

Greenwich Community College

Inspection report

Unique reference number: 130405

Name of lead inspector: Harriet Harper HMI

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Type of provider: General Further Education College

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Information about the provider

1. Greenwich Community College, located within the London Borough of Greenwich, operates from nine sites and a large number of community venues, with a main campus in Plumstead. It provides academic, vocational and informal education and training to young people and adults. Courses are offered in most subject areas, ranging from pre-entry to higher education. Around half of all enrolments are for literacy, numeracy and English for speakers of other languages (ESOL). Approximately 24% of enrolments are on courses at an advanced level, 34% at intermediate and 42% at foundation. Around 60% of learners are aged 19 or over.
2. The college attracts learners from the local area, many of whom have disadvantaged backgrounds and a low level of prior educational attainment. In 2009/10 the college enrolled 9,260 learners. Around half are from Black, Asian and minority ethnic communities and over 100 languages are spoken within the college. Approximately 70% of learners are studying on a part-time basis.
3. Some 633 learners are enrolled on Train to Gain programmes, mostly within the following subject areas: health and social care, leisure, travel and tourism, directed learning support, business and administration. At the time of the inspection, there were 26 apprentices on a 20-week course for recreational assistants at Greenwich Leisure Limited, with whom the college has a long established partnership arrangement. In addition, 62 pupils aged 14 to 16 were enrolled on college courses.
4. The college's mission is 'to meet the education and training needs of communities by being an excellent provider where all learners are empowered to realise their aspirations and achieve their goals'. The inspection covered all government funded provision and four subject areas, representing around 60% of the college's work, were inspected in depth.
5. The college provides training on behalf of the following providers:
 - London Borough of Greenwich
 - Kidbrooke School
 - University of Greenwich
 - Border Agency
 - LearnDirect.
6. The following organisations provide training on behalf of the college:
 - Family Support Network
 - Trinity School of Music
 - Twin Training
 - Flexlearn

- Oncourse
- Flower Skills and Training
- First Contact.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	62
Further education (16 to 18)	1,238
Foundation learning	656
Provision for adult learners: Further education (19+)	3,719
LearnDirect	299
Informal adult learning	4,679
Employer provision: Train to Gain	822
Apprenticeships	35

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	2
Subject Areas	
Science and mathematics	3
Leisure, travel and tourism	2
English for speakers of other languages	2
Literacy and numeracy	3

Overall effectiveness

7. Greenwich Community College is a satisfactory college, although the college judges its overall effectiveness to be good. Inspection findings confirm the college's view that outcomes are satisfactory. Over the last three years, the proportion of learners completing their courses successfully and gaining qualifications has increased. This is particularly the case for those on courses at intermediate and advanced level. Many learners make good progress and move on to higher education or directly into jobs, often as a result of the college's productive partnerships with employers. Too many learners though, who enter the college with the lowest level of prior attainment, fail to succeed on courses at foundation level. Literacy and numeracy provision has been poor and the college judged it to be inadequate in its self-assessment report.
8. The quality of teaching and learning is satisfactory. A minority of lessons are outstanding and very few are inadequate. The majority of teaching is effective, enabling learners to make sound progress. Leadership and management are

satisfactory. Senior managers and governors promote clear values. Appropriate quality assurance arrangements are in place and action has been taken to remedy areas of underperformance. The college's capacity to improve is satisfactory.

9. Learners are kept safe and they benefit from a pleasant and harmonious atmosphere on college sites. Equality and diversity are promoted well. Learners are given good support and guidance and offered a good range of academic and vocational courses. Increasingly, learners are making their views known and contributing to the work of the college and the community.

Main findings

- Outcomes for learners are satisfactory and, in general, learners make the progress expected given their prior attainment. The overall success rate has improved steadily over the last three years but remains below the national average. Outcomes for learners have improved at a similar rate for most ethnic groups.
- Learners on long courses at intermediate and advanced level are more successful than those on programmes at foundation level. Pass rates on courses at foundation level, which represent around 42% of the college's provision, declined in 2008/09 and success rates remained low. Success rates are good for pupils aged 14 to 16 and satisfactory for learners on Train to Gain programmes.
- Teaching and learning are satisfactory. A minority of lessons are outstanding, but too many are no better than satisfactory. At its best, teaching is inspirational and learners make exceptional progress. However, in too many lessons progress is slow because learning is hindered by teaching that fails to enthuse all learners or focuses too much on completing uninteresting tasks.
- The college's response to meeting the needs and interests of learners, employers and community groups is good. The college offers a good range of courses, with clear progression routes, from non-accredited provision through to higher education. Partnerships are productive and many are well established.
- Care, advice and guidance are good. The college caters particularly well for learners' welfare. Learners make good use of a wide range of services, including counselling and financial advice. Academic support, although generally effective, is not consistently of a high standard and targets are not sufficiently challenging for a minority of learners.
- Senior managers and governors promote clear values and objectives which inform everything done in the college and reflect an ethos of aspirations for learners, many of whom start at college with low qualifications.
- Promotion of equality and diversity is good. Learners feel that the college is a safe environment where everyone is treated with respect, whatever their background. The college ensures that learners are safe, and that young people and vulnerable adults are protected.

- There are satisfactory ways for learners, employers and community groups to make their views known. The college listens and has made a number of changes in response to the views expressed.
- The college has improved the way it assures the quality of its courses, and this is leading to improvements. The college's self-assessment is satisfactory, although it was overly generous with some key grades and over-estimated the quality of teaching and learning. Managers recognise that quality assurance arrangements need to be applied more consistently and that data could be used more effectively to identify and tackle areas of underperformance.
- The college provides satisfactory value for money and its financial position is good. The learning environment at Plumstead is pleasant and other accommodation is satisfactory.

What does Greenwich Community College need to do to improve further?

- Raise the standard and consistency of teaching and learning by ensuring that line management arrangements and internal lesson observation procedures are increasingly rigorous in raising both the expectations of minimum standards of teaching and disseminating best practice more effectively. Use the findings of lesson observations to provide high quality training for teachers.
- Ensure that quality assurance arrangements are applied rigorously and consistently on all courses, and include good use of data about learners' progress, to tackle issues of underperformance as they arise.
- Ensure that targets for learners are specific, sufficiently challenging and that they are reviewed regularly, so that learners remain on track to succeed.

Summary of the views of users as confirmed by inspectors

What learners like:

- friendly and helpful teachers
- good lessons where teachers are enthusiastic
- good support from teachers, including help with getting jobs
- the pleasant and inclusive atmosphere, in which they feel safe.

What learners would like to see improved:

- the canteen, as the food is of poor quality and expensive
- aspects of course organisation, particularly in psychology, where there have been too many changes in teaching staff
- some resources and accommodation, for example the availability of text books in several subject areas and computing and library resources at the Burrage Grove Centre.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the college's flexible approach to delivering training
- the good communication between them and the college
- the productive relationship they develop with the college.

What employers would like to see improved:

- closer involvement in reviewing trainees' progress.

Main inspection report

Capacity to make and sustain improvement

Grade 3

10. The college's capacity to improve is satisfactory. The self-assessment report, although overly generous in terms of grading, identifies the college's strengths and most of the areas for improvement. Success rates have improved steadily since the last inspection. Appropriate quality assurance arrangements are in place and are being implemented with greater consistency. Managers have taken action, with some degree of success, to tackle areas of underperformance and know what needs to be done to improve the quality of provision further. Management information is accurate and the college has the confidence of its partners.

Outcomes for learners

Grade 3

11. Many learners make the progress expected of them, given their prior educational attainment. The college is proud of learners who have been particularly successful in overcoming considerable personal barriers to gain skills and qualifications and progress into higher education or employment. The college is good at recognising and celebrating the distance these individual learners have travelled.
12. In terms of qualifications, the overall success rate in 2008/09 of 75% reflects an improving trend over the last three years. In 2008/09, success rates improved in most subject areas but were particularly low in literacy and numeracy, which the college acknowledged as inadequate in its self-assessment report.
13. Outcomes for learners have improved at a similar rate for most ethnic groups. However, when compared to other groups in the college, mixed White and Black Caribbean learners are not as successful. Male and female learners achieve similar success rates.
14. On long courses, at all levels, the proportion of learners completing their studies was higher in 2008/09 than in previous years. However, pass rates declined at foundation level. As a consequence, the success rates for long courses at this level remained low for students aged 16 to 18 and adult learners, at 71% and 68% respectively. Success rates were higher on long courses at intermediate and advanced level and improved in 2008/09 to be broadly in line with, or above, the national average.
15. Success rates were excellent in 2008/09 for the small cohort of young apprentices and, overall, outcomes for pupils aged 14 to 16 are good. On Train to Gain programmes, learners develop their subject knowledge and skills well and gain in confidence. The proportion achieving their qualification within the appropriate timeframe is in line with the national average, although this masks considerable variation between the different vocational areas. Outcomes for

learners on short courses and also on adult and community learning programmes are satisfactory.

16. The development of economic and social well-being is satisfactory, with many learners moving from vocational programmes into relevant employment and a slight increase in 2008/09 in the proportion progressing from advanced level courses to higher education. Learners report that they feel safe and that they have the information they need to make informed decisions about their health. Through an active students' union, the student council, an annual learner conference and a range of community-based projects, learners make a good contribution to the work of the college and also to the wider community.

The quality of provision

Grade 3

17. Teaching and learning are satisfactory. Although the college judged teaching and learning to be good, inspection evidence revealed too much variability in learners' experiences between, and within, subject areas for this evaluation to be justified. The quality of lessons ranges from inspirational to pedestrian, with the majority of lessons lying between these extremes. Very few lessons are inadequate. The college's own data show that the teaching standards of permanent staff are significantly higher than those of part-time hourly-paid teachers.
18. The college's internal lesson observation procedures identified over a quarter of the lessons observed in 2008/09 as outstanding. Managers recognise that this is an overstatement of the true position. A minority of lessons are inspirational. Such lessons are characterised by teachers combining their excellent subject knowledge with a fluent grasp of a variety of teaching techniques to provide learners with an engaging, stimulating and thought-provoking range of activities that enables them to learn quickly, raise their aspirations and build their self-confidence. Resources, including information and learning technology (ILT), are of high quality and are used effectively and on occasion innovatively. High standards are set and maintained, and lessons are imbued with a sense of urgency.
19. In good lessons, teachers plan carefully to meet each learner's needs, and prepare activities that engage their interest and enable them to make sound progress. Teachers ask a good range of questions to check that all students are learning. For example, in ESOL, lessons are consistently good, and are effective in ensuring that all learners develop their language skills through a range of purposeful activities designed to enable learners to make rapid incremental progress.
20. Too many lessons are no better than satisfactory. This descriptor disguises a range of practice. For example, in some lessons teachers try hard but are not yet sufficiently accomplished practitioners to ensure that every learner is fully engaged and acquires new skills or knowledge quickly. In other lessons, teaching is characterised by activities perceived as dull by learners and the purposefulness and pace that characterise better lessons are absent. Students

do learn, but they learn slowly and their progress is slow, and they are frequently given far too long to complete mundane tasks. Insufficient attention is given to supporting learners with additional literacy needs.

21. The college's response to meeting the needs and interests of learners is good, with a wide choice of courses and clear progression pathways in many subject areas, from non-accredited and pre-entry through to higher education. The college is a key player in local and regional developments and attracts many learners who would not otherwise remain in education or training. Working closely with voluntary groups, the primary care trust and the local authority, the college is good at promoting social cohesion and tackling disadvantage.
22. Links with local employers are productive and are particularly well established in leisure-related industries. Employers have a positive view of the relationship and appreciate the college's flexible and supportive approach to training.
23. Care, guidance and support are good. Learners' needs are assessed early in their programme, with a 'right choice' interview a few weeks later to check learners' progress. Initial diagnostic assessment for college-based learners is detailed and used well to provide a good range of carefully tailored additional learning support. The initial assessment of Train to Gain learners, though, is not used effectively and employers are not sufficiently involved in monitoring learners' progress. Despite some improvement since the last inspection, and good practice in science and mathematics and ESOL, the consistent use of clear and challenging targets to help learners reach their full potential remains an area for further development.
24. Learners benefit from a high level of pastoral support and acknowledge that it plays a key role in keeping them on track. Participation in enrichment activities is satisfactory. Learners value the wide range of welfare support services, such as counselling and financial advice.

Leadership and management

Grade 3

25. The principal, senior managers and governors have developed, with staff, clear values and corporate objectives which are communicated effectively throughout the organisation. These values and objectives inform decision making and action plans at all levels, and reflect an ethos of aspiration for learners, many of whom join the college with low prior achievements. Outcomes for learners have been improving steadily, although they have not kept pace with national rates. The targets set by governors and throughout the college are aspirational but not always realistic. Partnership working is good. The college has pursued an international strategy which has had some positive impact on learners and the curriculum, but has not yet yielded the expected financial returns.
26. The corporation works closely with the principal and managers to establish the strategic direction of the college. Members bring substantial expertise to their consideration of detailed reports on the college's performance, and provide satisfactory challenge. Governors scrutinise financial and accommodation

matters closely and have adopted a cautious approach to reflect the current funding context. The corporation monitors progress appropriately with regard to its legislative duties in safeguarding, health and safety and equality of opportunity.

27. The promotion of safeguarding is satisfactory. Policies and procedures for safeguarding young students and vulnerable adults are appropriate. The college has provided awareness training for all staff and governors and has undertaken appropriate recruitment checks on all staff and volunteers. It works closely with partner agencies to support learners who require protection and safeguarding. There are good arrangements for the management of health and safety in the college. Learners feel safe and employ safe working practices.
28. The promotion of equality and diversity is good. The college rightly prides itself on an inclusive ethos in which its culturally diverse learners and staff feel comfortable and respected. It has a strong history of widening participation among people otherwise under-represented in education and training, and has enabled many individuals to progress well in their lives against the odds. The college makes an important contribution to social cohesion in the area. Steady improvements in success rates are improving learners' prospects across all ethnic groups. The achievement gap for some Black groups, in comparison with all groups in the college, has been reduced; although mixed White and Black Caribbean learners are underachieving. The college has appropriate policies in place to meet its duties in relation to race, gender and disability, and promotes equality with regard to lesbian, gay, bisexual and transgender individuals. There is satisfactory promotion of equality within the curriculum. Staff preparing policies and strategies carry out appropriate equality impact assessments.
29. The college has established satisfactory methods for users to contribute their views and promote improvement. The student council and active student union have represented learners' views successfully and brought about some changes. An effective, annual learner conference has involved a good number of students aged 16 to 18 and has led to improvements. There is good communication with external partners.
30. Leadership and management in curriculum areas are satisfactory and in some cases good. Self-assessment in curriculum areas is satisfactory. Arrangements for quality assurance are now more rigorous and having a positive impact. Quality managers' skills are being developed to improve their contribution. Course quality reviews encourage teams to identify issues and tackle them as they arise. Course teams gather learners' views on provision, and there is a strong focus on action planning and follow up. The college's data on learners' outcomes are accurate. The use and understanding of data at all levels in the organisation have improved, but the college has rightly identified the need to develop further the skills of course teams.
31. Managers responsible for improving teaching and learning recognise that much still needs to be done to raise standards so that more learners benefit from good or outstanding teaching. Arrangements for observing teachers have been

refined, and leaders are striving to ensure that such observations are more evaluative and more effective in discerning differences in the quality of practice.

32. The college provides satisfactory value for money. The college's financial position is good, although there has recently been a decline in aspects of non-governmental income which the college is tackling. The underachievement of a significant proportion of qualifications at foundation level reduces the value for money provided. There is good operational management of finances. The college works hard to diversify its sources of income. The Plumstead site provides a pleasant learning environment and other accommodation is satisfactory. The college reviews closely the use of staff and rooms and has made adjustments to maximise the use of these resources.

Subject areas

Science and mathematics

Grade 3

Context

33. The provision in science and mathematics includes GCE A- and AS-level courses in mathematics, biology, chemistry, physics and psychology, as well as a BTEC national diploma in applied sciences and GCSE courses in mathematics, human physiology and health, science, chemistry and additional science. At the time of the inspection, there were 535 learners enrolled on these courses.

Key findings

- Advanced-level mathematics provision is very strong and students make good progress. In 2008/09, the success rate on A-level mathematics was outstanding with 100% pass rate for 38 learners. The success rate was good for AS-level mathematics and, as with the A-level course, a higher than average proportion of learners gained high grades. The success rate on the GCSE mathematics course improved significantly in 2008/09 but the proportion of high grades remained low at 48%, given that the entry requirement for this course is a grade D.
- Whilst success rates for AS-level chemistry are high, too few learners on advanced-level physics and psychology courses are successful in passing their courses or gaining high enough grades. Success rates for biology courses are satisfactory. Science GCSE provision is good, with outstanding success rates in 2008/09 for science and also human physiology and health.
- Learners work safely and develop appropriate knowledge and skills. On courses at advanced level, learners' prior qualifications are taken into account when establishing minimum target grades and, in tutorial sessions, these are adjusted appropriately in line with learners' progress and performance.
- The quality of teaching and learning in mathematics lessons is good; in science it is satisfactory. On some courses, lesson planning and schemes of work lack rigour, with little attention to planned differentiation. In the better lessons, learners undertake tasks that help them to develop their presentational and practical skills. In other lessons, the pace is too slow and not all learners are sufficiently challenged.
- The use of ILT is good. Teachers use interactive whiteboards to good effect in mathematics lessons. Learners value highly the subject resources on the college's virtual learning environment.
- The assessment of learners' work is satisfactory. Formal requirements for assessment are met and work is usually returned promptly, although the quality of marking is not of a consistently high standard. In a minority of cases, written feedback is cursory and does not help learners to identify how they can improve their work.

- Support for learners is good. A comprehensive tutorial programme helps learners to develop employability skills and also covers issues around safeguarding, health and well-being. Individual learning plans (ILPs) are good and learners enjoy being able to contribute to their own targets. Tutors provide honest and developmental feedback on a regular basis. Initial assessment, combined with subject-based tests and a follow-up 'right choice' interview, ensures that learners are on the best course for them and that they are receiving appropriate additional support.
- Whilst few learners participate in college-wide enrichment activities, many attend subject-based visits and science and mathematics workshops that provide one-to-one academic support. Employer links are limited, but there are productive partnerships with local schools. The range of provision is appropriate to meet local needs.
- Leadership and management are satisfactory. Learners' feedback, through course representatives, is used well to identify concerns and to implement suggested improvements. The promotion of equality and diversity is good. However, data are not monitored rigorously to identify trends and achievement gaps at subject level. On some courses, Black African learners have been less successful than other groups. The self-assessment process is generally effective in securing improvements. The quality improvement plan is monitored on a regular basis but in some areas fails to identify measurable performance indicators. Inspection findings did not support the college's judgement that this curriculum area is good.

What does Greenwich Community College need to do to improve further?

- Improve the quality of lesson planning, in particular to account for learners' differing needs, so that teaching, learning and assessment activities consistently challenge learners of all abilities.
- Develop more effective strategies to share the good practice in teaching and learning in mathematics, so that learners on science courses are as successful in building on their prior achievement and fulfilling their potential.
- Analyse trends and the success of different groups more carefully so that strategies can be put in place to narrow identified gaps.

Leisure, travel and tourism

Grade 2

Context

34. The college offers foundation, intermediate and advanced-level programmes in leisure, travel and tourism, as well as higher education courses. At the time of the inspection, there were 607 learners on sport and leisure programmes, of whom 444 were on short courses, and 67 learners on travel and tourism courses. The provision includes 38 pupils aged 14 to 16 and 88 learners on Train to Gain or apprenticeship programmes.

Key findings

- Outcomes for learners are good. Success rates are high and improving on sport and leisure courses but were low in travel and tourism in 2008/09. The majority of learners are enrolled on intermediate programmes and success rates at this level are good. They are satisfactory on advanced-level programmes and low at foundation level. Success rates on young apprenticeship programmes were outstanding at 100% in 2008/09 and satisfactory on Train to Gain programmes.
- Learners make good progress and they make significant improvements to the quality of their assignments following teachers' constructive feedback. They develop good coaching and team-working skills and are well behaved and enthusiastic. Skills, such as research and critical thinking, are developed well and learners enjoy participating in lessons.
- Most learners improve their economic well-being. For example, all learners on the 'first class leisure' programme secure employment by the end of their course. Participation in training and enrichment activities to prepare them for work is successful in helping learners to develop their confidence, maturity and social skills.
- Learners improve their health and well-being. Many join the gym on site at a discounted rate, consider their own diets and make positive changes accordingly. Tutorials are used well to reinforce the consequences of drugs and alcohol misuse.
- The quality of teaching and learning is good. It is good in sport and leisure and satisfactory in travel and tourism. In the better lessons, learners participate in interesting and stimulating activities and make good contributions. Learning is tailored well to individual needs ensuring that learners are both challenged and supported.
- In sport and leisure, learners benefit from an appropriate choice of courses and a wide range of partnerships that broaden their experiences and help them to develop good coaching skills. The strong partnership arrangements with employers help many learners to secure employment and the sports talent scheme helps learners improve their performance. A new partnership forged with an all-girls school has led to an increase in female learners.
- Support for learners is satisfactory. Learners are supported well by teachers at the Eltham centre and additional learning support is effective. External agencies and the college's own specialist support teams are not always used to best

effect to provide intensive support for those learners at risk of withdrawing from their course. Careers advice and guidance are good. Tutorials and review sessions are effective but, in terms of academic support, the targets set are often vague and do not help learners to identify precisely what they need to do to improve.

- Leadership and management are good. Staff communication is excellent and tutors work together very well to improve provision. Good links with the community, employers and industry ensure that the planning of provision responds well to local needs. Learners benefit from experienced staff and good facilities.
- The use of data at subject level to review trends and inform planning is an area for improvement. There has been little focus on the analysis of achievement by different groups, be it by ethnicity, level, gender or subject.
- Safeguarding is a high priority for staff. Procedures for ensuring safe practice are rigorous and include appropriate risk assessments and pre-activity health screening. Learners are involved in the checking of safety at venues and have a good understanding of health and safety practice.
- The promotion of equality and diversity is satisfactory. Learners work together well in a respectful manner. Learning resources reflect the student cohort and stereotypes are challenged well.
- Actions to improve the quality of provision are effective. Self-assessment is inclusive, on-going and informed by learners' views. Inspection findings broadly support judgements in the self-assessment report for this curriculum area.

What does Greenwich Community College need to do to improve further?

- Identify best practice in the setting and monitoring of targets and share this across the team in order to ensure that all learners are aware of their progress and are on track to succeed.
- Use available data more effectively to analyse trends, identify any achievement gaps and inform planning, in order to raise standards for all learners.

English for speakers of other languages

Grade 2

Context

35. The college provides ESOL courses from entry to intermediate level for 1,203 learners, 82 of whom are aged 16 to 18. The student population is mainly female and comprises a broad range of minority ethnic backgrounds, the largest being Black or Black British African. Courses take place on college main sites and in the community during the day, at evenings and weekends.

Key findings

- Outcomes for learners are satisfactory. Success rates at all levels on the certificate in Skills for Life are at, or around, national averages with particularly high success rates at entry level 2 in 2008/09. Success rates at entry level for the certificate in ESOL Skills for Life (speaking and listening) are low at entry levels 1 and 2 but high at level 1.
- Learners make good progress, improve their confidence and enjoy learning. Good progress is made by learners in developing vocabulary and language skills. Learners progress well to higher level courses.
- Teaching and learning are good. Planning to meet the needs of individuals within lessons is good and lessons have a good range of activities to interest and engage learners. In most lessons, learners develop writing and editing skills well. Teachers give a good emphasis to correct pronunciation and intonation. In all lessons learners are prepared well for external qualifications. In a minority of lessons the pace of learning is too slow.
- Learners' progress is tracked well. Individual learning plans have clear achievable targets understood by learners. Class profiles show a good understanding of learners' language needs and their barriers to success. Tutorials are well planned to ensure that part-time learners have one-to-one reviews with their teachers. Reviews are thorough and used to plan future learning.
- Interactive whiteboards are used well by teachers where present, but there is insufficient access to ILT for learners in some classrooms. In addition, there are too few reference books or additional reading materials available for learners in lessons and an over-reliance on worksheets. Teachers make insufficient use of material relating to the local community as a stimulus to lessons. Accommodation is satisfactory overall but too much is used for storage rather than displaying learning material.
- The range of programmes is good and responsive to the changing needs of the local community. The college has worked effectively with partners to ensure the needs of the new Ghurkha population are met. A successful citizenship course is in place. Adult learners are helped towards work with short employability skills programmes and these, together with work experience and volunteering opportunities, assist learners in integrating more fully into local communities.

- A full-time programme for students aged 16 to 18 is now established. Learners' needs are met with targeted enrichment activities, for example cookery courses for young people living alone. Citizenship courses support positive outcomes for learners wishing to live and work in this country. There are too few external visits for adult courses.
- Support for learners is good with good personal support from teachers. Learners appreciate the support they receive from teachers in lessons and their guidance and help in understanding the society in which they now live. Some classes are double staffed to enable learners with basic literacy needs to progress. Appropriate additional support for learners with disabilities is in place.
- Leadership and management are good. Quality assurance arrangements are implemented rigorously and this has had a positive impact on improving the focus on individual learning in lessons. Targets on individual learning plans are moderated effectively across the curriculum. Particular attention is paid to the attendance and retention of learners. Strategies to implement more rigorous initial assessment and enrolment procedures have been successful in ensuring learners are on the right course.
- Communication across the large team of teachers is very good. Access to staff training is good and the qualification base of staff has improved. Improvements have been made in moving some satisfactory teaching to good. However, there is some over-grading of good teaching as outstanding.
- The celebration of cultural diversity and the understanding of British culture in lessons are good. Good attention is paid to equality and diversity across the curriculum, with good integration into lessons and cross-college events. There are good displays in classrooms of learners' work on bullying and a good emphasis on personal safety. Staff and learners have a very good awareness of safeguarding. The self-assessment process is inclusive of staff and learners and inspectors broadly agree with the self-assessment report in this area.

What does Greenwich College need to do to improve further?

- Make better use of materials from learners' daily lives to make lessons more stimulating and relevant.
- Make reference and reading materials more readily available for use in lessons and ensure they are appropriately displayed to improve the learning environment.

Literacy and numeracy

Grade 3

Context

36. Literacy and numeracy courses are taught at two main college sites and range from entry to intermediate level with 1,061 learners aged 16 to 18 and 1,220 adults on a variety of programmes. The majority of learners are enrolled on long courses, with around 11% on short courses.

Key findings

- Success rates are low across many of the literacy and numeracy courses. Recognising that outcomes for a large numbers of learners have been unsatisfactory, the self-assessment report grades this provision as inadequate. Inspection findings indicate that strategies put in place to remedy the weaknesses are starting to have a positive impact on learners' outcomes. College data show that retention has improved and there have been some high success rates for examinations taken earlier in the academic year.
- Learners develop a satisfactory standard of literacy and numeracy skills and good employability skills. They understand how this will improve their future career prospects, enhance their family life and help to promote cohesion within the community. They are enthusiastic about learning, enjoy their classes and are making progress towards becoming independent learners.
- Most learners are making good progress this year relative to their prior attainment. Some learners achieved a pass in the current year at level 1 having joined the college in 2008/09 at entry level. Others have achieved a pass at intermediate level in the current year having joined at foundation level. Many learners report that the progress they have made in reading, writing and numeracy skills has been significant. They are interacting better in society, are able to help their children with homework, and some have progressed sufficiently to improve their job prospects.
- The quality of teaching and learning is satisfactory. The majority of lessons are well planned and in the better lessons tutors use a wide range of teaching and learning methods to engage and inspire learners. However, a few teachers use too narrow a range of teaching methods and do not sufficiently differentiate tasks for all learners within the group. Most tutors contextualise learning well and use ILT effectively.
- Assessment is satisfactory. In lessons, feedback is helpful and identifies clearly how learners can improve. Individual learning plans provide a satisfactory record of learners' progress. However, targets set are not always specific and measurable and in a minority of cases do not have sufficient short term goals to help learners make progress. Much of the discussion about learners' progress is informal and, recognising this, curriculum managers are working towards a more systematic and formal approach to ensure greater consistency and rigour.
- Literacy and numeracy programmes account for around 30% of the college's provision. The range, content and context of the literacy and numeracy courses

are good, with long and short courses at basic, entry, foundation and intermediate level.

- Support and guidance are satisfactory. Learners value the very supportive environment in which they study. The initial advice and guidance process for learners has been revised to improve retention and achievement. Specialist literacy and numeracy staff now work with ESOL staff to interpret initial assessment results to ensure that learners are on the correct courses.
- Learners participate in a good range of enrichment activities to help develop their social skills and also visit employers, such as those in the retail, health and social care sectors, to find out more about the skills required to work in such organisations.
- Partnerships with a range of community-based organisations are good. For example, college teachers teach literacy and numeracy training to local school staff, participate in Mencap events for family carers of young people with a learning disability, and work with Welcare to provide literacy support for vulnerable families.
- Leadership and management are satisfactory. With a new management structure for literacy and numeracy in place since September 2009, managers are promoting high standards and encouraging a positive ethos. Appropriate attention is paid to safeguarding learners. The promotion of equality and diversity is satisfactory. The lesson observation system, found to be too generous last year, has been refined to be more realistic.

What does Greenwich College need to do to improve further?

- Rigorously implement quality systems developed in 2009/10 in order to improve learners' performance.
- Use the lesson observation system more effectively to raise the standard of teaching and learning.
- Use specific, measurable and timed targets with learners and review them regularly to ensure that all learners are on track to succeed.

Information about the inspection

37. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the college's vice principal, planning and standards, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC), the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
38. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)

Greenwich Community College

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners Full-time learners 2,718 Part-time learners 6,341	9,059	105	1,274	7,222	658
Overall effectiveness	3	3	3	3	3
Capacity to improve	3				
Outcomes for learners	3	2	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
Are learners able to make informed choices about their own health and well being?*	2				
How well do learners make a positive contribution to the community?*	2				
Quality of provision	3	3	3	3	3
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	3	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

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