

10. The recent cross-college rapid action task groups have made a strong contribution to the college regeneration project, improved communications and the understanding of quality improvement priorities. Well planned progress has been made with a range of improvement strategies and developments. However, in many areas it is too soon for there to be evidence of impact on the provision.
11. The self-assessment process is good. The college makes thorough efforts to gather feedback from student representatives and through evaluation surveys. Student comments are used effectively to inform self-assessment and development planning.
12. The recently revised self-assessment process is inclusive, well understood and widely supported by staff. The current draft self-assessment report has been very carefully linked to operational and strategic plans, and is appropriately critical and analytical. Inspectors generally agreed with grades and key judgements in the self-assessment report.

Key strengths

- Good development and celebration of learners' skills
- Good teaching and learning
- Particularly varied range of courses
- Highly effective and very experienced staff
- Highly effective change management
- Very comprehensive measures to promote student representation and involvement in decision making

Key areas for improvement

- Learner attendance
- Success rates on accredited long and short courses
- Accessibility, accuracy and use of management information at all levels
- Further embed quality assurance arrangements
- Process to recognise and record progress and achievement
- Implementation of an accommodation strategy

Main findings

Achievement and standards

Satisfactory: Grade 3

13. Achievements and standards are satisfactory overall. The standards of learners' work are high in many classes. Their development of skills and acquisition of knowledge in classes are generally good. However, as recognised in the self-assessment, attendance is low across all curriculum areas with an overall rate of 63% in 2007/08.
14. Generally learners achieve well on non-accredited programmes, which are usually for one term or less. However, the college's use of data to measure achievement for these programmes is not consistent across curriculum areas. Retention rates are high in complementary health studies, music and visual arts, but are low in computing, dance and drama.
15. Success rates on accredited courses, which accounted for 10% of the provision in 2007/08, are satisfactory overall, but vary considerably between curriculum areas. Success rates are high in dance, complementary health studies, humanities and music, although low in languages, ESOL, literacy and numeracy and visual arts and very low in computing and exercise. For long courses, at all levels, success rates declined in 2007/08 and are below the national rates for 2006/07. The 2007/08 success rates for short courses of more than five weeks duration were also below the national rate for 2006/07.
16. Overall success rates are broadly similar by gender. In 2007/08, learners with a declared disability and/or learning difficulties success rates were close to those of other learners. Success rates for minority ethnic groups are above national rates, however, black African learners' success rates are slightly lower than those for other groups at the college. The progression rate into higher education for learners on access courses is good at 90%. Progression is not systematically monitored in other areas.

Quality of provision

Good: Grade 2

17. The quality of provision is good overall. Teaching and learning are good. Much of the teaching is good or better. Teaching is mainly well planned and in the better sessions is appropriately differentiated. In many classes, the pace is well judged with a range of interesting and purposeful activities. Less successful lessons are characterised by insufficient focus on individual learning and not enough variation in teaching and learning methods. Learners are motivated and generally make good progress. Tutors have relevant professional experience and expertise which most use effectively in their teaching. In practical sessions, tutors provide good coaching. The promotion of equality and diversity in lessons is satisfactory.

18. Assessment is satisfactory. Initial assessment is satisfactory overall and is thorough in literacy, numeracy and ESOL provision. However, the process is not standardised above beginner level in languages. Complementary health studies, initial assessment of literacy, language and numeracy are insufficiently systematic on accredited programmes. The monitoring of learner progress is insufficient in some areas and not always consistent. This was recognised in the self-assessment.
19. The programmes and activities meet the needs and interests of learners' well. The college offers a rich and diverse range of programmes, some of which are unique in London. The range of programmes is particularly broad in music and visual arts. According to college data, 51% of learners enrolled in the current year are new learners at the college. Learners enjoy the wide range of enrichment activities that the college offers such as lunchtime concerts and the varied exhibitions of learning work. Additional enrichment activities are also offered through some programmes and the college's clubs and societies.
20. Guidance and support are satisfactory. Individual additional learning support is carefully planned. It is mainly provided for learners on accredited programmes, particularly preparation for life and work and access courses. The initial assessment of support needs is thorough. Some suitable in-class support is also provided. Effective physical adjustments are made for learners with major disabilities. Arrangements for information, advice and guidance are satisfactory. Course information is clear and individual advice is available at enrolment days. Each curriculum area has publicised advice times during the week, although these are not provided in the evening. Careers and higher education information is readily available.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

21. Leadership and management are satisfactory overall. The college has good strategic management. Clear and effective links exist between the new self-assessment process, section development plans, college operational plans and college key performance indicators. All are well linked to the strategic aims of the college. Staff and managers are knowledgeable about, and supportive of the college's strategic direction. The draft strategic plan takes good account of local and subregional economic priorities. A positive dialogue has been initiated with local authorities and neighbouring colleges to enhance community engagement and widening participation strategies, although these initiatives are at an early stage and it is too soon to judge outcomes.
22. The new principal has successfully engaged in effective change management, with very high levels of staff involvement and support. Careful restructuring of management and staffing has been carried out. Staff and managers are generally clear about their roles and the expectations made of them. A comprehensive college regeneration strategy has been launched after extensive consultation. The

strategy has been adapted appropriately in response to comments from students, staff and stakeholders. Innovative and highly effective rapid action groups have been convened to bring about improvements to job evaluations, college image, environmental awareness, efficiency, enrolment and communications. The task groups have been very successful in bringing together staff from all parts of the college and outcomes have been incorporated into the college operating plan.

23. Very extensive student participation and consultation exists at Morley. Students have very good opportunities to express views and participate in decision making. Annual surveys of student opinion are undertaken and outcomes benchmarked against colleges nationally. Representation at corporate level is good and student governors make a full contribution. All corporation subcommittees have at least one student representative. The college has a very good range of standing student bodies, including a student executive, a class representatives' association and a learners' disability forum. Each of these bodies meets frequently with the principal to discuss needs and college strategy. A wide range of college-supported clubs and societies reflect student interests. Students receive financial support to produce a good quality magazine twice-yearly. A learner involvement strategy has been very recently established to forge closer links between the self-assessment and student representation processes. However, it is too early to judge the effectiveness of this strategy.
24. Appraisal and staff development arrangements are satisfactory overall. Appraisals occur at least yearly, and most staff have frequent access to managers for one-to-one discussions about performance and development needs. For tutors, professional development planning is closely linked to observation of teaching and learning outcomes. Measures to ensure staff are appropriately teacher-trained and registered with the Institute for Learning are currently insufficient. Approximately 22% of permanent and 35% of hourly-paid staff have no recognised teaching or appropriate professional qualification.
25. Quality assurance arrangements are satisfactory overall. An appropriate quality assurance cycle has recently been introduced, but it is too early to judge its effectiveness. Staff generally have a good understanding of quality assurance measures, and have received satisfactory levels of development and training. Arrangements for the observation of teaching and learning are satisfactory. Inspectors broadly agreed with observation grades, and college observers' judgements are generally sound, however, in observation feedback, insufficient attention is given to students learning, with too much emphasis placed upon teachers' activities and actions.
26. Arrangements for the recognising and recording progress and achievement (RARPA) in non-accredited provision are broadly satisfactory. The college conducted a review of RARPA systems in 2007/08, and held a number of training and development events for tutors. During 2008/09, enhanced processes are being piloted in some curriculum areas. Generally, compliance with RARPA is improving, although in some areas the process is not sufficiently thorough.
27. Governors provide adequate monitoring of financial stability and value for money. Governance is now satisfactory. However, during 2007/08, there was ineffective

monitoring of plans to introduce new college management information systems. The college's financial health is very good.

28. The management of resources is satisfactory overall. Many resources are of a good standard. Tutors are well qualified in their specialist areas. Buildings are maintained effectively, however, the college has not yet fully developed its accommodation strategy. Some provision takes place in classrooms that are unsuitable for the size of groups or the type of course.
29. Equality of opportunity is satisfactory. The college has specific policies relating to disability, race, representation, inclusion, and measures are established to ensure compliance with recent equalities legislation, however, no single equalities policy is yet in place, and the college has no governors' equalities subcommittee. The principal currently heads a group drawing up a comprehensive three-year equalities framework which is working on an over-arching equalities policy and strategy. Equality and diversity impact measures are not yet in place, but were being constructed at the time of inspection. A few areas of the college are not yet fully accessible. Representation of black and minority ethnic (BME) groups is satisfactory. BME enrolments are currently around 27%, in keeping with the population of the London borough of Southwark, but approximately nine % below the BME resident levels in Lambeth. For 2008/09 to date, 45% of enrolments are from widening participation areas. There is good recent liaison with neighbouring colleges and local boroughs to secure community and wider family learning provision. Staff have received a satisfactory range of equalities training across the past two years.
30. The procedures for safeguarding vulnerable adult learners meet current government requirements. The college has conducted a thorough exercise in reviewing needs and defining safeguarding requirements relating to its students. Training in safeguarding has been provided for key groups of staff.
31. The college's management information system provides insufficient data to allow analysis of performance trends. The system has only very recently allowed managers to judge standards and monitor performance for the current year. During 2007/08, implementation of new systems failed and the college was without information to monitor provision or manage accommodation and staffing. During the past month, the college has secured significant and continuing improvements in data availability and reliability. However, the college does not monitor attendance sufficiently.

What learners like:

- 'I can now read'
- 'This place has changed my life'
- 'It's helped develop my career'
- 'I've been given hope and encouragement'
- 'The staff are so helpful, they go out of their way to help'
- 'I like seeing my work exhibited in the college'

What learners think could improve:

- Amount of one to one support available
- Some classrooms are bare and uninspiring
- Some of the rooms are too small
- The rooms are cold
- 'Adjacent rooms are too noisy for our language classes'
- Quality of photocopied materials

Sector subject areas

Complementary health studies

Good: Grade 2

Context

32. The college offers complementary and beauty therapy courses from foundation studies to level 3, on the main site. The duration of courses ranges from one day to one year. In 2007/08, 107 courses were provided of which 40% were accredited. In 2008/09, 561 learners have made 562 enrolments on 116 courses. Some 34% of learners are from black or minority ethnic groups and 10% have a declared disability. Some 18% of learners are men. A full-time curriculum area manager and a part-time section head manage 41 hourly paid tutors.

Strengths

- Good development of skills
- Good success rates
- Good teaching
- Particularly varied range of provision
- Very well qualified and experienced specialist tutors

Areas for improvement

- Insufficiently systematic initial assessment of literacy, language and numeracy skills on accredited courses
- Insufficient monitoring of learner progress on accredited courses

Achievement and standards

33. Achievement and standards are good. Learners develop good skills and are attentive to hygiene and safe working practices. They demonstrate good standards of practical work and good development of techniques. Learners improve their skills, body awareness and have a better understanding and knowledge of relevant topics. Many learners identify benefits to their own health and everyday lives. Learners often increase their social and economic wellbeing as skill development helps them to enter self-employment or expand their existing professional practice. Some learners progress to other courses within the curriculum area or progress to higher education. Overall standards of learners' written work are satisfactory.

34. Success rates are good. In 2007/08, success rates on accredited courses were 84% overall and 100% on many courses. However, success rates for a few accredited courses were below 60%. Achievement rates on non-accredited courses were generally high in 2007/08 and 100% on most courses. Attendance is satisfactory and has improved from an overall rate of 73% in 2007/08 to over 80% on most of the current courses.

Quality of provision

35. The quality of provision is good. Good teaching and very effective learning takes place. Tutors are highly knowledgeable and enthusiastic. They use their experience particularly well to explain technical matters effectively, with clear instruction supported by very good demonstrations and the use of a good range of educational aids. Learners are motivated and enjoy their classes. Good individual coaching and correction encourages the development of professional practice. Some tutors make effective use of information technology in classes and training is planned to improve the practice of other tutors. Lesson planning is often too general to meet the needs of individual learners although tutors respond suitably to needs that arise during lessons.
36. Assessment is satisfactory. The college has recognised some weak assessment practices on a few courses and is taking steps to bring about improvement. The recognition and recording of progress and achievement on non-accredited courses is satisfactory.
37. Initial assessment is satisfactory overall. The college has implemented recent improvements that include a self-declaration of needs by learners. Where relevant, learners complete an adequate health questionnaire before starting their course. Tutors conduct a pre-enrolment interview which includes questions about prior qualifications and experience, however, this is not always appropriately recorded. For accredited courses, initial assessment of literacy, language and numeracy is insufficiently systematic.
38. On accredited courses, the monitoring of learner progress is insufficient. Learners do not have an overall individual learning plan that includes milestone goals or targets for development of personal and social skills. However, learner progress towards module assessment and vocational skill development is monitored effectively. Learners do not systematically receive progress reviews although they have the opportunity to arrange tutorials.
39. The college offers a very varied range of provision including a wide variety of continuing professional development courses for practising therapists. These meet the needs of learners and the wider community particularly well. Many courses are unique in the London area. Many learners travel considerable distances to attend courses. Taster courses provide good opportunities for prospective learners to experience different types of complementary therapies.
40. Guidance and support are satisfactory overall. Information, advice and guidance services are satisfactory. Learners receive appropriate advice and guidance about the courses, relevant professional bodies and progression opportunities. Arrangements for support are generally satisfactory. The college provides appropriate support where a need is identified. Tutors appropriately refer learners who have an identified need in literacy, language or numeracy to discrete classes, however, there is no clear link between these classes and their main course.

Leadership and management

41. Curriculum leadership and management are satisfactory. Curriculum staff have successfully maintained the quality of provision during the recent period of disruption to key college systems. Communications and sharing of best practice within the area are good. Curriculum planning is appropriate.
42. Specialist tutors are very well qualified and experienced practitioners. Several have extensive involvement with professional, regulatory and awarding bodies. They use this expertise well to contribute to curriculum development. Staff training and development are satisfactory. Accommodation has been improved since the previous inspection and is now adequate.
43. Very few observations of teaching and learning were conducted during 2007/08. The college has implemented a revised system for 2008/09, observers have been trained and outcomes are more effectively linked to staff training and development. However, there is insufficient focus on learning. Internal verification is satisfactory.
44. The college has made recent improvements to the self-assessment process. It is thorough and inclusive, taking account of course reviews and learner and staff feedback. The report is largely accurate and an appropriate improvement plan developed.
45. The promotion of equality of opportunity is satisfactory, however, there is little imagery in promotional materials to attract more men and BME learners. Tutors raise learners' cultural awareness during some teaching sessions, but this is not always planned sufficiently. Some staff have recently attended equality and diversity and deaf awareness training.
46. Managers have been unable to access reliable data in the past year. However, the college has very recently improved the availability and accuracy of management information and managers are beginning to receive useful data.

Visual Arts

Good: Grade 2

Context

47. Morley College offers 483 courses in visual arts, over 99% of which are non-accredited. Courses are in painting, drawing, sculpture, art history, textiles and fashion, ceramics, glass, jewellery, printmaking, bookbinding, engraving and media. Most courses are taught over 12 weeks in daytime and evening and take place at one of four centres, with some weekend, taster and short courses. Of the 1728 learners enrolled on programmes, 22% are male, 14% are from a minority ethnic background and 10% have a declared disability. In addition to the curriculum area manager, there are 11 fractional salaried staff and 79 hourly paid tutors.

Strengths

- Good standards of work
- Very good teaching and learning
- Particularly good range of courses
- Good celebration of learners' achievements

Areas for improvement

- Poor attendance in some classes

Achievement and standards

48. Achievement and standards are good. Standards of work are good. Standards of practical skills in craft classes are high with good development of visual awareness and creative skills in art. There is some good research and design development. The work is ambitious, experimental and of a good quality. In each class, learners produce a wide range of individual work.

49. College data indicates retention and achievement rates for non-accredited work in 2007/08 are high. However, retention is only measured over 12 weeks and attendance was poor. The internal measurement of learner achievement is insufficiently standardised to support meaningful judgements. The overall success rate for the few accredited courses in 2007/08 is low at 52%.

50. Attendance is poor in some classes. Attendance in 2007/08 was 64% overall. Although the attendance for classes observed during the inspection was 76%, in a significant number of classes, attendance had been 50% or lower over a period of several weeks. Progression is not systematically monitored although in 2007/08 10 of 14 learners from the textiles foundation course progressed to higher education.

Quality of provision

51. The quality of provision is good. Teaching and learning are very good, particularly in classes for new and non-experienced learners. Tutors are skilled and experienced and learning programmes are well designed. Individual coaching is of a high standard. In some classes, historical and contextual reference enriches learning. Learners are effectively encouraged to develop personal lines of enquiry. Many learners actively use personal and professional experience to contribute to their learning and others use the courses to assist in their professional development. Equipment is of good quality and learners have access to a good range of materials. A new pilot scheme for RARPA effectively records and reinforces learning. In the less successful lessons there is a lack of variety in teaching and learning methods and insufficiently thorough use of question and answer techniques. Some rooms are too small for the number of learners and there is insufficient use of ILT in specialist teaching studios.

52. The range of provision is particularly good. The variety of courses and the range of levels are particularly good. Some are not offered by other local providers. Courses are well matched to the needs of particular groups of learners. Art appreciation courses take place in galleries and there is a good range of art and craft history courses. Learners with learning difficulties can access dedicated specialist courses.

53. Celebration of learner achievement is good. Learners in painting, sculpture and crafts regularly exhibit their work on an individual and a group basis. Internal exhibitions take place in a range of locations around the college as part of a rich and varied exhibition programme. Learner work is also featured in the college magazine. Learners are recommended for medals for excellence and win prizes in open exhibitions and competitions. College societies and clubs offer many opportunities to enrich learners' experience.

54. Guidance and support are satisfactory overall. Support for learners is satisfactory. Tutors provide effective support in lessons and are aware of the systems for requesting additional support. Support assistants and volunteers provide some additional learning support. There is a good range of well integrated support in dedicated classes for learners with learning difficulties. However, there is insufficient liaison between tutors of these classes and the college's learning support service. Information and guidance is satisfactory. Visual arts staff are effectively involved in advice and guidance days and for some courses, learners are interviewed by the course tutor.

Leadership and management

55. Leadership and management are satisfactory. The curriculum is effectively managed and staff are well supported. Section meetings are not always well attended, but section heads maintain satisfactory communication and contact with tutors.

56. Observations of teaching and learning are satisfactory. These are carried out within a two year cycle, with 43% of staff observed in 2007/08. Follow up of teaching graded inadequate is appropriate. The internal grading is broadly in line with inspectors' findings. Course reviews are carried out annually and are effectively informed by learner views, however, action planning is not always consistent. There are some new curriculum strategies but no overall curriculum plan.
57. The self-assessment report broadly matches inspectors' judgements. The SAR process included input from curriculum section heads and was informed by learner surveys and staff task groups.
58. Equality of opportunity is satisfactory. Participation and retention by learners with a declared disability is good. There is a positive multi-cultural approach in some art and craft history courses. The artist in residence programme places artists into community contexts. The numbers of BME learners in some disciplines do not reflect the cultural diversity of the local area.
59. Staff are well qualified in their respective specialist areas and the majority are engaged in current professional practice. However, 38% have no teaching qualification. Appraisal sets out clear objectives and contributes to staff development priorities. The range of staff development opportunities is broad. Some accommodation is too small for the number of learners and some is insufficiently heated.
60. Until very recently, college management data was not available for the past year. Management information systems are not yet effectively used at curriculum group level. The systems for monitoring attendance are not effective.

Classical and modern foreign languages

Satisfactory: Grade 3

Context

61. At the time of the inspection, 1394 learners were enrolled on 97 classes for 18 foreign languages. Accreditation is offered in seven classes within Mandarin Chinese, French, German, Italian and Spanish programmes. Most courses run for 12 weeks in autumn, 11 in spring and nine in summer and are of 1½ to 2 hours duration per week. All classes are held at the main site and 75% are in the evening. Shorter intensive courses of five weeks are available in French, Italian and Spanish. A full-time curriculum area manager is responsible for the programme which is delivered by 43 part-time tutors.

Strengths

- Good development of confidence in speaking skills
- Wide range of language learning opportunities
- Good initiatives to improve the curriculum area

Areas for improvement

- Poor attendance rates
- Insufficient attention to individual learning needs

Achievement and standards

62. Achievement and standards are satisfactory. The development of learners' confidence in speaking skills is good. Many learners have increased confidence in speaking the language they are studying. Most learners' have experienced improvements to their listening and speaking skills in social situations. Some learners use their languages effectively in the workplace. Learners enjoy their courses. The overall retention rate on non-accredited courses in 2007/08 was satisfactory at 93%, but low for the few non-accredited courses at 74%. Attainment in class is appropriate to the level of the course. Overall retention rates on non-accredited courses are satisfactory, however, success rates on accredited courses are low at 60%. The attendance rate for both types of provision is poor, although slightly above the average for the college.

Quality of provision

63. The quality of provision is satisfactory. Teaching and learning are satisfactory. All tutors are native speakers of the language they teach and a high proportion have appropriate teaching qualifications. In the better lessons there is constant, effective use of the language being learnt by both tutors and learners including at beginner level. In these classes, tutors' employ a good range of activities to motivate learners and teaching materials are varied appropriately to suit their

different learning styles. The pace of lessons is challenging and there are ample opportunities for learners to progress. Most tutors make effective use of information technology, however, in poorer lessons, planning is weak with activities frequently centred on the tutor and learners are passive for long periods. In these lessons, there is often unnecessary use of English in instructions, explanations and praise.

64. In many lessons, tutors do not pay sufficient attention to the individual learning needs of learners which vary according to their level of ability and prior knowledge. Lesson plans frequently contain set statements repeated from week to week and resources are not adjusted to meet learners' needs. All tutors conduct initial assessment, however, the process is not yet standardised above beginner level and the standard of recording assessment and progress is variable. Learning statements are not sufficiently personalised and there are few opportunities for progress reviews.

65. The range of provision is wide with language learning opportunities in 18 languages. All languages can be studied at Entry level. Thirteen languages have progression routes to level 1, eight to level 2 and four to levels 3 and 4. The service successfully supports less popular languages and some higher level classes by a means of a variable price structure or reduced hours per week. Currently 40% of learners are men, which is well above the average for the college. A significant number of learners do not have English as their first language. The number of learners from BME groups is increasing slightly although it is below that of the local population.

66. Guidance and support for learners is satisfactory. Learners are supported well in their classes by tutors. The college has a good, up to date library and many learners borrow books, periodicals, videos and DVDs or use the computer centre to support and extend their language learning. Courses are advertised adequately and learners are guided in their choice of course by a clear, informative brochure which provides a useful grid outlining progression opportunities. Some courses require an interview with the tutor for individual guidance before enrolment. More specialised advice and guidance is also available on a drop-in basis but only in the daytime. Learners' additional support needs are met satisfactorily; however, contact from the college in the case of absence only occurs after four weeks.

Leadership and management

67. Leadership and management of the area are satisfactory. Good initiatives to improve the learners' experience and the curriculum area have been introduced. An increased number of departmental meetings and professional development events offer good opportunities for the sharing of good practice. Individual support and coaching is provided to tutors who are unable to attend training. Communications with tutors are frequent and effective. The provision of specialist teaching equipment is satisfactory. However, in some classes the size of the room is inappropriate and there is intrusive noise from adjacent rooms or machinery.

68. Arrangements to monitor the quality of provision are generally satisfactory. Improvements have been made to the observation process. Few observations

were carried out in 2007/08. In 2008/09, all tutors are scheduled to be observed with priority given to new tutors. Good practice is clearly identified in reports of observations and tutors are encouraged to share these at training events. The observation reports record relevant comments on teaching; however, there is little comment on learning. Areas for improvement are not always recorded in action points and grading is sometimes too generous. The self-assessment process is inclusive and critical. The report broadly matches inspectors' judgements.

69. The promotion of equality of opportunity is satisfactory and is adequately monitored through the observation process. Cultural diversity is a frequent theme in lessons.

70. Managers lacked access to data for monitoring performance and planning the curriculum in the past year. The availability of accurate data is very recent and management information is not yet used sufficiently.

Literacy, numeracy and ESOL

Good: Grade 2

Context

71. The department offers daytime and evening classes across the range of programme levels. ESOL courses are six or nine hours per week, numeracy and IT courses three hours per week and most literacy courses 6 hours per week. The duration of most courses is 34 weeks. Learners can join most programmes at any point in the year. Currently 59 courses are offered, with 33 in literacy and numeracy, 24 in ESOL and two EFL courses. In 2007/08, learners have made 739 enrolments, of which 395 were for ESOL courses. A full-time curriculum manager and four section heads manage 35 hourly paid tutors.

Strengths

- Particularly good development of learners' skills
- Good teaching
- Good tutorial process
- Very effective leadership

Areas for improvement

- Poor attendance
- Low success rates on accredited programmes in 2007/08

Achievement and standards

72. Achievements and standards are satisfactory overall. Development of learners' skills is particularly good. In ESOL classes, learners demonstrate good use of spoken and written language. Learners on numeracy courses are able to apply their improved skills in mathematical concepts to their daily life, for example in managing budgets. Development of literacy skills is very good for most learners. Learners gain confidence well and are able to use their new skills very effectively at home, in the workplace and in the community.

73. College data indicate that overall retention rates for non-accredited literacy and numeracy and ESOL programmes in 2007/08 were satisfactory at 93% and 92% respectively and achievement rates were high. Success rates for accredited programmes were low in 2007/08 when approximately half of all learners were on accredited programmes. Success rates for literacy and numeracy were 56.1% and 61.6% for ESOL. Retention rates were also low.

74. Attendance is poor but improving. In 2007/08, overall attendance rates on ESOL programmes were 42% and 45% for literacy and numeracy. Data for the current term shows improvement of attendance to 67% for ESOL and 62% for literacy and numeracy.

Quality of provision

75. The quality of provision is good. Teaching and learning are good. Much of the teaching is good or better. Learners benefit from a well planned range of activities, including group, individual and paired activities to stimulate, promote and challenge learning. These activities are very effectively linked to learners' daily life. Classes are lively and successfully support learners to demonstrate new skills. Schemes of work are developed well to meet course criteria and learners' individual targets. Equality and diversity are promoted effectively in lessons.
76. The tutorial process is good. In most classes, teachers routinely monitor and record learning. Learners' work is carefully and accurately assessed. Detailed and constructive feedback is provided to learners on their progress toward appropriately identified targets. Evidence to support achievement is clearly linked to individual learning plans. Learners are able to identify their own learning well and where they need to further develop skills to meet their goals.
77. The initial assessment process is thorough and effectively informs planning for learning. Learners undertake a detailed interview which covers previous education and work history, followed by detailed initial assessment, before being allocated to a class at their identified level. Over a period of three weeks learners undergo diagnostic assessment and a detailed individual learning plan is developed with achievable steps for learners.
78. Targets on individual learning plans are clearly written in language learners understand and are closely focused on their needs and aspirations. The individual learning plan is used effectively as a working document. Tutors make careful use of it to plan for identified individual needs and learners routinely record their learning and targets achieved.
79. Arrangements for RARPA in non-accredited provision are thorough and internally moderated thoroughly. Learners are able to accurately identify their progress and measure achievement during their course and at their tutorials.
80. Individual support for learners is identified appropriately. Learners have suitable opportunities to use workshops to enhance or support their learning. Appropriate dyslexia support is available for identified learners. Teaching staff offer good individual support in classes.
81. The range of provision is good. Courses are offered across the full range of levels with suitable progression routes. Course activities are well planned to meet the needs of learners. Courses are offered during the day and in the evening, at times which are suitable for learners who are working and for parents with children. Intensive courses in ESOL are provided and a course for English at work. All learners are encouraged to work towards nationally recognised qualifications.
82. Arrangements for guidance and support are satisfactory. Some learners receive individual additional support which is effective in helping them to make progress. The quality of the college's information, advice and guidance to learners is also satisfactory.

Leadership and management

83. Leadership and management are good. The college has recently increased the management resource in this area. Leadership is very effective. A strong focus on improvement has successfully been established. The development of new learner centred schemes of work, lesson plans and individual learning plan have successfully been implemented. Course evaluations and learner feedback are used effectively to inform curriculum planning. Communications are good and well supported by weekly formal and informal team meetings, which routinely include sharing of good practice. The college's skills for life strategy has a strong emphasis on a whole organisation approach, however, it is too early to judge the effectiveness of this initiative.
84. Equality and diversity is promoted well. Learners are provided with good opportunities to develop their potential. Many of the learning activities effectively promote cultural awareness. Equality of opportunity is included in all lesson planning.
85. Quality arrangements are satisfactory. The observation process is used effectively to identify areas for development and professional development needs. Internal verification is satisfactory. The self-assessment process is inclusive and the report is broadly accurate. A detailed action plan has been developed, with clear strategies to develop the provision.
86. Resources are satisfactory overall. All staff are appropriately qualified and are undertaking specialist qualifications as well as courses to update skills. Additional staff training is appropriately identified and provided, however, some accommodation is too small for the number of learners. In these classes, group work activities are restricted.
87. In the past year, reliable data has not been available. This was an area for improvement at the reinspection, however, the college's new arrangements for management information have recently begun to provide relevant data for staff use.

Learners' achievements

Learners' achievements in FE funded, accredited provision offered by Morley College

Success rates on accredited entry and level 1 (combined) and level 2 qualifications, by length, expected end year and age.

2006 to 2007, compared with the national rates for GFE colleges.

Notional Level	Exp End Year	19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 long	06/07	5	100	70.5	29.5
	07/08**	427	56.2	N/A	
2 long	06/07	188	78.7	69	9.7
	07/08**	221	65.6	N/A	
Short***	06/07*			82.9	
	07/08**	954	80.4	N/A	

* Disaggregated validated data not available

** ACL provider data not validated (use where complete, validated and produced using proprietary software)

*** Courses over 5 weeks long