

Greenwich Community College

General further education college

Inspection dates		10–14 November 2014
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Requires improvement-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- the proportion of students who complete and achieve their qualifications successfully is well below the national rate for similar colleges
- the quality of provision in foundation and GCSE mathematics and English is inadequate and the number of students gaining qualifications in English and mathematics is much too low
- many teachers are not sufficiently skilled in taking all students' starting points into account when planning and delivering effective learning
- study programme arrangements for 16 to 18-year-old students are not fully and successfully established; work with employers and partners has not yet secured sufficient workplace experience for students
- the Principal and governing body have not succeeded in ensuring that all students receive high-quality education and training, or in improving the college's performance
- the planning of the curriculum is poor and has resulted in the loss of vocational courses that are in demand in the local community, and a significant reduction in the number of students aged 16 to 18 attending the college.

This provider has the following strengths:

- provision in health, care and English for speakers of other languages (ESOL) is good
- students, especially those who face challenging circumstances or are vulnerable, benefit from high-quality pastoral support
- students enjoy a college culture which celebrates their diversity, and in which they feel safe to discuss topical and often controversial issues with one another and with their teachers.

Full report

What does the provider need to do to improve further?

- Through the Principal and the governing body, recognise, and take full responsibility for, the unacceptably slow rate of improvement, and take urgent action to raise standards and performance throughout the college.
- Ensure that managers and teachers at all levels are held accountable for every aspect of students' performance through rigorous setting and monitoring of appropriate targets.
- Make sure all teachers recognise and celebrate the varying abilities and dispositions of students, and ensure teachers raise aspirations by providing lively teaching that motivates all students to work hard and make excellent progress from their starting points, regardless of their prior attainment.
- Improve students' results in mathematics and English qualifications significantly, through constant reinforcement and strengthening of skills, both by specialist teachers in discrete lessons and all vocational teachers throughout students' main qualifications.
- Implement fully all the requirements of study programmes, by working closely with employers and other partners to secure high quality external work experience for all younger students.
- Make better use of data at all levels of the organisation, to analyse critically all aspects of students' progress, and interpret information accurately to generate detailed and precise plans for improvement.
- Develop a plan that identifies and delivers an appropriate curriculum to meet local and regional needs, in association with key external partners.

Inspection judgements

Outcomes for learners	Inadequate
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- The majority of students attending the college are adults, who are on either part-time or short courses. Around a third of students are on full-time courses, of which just under half are aged 16 to 18 on study programmes at levels 1, 2 and 3. Apprenticeships make up a small proportion of the provision. The college provides education for a very small number of students previously classed as not in education, employment or training (NEET). The largest subject areas are ESOL, GCSE and functional skills in English and mathematics, and health and social care.
- Despite a slight increase in 2013/14, the number of students completing their course and achieving their qualifications remains well below those of similar providers. Overall, adult learners on substantial vocational programmes achieve well below those in similar colleges; younger learners achieve less well than adults, and their achievements are significantly below the national rate. Adults on level 2 courses achieve in line with those in other providers, while students aged 16 to 18 on level 1 and 2 courses achieve least well, when compared to national rates. Students who had previously been out of education, employment or training achieved particularly well, with the majority progressing on to higher levels of study. In 2013/14, the number of students completing short courses successfully declined and was well below the national rate.
- Programme areas such as hairdressing and beauty therapy, hospitality and business administration saw significant improvements in achievements in 2013/14, and these are now slightly above the national rate for similar provision. Conversely, over the same period, public services, engineering, motor vehicle, information and communication technology, travel and art programmes experienced significant declines in the proportion of students gaining their qualifications, and these outcomes are inadequate.

- The development of students' English and mathematical skills is inadequate. Completion rates for English and mathematics functional skills qualifications have declined considerably and are significantly below the national rate. Completion rates at level 2 and for creative and leisure programmes are exceptionally low. The proportion of students gaining grades A* to C at GCSE in mathematics and English improved in 2013/14, but continues to be too low.
- The number of students on apprenticeship programmes is set to grow in 2014/15. However, achievement rates are exceptionally low; current apprentices make very slow progress and fail to develop effectively the vocational, mathematical and English skills required to achieve their qualifications and make successful transition to employment.
- The progress made by students on study programmes is poor in too many areas and requires improvement overall. Students on health care and ESOL courses make good progress and develop a broad range of personal, social and employment skills that support them into work or on to higher levels of study. However, this is not the case for the majority of students and the number progressing to higher levels of study within the college is low. The standard of students' work across most areas requires improvement.
- Students' attendance and the rate at which students develop practical employment skills require improvement. Too few students on study programmes benefit from workplace experience. Incomplete data on students' destinations mean that the managers are uncertain about the impact of training on students' lives.
- Whilst overall success rates are low, female students achieve considerably better than their male counterparts. Managers recognise this disparity and attribute much of this to consistently low, and declining, achievement rates of Black African and Caribbean males. Strategies are in place to increase the number of these students who achieve, but it is too soon to judge whether they are going to be successful.

The quality of teaching, learning and assessment

Inadequate

- Specialist inspectors graded teaching, learning and assessment in five of the college's main programme areas. Team inspectors visited every other significant subject area in the college. Inspectors did not observe off-site training and assessment for the small number of apprentices.
- Teaching, learning and assessment are inadequate, as reflected in the very low outcomes for the majority of learners. The quality of teaching and learning varies considerably and, in some cases, poor teaching and low results have led managers to withdraw provision. Too few students benefit from lessons that motivate and inspire them to excel and make progress beyond their starting points.
- Too many teachers have expectations of students that are too low. Targets set by teachers for many students are insufficiently specific and individualised; they do not encourage students to work towards medium- and long-term goals to support the achievement of qualifications and other aspects of personal development. Too many students make slow progress.
- Too many lessons are inadequate. In most lessons, teachers fail to meet the differing needs of students. A significant minority of teachers teach to the lower ability and ignore students who could make better progress; too many students become bored and lose interest. The pace of lessons is often too slow. Even in a small number of more effective lessons, teachers focus solely on students passing qualifications and fail to help students develop a broader range of skills. A minority of teachers finish classes early without good reason.
- In the more successful lessons, enthusiastic teachers make good use of their skills, ensure that lessons are interesting, and use imaginative activities to stimulate learning. All students are fully involved and make good progress according to their level of ability. However, very little teaching is outstanding.
- The development of students' independent learning skills is poor in too many areas. In a minority of courses, such as health and care, early years and ESOL, students receive frequent homework, which teachers return promptly with constructive feedback on how to improve

further. However, in the majority of cases, teachers do not set regular homework and learning is limited to the time in lessons. For example, students on an access to higher education course had received no homework during the first half term. Teachers’ written feedback on students’ work frequently lacks sufficient detail on how to improve.

- The use of interactive learning technology by teachers in class is good in many lessons. They frequently make the most of the electronic resources available to them, including interactive whiteboards and mobile learning devices. However, they generally fail to encourage students to use their own personal technology to develop learning further. Although, students receive differing experiences, the quality and extent of learning resources are improving. More students are now using the college’s virtual learning site.
- The development of students’ skills in English and in mathematics is inadequate. Too few students make progress either through discrete lessons or through reinforcement by vocational teachers. In most lessons, students lack the opportunity to practise and improve their numeracy skills or relate these to their vocational studies. Students have few opportunities, particularly outside lessons, to develop their written and oral comprehension skills.
- For students on study programmes, the lack of sufficient good quality work experience hampers the learning of workplace skills, although the development of employability skills within the majority of vocational and ESOL classes is good. For example, teachers within beauty therapy and health care programmes routinely develop students’ understanding of working practices through frequent reference to high quality standards of professional behaviour and expectations.
- The majority of students receive guidance that is effective in helping them to choose the right vocational course at the appropriate level to match their interests and abilities. Advisers provide good initial and on-going information and advice. Effective arrangements ensure that students identified as needing additional help receive appropriate support. However, the effectiveness of learning support workers in a few lessons is weak; in a few cases, they offer no discernible benefit.
- Managers have introduced new arrangements for lesson observations in an effort to improve teachers’ practice; in the majority of cases, a smaller and more focused team of observers now identifies the areas for improvement in lessons accurately. However, the grades awarded are often over generous.
- Most sessions take place in a safe environment. However, in one construction lesson observed, the teachers did not ensure that all students understood and implemented the appropriate safe working practices.
- The student population represents a wide range of cultural heritages, and in the large majority of lessons students work very well together and learn collaboratively in a positive atmosphere of mutual respect. Many teachers routinely promote equality and diversity well within lessons through relevant and specific reference to the subject. However, this is not always the case and a small minority of teachers make little effort to develop a greater understanding.

<p>Health and social care and early years</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- The quality of teaching, learning and assessment in health and social care and early years is good, as reflected in the students’ good achievements. The majority of students achieve their qualifications, while gaining valuable employment skills for their chosen vocational area. Students’ progression is good to both further qualifications and employment.
- Teachers make good use of their health and social care and early years experience to motivate students to work hard and to acquire the valuable skills they will need for employment or further study.

- All students aged 16 to 18 benefit from interesting, relevant and challenging study programmes. They enjoy the vocational learning, carefully chosen work placements and career-focused activities. Staff assess students' skills carefully at the start of their course, which supports their placement in the most appropriate English and mathematics classes as part of their programme. Weekly tutorials and the setting and monitoring of academic and personal targets support students very well.
- The range of health and social care courses is comprehensive and supports students to enter jobs within the health sector. However, for childcare students, the lack of a level 3 programme limits their opportunities to gain professional status.
- Many lessons include stimulating and motivating activities, which improve students' knowledge, skills and confidence successfully. As a result, students become independent in their learning, whilst also gaining essential teamworking skills. However, teachers do not challenge effectively the poor punctuality of a minority of students; late arrival to lessons limits students' personal achievements and creates distraction for others.
- Teachers use well-chosen and searching questions that make students think hard and relate their previous learning to the new topics they study. Students relate their knowledge of theory to practical situations and professional standards well. Development of communication skills is good and students are able to discuss complex matters such as racism, abuse and child protection with confidence.
- Interesting and exciting assignments, such as designing a children's storybook, inspire and challenge students, who respond enthusiastically and produce work of a good standard. Teachers use technology well as a resource to support learning in the classroom and this encourages students to make good independent use of technologies. Students benefit greatly from the immediate oral feedback and challenge from teachers in lessons. Teachers' feedback on written coursework is detailed and tells students how to improve their work.
- The college works closely with community partners to provide a range of good quality work placements where students can practise their caring skills and observe other professionals' good practice. Many students receive offers of employment from their work placement employers on completion of their course. Students develop successfully their knowledge of caring and their understanding of the range of people's needs through the community-based activities in which they participate.
- Tutors set detailed targets for students and review these frequently during tutorials; this process supports students to remain focused and make progress. Careful monitoring of students' progress by teachers and tutors enables early identification of problems and ensures that students have appropriate support. Pastoral care is very good and teachers make good use of their up-to-date vocational knowledge and experience to provide advice about future career and training opportunities.
- Vocational teachers support students well to achieve their English and mathematics qualifications by working closely with teachers of English and mathematics. They monitor students' progress and attendance closely. Vocational teachers promote English well in classes and correct students' use of English carefully. All students benefit from having a vocabulary book to support them in widening their language in relation to the care sector. However, the development of mathematical skills, particularly in statistics, in a vocational context, requires improvement.
- Teachers skilfully broaden students' understanding of complex cultural and social factors, and safeguarding matters, in lessons. They use the diverse nature of the student groups effectively to explore topics fully and relate them to the workplace and to students' future professional roles.

English for speakers of other languages (ESOL)**16-19 study programmes
19+ Learning programmes**

Good

- Teaching, learning and assessment are good on ESOL programmes, as reflected in the good progress that students make in improving their English language skills. Teachers have high expectations for their students and, as a result, standards of work, attendance and punctuality are good. Students develop good language skills, with the majority progressing to higher levels of study.
- Students' confidence improves significantly and many are able to communicate quickly with their children's schoolteachers, health and social workers, or Jobcentre advisers, without the need for translators. However, a few entry-level students lack sufficient confidence to attend their examinations. Managers have recognised this and are taking appropriate actions. All full-time students take mathematics courses, and develop effective information and communication technology (ICT) skills.
- Students are highly motivated and progress well from ESOL courses to college-based vocational courses, such as accountancy, business or health and social care programmes. They gain substantial work-related experience in the college's vocational areas, particularly in catering and sport. Enrichment activities help them to develop further their personal, social and employability skills.
- Enthusiastic teachers pay particularly good attention to developing students' language skills using local and global contexts that relevant to students. Teachers engage the interest of all students by keeping lessons lively and at a good pace. Learning activities are interactive and stimulating and students enjoy working in small groups or in pairs, helping each other and sharing ideas. Teachers make good use of interactive whiteboards to enhance learning, and encourage students well to use websites and resources on the college's virtual learning environment to support independent learning.
- Teachers use assessment effectively to identify students' starting points and monitor their progress. They set specific and measurable targets so that students are clear about what teachers expect from them. However, in lessons, teachers do not take into account sufficiently the needs of more able students, and they often have to wait, without anything to do, while their peers complete their activities.
- Teachers check students' progress frequently during lessons and this helps students to correct their written errors and practise more on their own. However, teachers allow too little time for students to practise pronunciation of more complex words, or to repeat intonation and stress patterns. As a result, a minority of students remain unaware that others might not understand them. Teachers' feedback on written work requires improvement; for example, a few teachers do not correct errors in punctuation adequately, thus limiting students' ability to attain higher standards.
- Development of students' mathematical skills during ESOL lessons is good. For example, students worked out and compared costs of various holidays, and examined mathematical language to describe data in news articles. All students on study programmes, and many adult students, enrol in discrete mathematics classes.
- Students receive good information, guidance and pastoral support. Well-established and productive partnerships with a range of social services support students to remain on programme and progress well.
- Teachers provide a safe and inclusive learning environment, in which students communicate with each other with respect. They express viewpoints freely and celebrate cultural differences. Students enjoy discussing challenging topics such as environmental protection or crime; adult students recently took part in the online government petition against female genital mutilation.

Foundation English up to and including GCSE**16-19 study programmes
19+ Learning programmes**

Inadequate

- Teaching, learning and assessment are inadequate, as reflected in the poor outcomes for students, particularly for those aged 16 to 18. Too few students benefit from teaching that challenges and inspires them to achieve a foundation- or intermediate-level qualification in English, or to achieve a grade C or above in GCSE English. Recent changes in management structure, course organisation and staff development are beginning to have a positive impact on classroom practice. However, it is too early to gauge the impact of these on students' achievement.
- Teachers do not focus sufficiently in lessons on the use of English in everyday life or work, to give interest and relevance to learning. Consequently, students do not always understand the application and use of the skills they are acquiring beyond the classroom. However, in a lesson for construction students, the teacher's use of current and relevant magazines and journals motivated the students to identify differing types of texts very well. Teachers challenge student absence effectively and attendance at most lessons is good.
- Too many teachers do not plan routinely for the inclusion of employability skills in lessons. As a result, students' development of these skills is weak. Students do not have sufficient use of interactive learning technology in lessons to practise, for example, writing emails and letters, or to complete electronic job applications.
- Teachers' use of information about students' English skills is weak. Teachers do not use results of initial assessments effectively to set suitably specific and measurable targets to help individual students improve. Teachers' learning targets lack sufficient detail; for example, targets may be as broad and unhelpful as 'improve sentence structure' or 'improve spelling'. Teachers do not incorporate students' individual targets into lessons, and students with specific difficulties, such as with handwriting, do not receive sufficient help to improve.
- Teachers' feedback on students' marked work does not lead to significant improvement. Teachers do not routinely encourage students to edit and redraft writing to a higher standard, or to improve handwriting. Consequently, students do not improve the skills they find most difficult to master. Teachers' comments on students' individual learning plans do not show students clearly enough the progress they are making with English or how they can improve.
- Teachers provide good pastoral support to students. However, teachers do not direct learning support workers effectively in lessons so that students can become independent learners.
- Teachers initiate interesting and productive discussions that broaden students' awareness of cultural differences. For example, a thoughtful and well-conducted debate on same-sex marriage took place in a class of adults from a broad and diverse range of nationalities and cultural backgrounds. Students contributed well to the discussion and learned from each other's different points of view. Students appreciate the safe and calm learning environment within the college.

Foundation mathematics up to and including GCSE**16-19 study programmes
19+ Learning programmes**

Inadequate

- Teaching, learning and assessment are inadequate, as reflected in the low proportion of students who achieve their qualifications. Attendance and punctuality are low and remain well below the college's expectation, and this greatly affects students' ability to progress. A recently re-structured management team is implementing a number of positive initiatives and interventions to improve teaching and learning, but it is too early to measure their impact.

- Teachers do not take into account what students may already know and understand. All students tend to do the same activities at the same time and pace, irrespective of their ability. Teachers explain the problems that a few students encounter to everyone; as a result, too many students lose concentration and become bored. The rate of learning in such lessons is often slow. Only in a minority of lessons do more able students receive additional, more challenging exercises to help them meet their potential and remain fully involved.
- In the more effective lessons, teachers involve learners in interesting activities. For example, in a GCSE mathematics lesson, students played a dominoes game to consolidate their understanding of problems involving fractions. Effective starter activities encourage the students to participate, concentrate and remember previous learning. However, such activities are present in too few lessons.
- Learning relates well to the students’ everyday lives, such as calculating electricity or shopping bills, but teachers make too few links to vocational learning and employability. In one better lesson, plumbers and electricians were required to identify the best supplier of goods by working out the total cost of a list of equipment, plus value added tax for each.
- Teachers and students make too little use of the virtual learning environment. A new infrastructure has recently been set up to enable better sharing of good resources, but staff do not yet use it to support learning, and most students see little value in it. Inadequate access to computers slows students’ progress, and the lack of sufficient resources, such as mini-whiteboards, means that teachers can not check easily all students’ responses in lessons.
- Teachers set homework frequently and mark and return it quickly with constructive comments to help students improve. They encourage students to evaluate their own learning and identify areas for development. Learning support staff work effectively, both in and out of the classroom, helping students to work on their own to solve problems. However, the mathematics targets set by teachers to guide and motivate students, and monitor their progress, are often insufficiently specific in vocational areas.
- The recent introduction of progress tests after the first three weeks of the academic year is having a positive impact in checking that students are on the right mathematics course. However, it is too early to determine the effect these initiatives will have on success. Students do not always know the reasons for changing their course or even that mathematics is an integral part of their vocational course.
- A significant number of students have English as a second language and teachers place a strong emphasis on the terminology and language of mathematics. All the students consider the college to be a safe, tolerant and understanding environment in which to work. Teachers explore cultural diversity in limited ways by, for example, discussing the history of numbers.

Accounting and finance and business management

16-19 study programmes
19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in the outcomes for students which also require improvement.
- Teachers’ undoubted enthusiasm does not always translate into effective teaching. In a minority of lessons, the pace of learning is slow as teachers spend too long going over work already learned, or taking too long to explain the task ahead. Too little time is given to extending learning or allowing students time to work on their own. Students do not have sufficient extended writing opportunities to develop higher-level analytical and evaluative skills. A small number of students lose interest and become disconnected from learning.
- A minority of students do not know what grades they are working towards and what they need to do to achieve them. In a minority of lessons, teachers fail to check that all students complete set work or, when they do, that the answers are correct. Reviews of student progress do not

focus sufficiently on the skills they need to improve the standard of their work. Too few teachers take into account the needs of more able students in lessons; in more effective lessons teachers do this particularly well and all students make good progress.

- The more effective teachers ask searching questions that encourage students to think about, and recognise, how much they have learnt. For example, in a level 2 lesson, students were asked to explain the importance of small- and medium-sized businesses to the UK economy; this was followed by a detailed and probing question-and-answer session that developed students' problem-solving skills effectively. Accounting workbooks and well-planned activities develop students' knowledge and application of accounting principles well.
- Assessment arrangements require improvement. Teachers mark students' written work accurately and provide students with clear guidance on what they need to do to improve further. Teachers pay close attention to correcting students' spelling and punctuation and improving the layout and structure of written work, thus promoting good workplace standards. However, opportunities for students to assess and mark their own and other students' work, to gain greater insight into awarding body standards, and take more responsibility for their own learning are limited.
- The proportion of students on study programmes who complete their qualifications in English and mathematics requires improvement, although students benefit from both subjects being integrated well into vocational lessons. For example, in a business lesson, students improved their mathematics skills through calculating the productivity of the average number of employed staff by company size. They then analysed, categorised and ranked correctly the different types of enterprise by size and profitability.
- The involvement of employers in study programmes for students aged 16 to 18 helps students to develop their employability skills successfully. A recently introduced 'employer awareness programme' ensures that students meet local employers who provide useful advice and guidance about necessary employment skills and career opportunities available. As part of the programme, an initial skills assessment resulted in students improving their understanding of business expectations and teamworking. However, plans to ensure that all students on study programme undertake work experience do not demonstrate clear and convincing actions for improvement.
- Teachers put in place good strategies to ensure those who receive additional support maintain progress. Students benefit from business 'taster' sessions that ensure students make appropriate and informed choices of which courses to study. Accounting students, who are trained as mentors, offer students useful advice on personal finance and debt management.
- Students use constructive and non-stereotypical language in their writing and during classroom discussion. For example, during a marketing lesson, the teacher made sure students were aware of how to avoid negative language associated with products sold to less affluent customers.

The effectiveness of leadership and management

Inadequate

- Over the past three years, the Principal and governors have failed to secure sustained improvement in the college's performance. The college has been no better than satisfactory in inspections dating back to 2001. Outcomes for learners have not improved sufficiently, and in key respects deteriorated in 2013/14 in comparison to the previous two years. Teaching, learning and assessment have not been effective in improving students' outcomes, and it is too early to assess the impact of recent improvements to teaching quality. Provision in English and in mathematics is poor, and managers have not ensured that all of the requirements of study programmes are being met.
- A small number of leaders and governors attribute the college's lack of progress in improving performance to the changing and challenging nature of the student cohort, caused by the growth of school sixth forms and other providers, rather than recognising the poor quality of provision at the college. Enrolments of full-time students aged 16 to 18 have fallen significantly.

- The college's work is informed by a strategic plan that, although couched in ambitious language and informed by relevant information, is generic and does not articulate a coherent strategy, understood by staff, to provide high-quality provision to residents and employers in the borough. The indicators of success contained in the plan are, in some instances, unrealistic and, in others, imprecise.
- To their credit, governors have increasingly sought to focus their attention on assuring themselves that both teaching and learners' outcomes are improving. However, they do not have a realistic view of the college's performance, or of the impact of college leadership. This is partly because a minority of reports they receive from leaders and managers overstate the rate of improvement or contain errors and omissions. Governors have not received, nor have they requested, a coherent and clear strategy to tackle the insecurities cause by falling enrolments. Recent appointments to the corporation have strengthened the board's capacity for effective educational oversight.
- Tangible improvements are evident in aspects of management. Senior and middle managers are beginning to tackle the ingrained impediments to improvement. Most curriculum managers at all levels are now tackling poor performance rigorously, and teachers are increasingly held to account for learners' performance. However, a small minority of staff do not adhere to basic, expected procedures in their job specification, and this inhibits the creation of a high-achieving culture throughout the college.
- Curriculum leaders have taken effective action to remove a number of weak teachers and managers. Significant resources are devoted to teachers' professional development. The management of provision in English and in mathematics, despite inadequate outcomes for learners in 2013/14, has improved significantly in recent months. However, it is too early to gauge the impact of these improvements on learners' outcomes.
- Teachers and managers at all levels now benefit from accessible and reliable data on learners' attendance, progress and performance. However, data are not used well enough at any level of the college to evaluate performance critically, nor to set ambitious targets in quality improvement plans.
- College leaders are reshaping the curriculum, partly to meet expected local demand for jobs, and partly as a consequence of poor quality. Hospitality and catering, and hairdressing and beauty therapy, are recent, well-judged additions to the curriculum. However, leaders closed courses in motor vehicle, public services and information and communication technology, although demand for such provision is unchanged.
- Apprenticeship provision, which has been poorly managed, has reduced to low numbers. Managers oversee the small amount of subcontracted provision well. Although leaders recognise the urgent need to increase the college's business through diversification, they do not have a single, coherent curriculum development plan.
- Leaders and governors have developed a much-improved partnership with the Royal Borough of Greenwich, and joint working is an increasing feature of this collaboration. A project to engage those not in education, training or employment, although small in scope, has been successful. Managers are slowly, but surely, establishing a productive relationship with the London Local Enterprise Board. The college's business unit currently works with 30 employers, although this work is limited in scale. Leaders do not use links with employers effectively to secure work placements for students on study programmes.
- College staff and students work well together to ensure that the college's particularly diverse community is harmonious. Managers are assiduous in developing policies and procedures that promote equality of opportunity, but gaps in achievement between students of different ages and ethnic heritages persist. The diversity of the college community is celebrated through a range of events and through the curriculum, and instances of discrimination, prejudice or bullying are very rare.
- Arrangements to safeguard learners are good. For many students, the college is a safe haven from a turbulent outside world. Careful and sensitive arrangements are in place for those who are vulnerable, including those who are looked after. All staff receive training on safeguarding;

many, but not all, have been trained recently in how to recognise and tackle signs of radicalisation and violent extremism.

Record of Main Findings (RMF)**Greenwich Community College**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	4	-	-	4	-	4	-	-	-
Outcomes for learners	4	-	-	4	-	4	-	-	-
The quality of teaching, learning and assessment	4	-	-	4	-	4	-	-	-
The effectiveness of leadership and management	4	-	-	4	-	4	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
English for speakers of other languages (ESOL)	2
Foundation English	4
Foundation mathematics	4
Accounting and finance	3
Business management	3

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	5012							
Principal/CEO	Mr G. Chin							
Date of previous inspection	May 2013							
Website address	www.gcc.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	220	1,262	260	1,084	234	304	1	19
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	6	20	8	45	1	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	5							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Oyster 							

Contextual information

Greenwich Community College is a medium-sized further education college in the Royal Borough of Greenwich, south-east London. The college has two main sites, in Plumstead and Eltham, and several community based centres. The borough has a rich mixture of culture and ethnicity, with over 90 languages spoken. In the local population, 48% of residents are of minority ethnic heritage; the college's student body includes a much higher proportion of people from minority ethnic backgrounds.

The number of pupils in the borough's schools achieving five grades A* to C at GCSE, including English and mathematics, is above the national and London rate. The borough is the twenty eighth most deprived in England. Greenwich has a significant number of residents needing ESOL courses to enable them to participate effectively within the local community.

Information about this inspection

Lead inspector

Richard Beaumont HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the vice principal of curriculum and business development as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the past three years to help them make judgements. Inspectors used group and individual interviews and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and learners' progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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