



# **Morley College London**

## **Self-Assessment Report 2016-17**

**FINAL VERSION – December 2017**

## **Note on the use of terminology within the SAR and the QEP**

To support our journey to outstanding at the start of a new strategic cycle we have chosen to use some specific terminology within our strategic documents that reinforces our commitment to providing an outstanding service to all our stakeholders:

### ***Quality Enhancement vs. Quality Improvement***

Throughout the document, the term *Enhancement* (e.g. Quality Enhancement etc.) is used in the place of the more traditional term *Improvement* (e.g. Quality Improvement), where appropriate, to emphasise a process of continuous development towards achieving the College's ambition to become outstanding.

### ***Learning, Teaching and Assessment (LTA) vs. Teaching, Learning and Assessment (TLA)***

Throughout the document we refer to our core activity as LTA rather than the more traditional TLA to emphasise, both internally and externally, our commitment to putting the learning of our students first. Teaching is the mechanism by which the expertise and professionalism of our tutors enable and create outstanding learning opportunities.

### ***Students vs. Learners***

For the sake of consistency and in line the College Articles of Association we use the term *student/s* to refer to anyone who is engaged in a learning or training activity with the College.

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## **Introduction to the College**

Morley College London is a specialist designated adult education college located in central London and one of nine Institutes of Adult Learning in England. It provides learning opportunities to some 13,000 people every year. Morley was founded in 1889 for working men and women and developed from a series of 'penny lectures' by eminent scientists and scholars at the Old Vic Theatre. Morley provides an inclusive adult learning environment that encourages and supports individuals to engage and progress in learning, whatever their learning goals.

Morley College London is a Company Limited by Guarantee and a registered charity. The Governing Body acts as the Board of Directors for the purposes of Company Law and its members are trustees of the Charity. The College is partly funded by the Education and Skills Funding Agency (ESFA) and is inspected by Ofsted.

The College specialises in Arts, Culture and Applied Sciences, with a diverse range of programmes that include Art and Design, Music and Performing Arts, Languages and Humanities, Applied Sciences and Health, English for Speakers of Other Languages (ESOL), English and Mathematics. The provision, much of which is non-accredited ranges from short courses of less than five weeks to programmes of a full year's duration. The College offers accredited programmes from Entry Level to Level 3 and non-accredited courses from beginners to specialist provision. During 2016-17, 12,537 students enrolled onto over 3,000 courses resulting in 28,000+ enrolments; about 50% of these being new students. Some 52.1% of the College's students are black and minority ethnic students, with 73.6% of students being female and 12.3% of students declaring a disability and/or a learning difficulty. The largest age band is 31-36 years old (1,800) followed by 25-30 (1,609) and 37-42 (1,553).

The College is located on the border between Lambeth and Southwark in Central London. Based on the average ranking of local authorities within the English Indices of Deprivation 2015, Lambeth and Southwark are ranked respectively as the 8<sup>th</sup> and 9<sup>th</sup> most deprived boroughs in London, and the 22<sup>nd</sup> and 23<sup>rd</sup> most deprived in England. The College holds a contract with Lambeth Council for the provision of Community Learning covering a wide range of curriculum areas, in response to the needs of community groups and organisations and in line with the main local strategic priorities. In 2016-17, Community Learning courses were delivered in partnership with over 80 community, voluntary and statutory organisations and groups.

Morley College London is a culturally diverse learning community, with more than 132 languages spoken in the area and over 120 languages spoken by the student body. In 2016-17, 44.8% of students were drawn from Lambeth and Southwark, and the College is increasingly also focused on meeting the learning needs of adjoining boroughs, with many students also coming from Lewisham and Wandsworth. The College is close to London's cultural centre on the South Bank and to the transport hub of Waterloo station and surrounding businesses.

## Our vision and mission

***“For ambitions to be inspired and achieved through learning”***

The College’s mission is ***to empower individuals and strengthen communities through adult education in the Arts, Culture and Applied Sciences*** by building on past achievements, celebrating Morley College London’s illustrious past whilst focusing on creating its future. Our strategic goals for the four years 2016-2020 are:

- To create outstanding learning opportunities
- To deliver an outstanding student experience
- To ensure financial sustainability

As a learning community we remain committed to a renewal of the founding principles of Morley College London. First and foremost, we ***put our students first***, which means that we:

- **R**espect diversity and promote equality
- **E**volve, adapt and develop to meet students’ needs
- **N**urture potential and inspire ambition
- **E**nhance the positive impact and outcomes of learning
- **W**ork in partnership to achieve shared ambitions

In keeping with the founding principles of Morley, in a spirit of social justice, the College advocates lifelong learning as a vital contributor to personal fulfilment, academic progression and professional advancement. By enabling access to education, and thereby the acquisition of knowledge and skills as a shared enterprise, Morley College London is a force for public good within the different communities of location and practice that we serve.

Following publication of the Strategic Plan 2016-2020 the College launched its supporting Curriculum Strategy in January 2016 to provide a framework for developing a curriculum portfolio through to 2020 that fully reflects the College’s mission, vision and values and is aligned to local and regional priorities. The College serves a diverse student community of adult students who benefit from a unique curriculum offer ranging from non-accredited, ‘bite-sized’, entry-level provision to address basic life skills, through to longer, accredited programmes of advanced (level 3) and higher learning (level 4+) to facilitate academic progression and employability. In advocating ‘learning for life’ the College seeks to encourage continuity in learning, with Higher Education established within the College’s strategic planning and launched in September 2017 as a distinctive but integral opportunity through which students can enhance and extend their learning for life.

We are committed to maintaining our focus on sustained quality enhancement and our determination to become an ‘outstanding’ provider is expressed in our Strategic Plan 2016-2020; Quality Enhancement Framework; and Quality Enhancement Plan 2017-18. A short inspection by Ofsted in April 2016 judged the College to be a good provider where students “benefit from good teaching, learning and assessment, which promote the good progress which most of them make on their courses”.

## Overall Grading – 4 Year Trends

	13/14	14/15	15/16	16/17
<b>Overall Effectiveness</b>	2	2	2	2
<b>Effectiveness of Leadership and Management</b>	2	2	2	1
<b>Quality of Learning, Teaching and Assessment</b>	2	2	2	2
<b>Personal Development, Behaviour and Welfare</b>	n/a	1	1	1
<b>Outcomes for Students</b>	1	2	2	2

## SUMMARY OF KEY JUDGEMENTS

**Morley College London is a good provider with many outstanding features because:**

1. Leadership and management across the College are highly effective
2. The College capacity to make and sustain improvements is very good
3. Performance management is robust and managers are confident in addressing underperformance
4. Partnerships are outstanding and support the College's strong contribution to social and community cohesion
5. Information, advice and career guidance to students are very good
6. The promotion of equality and inclusivity and the celebration of diversity are outstanding within the College and in many lessons
7. Support for students who have special educational needs and/or disabilities is very effective and enables them to overcome barriers to learning and achieve success
8. Rigorous financial management promotes carefully planned, curriculum-led investment and ensures curriculum sustainability
9. Learning, teaching and assessment are consistently good resulting in outstanding achievements and progress for many students and effectively promote students' personal, social and cultural development
10. Very good assessment practices prepare students well for their next step and enable them to progress and achieve their full potential
11. The embedding of English and Maths skill development is good across the curriculum
12. Student satisfaction is very high as the College excels at developing students' self-confidence to help them realise their potential and ambitions
13. Purposeful work-related learning is integrated exceptionally well in many programmes where students develop relevant personal, social and employability skills, including English, mathematics and ICT, that help their progression and careers
14. Safeguarding practices are very effective and the College is a very safe environment that fosters mental and physical well-being for all its students
15. Students benefit from an exceptional range of activities and opportunities to explore personal, social and ethical issues that enrich their learning at the College

16. Student progress, personal and social development and development of academic and vocational skills are outstanding in many subjects
17. Students' standards of work are high across the College
18. Progression to further learning or employment is good
19. Retention is exceptionally high
20. Overall achievement rates are outstanding and well above the national average and have improved further from the previous year

**In order to become outstanding Morley College London needs to:**

1. Monitor the progression and destination of students more consistently and comprehensively to be able to fully evidence the impact of learning across the whole curriculum
2. Further improve cancellation rates through even more effective curriculum planning
3. Enhance teaching practice in a small number of classes where there is insufficient monitoring of variations in the attainment of different students and where not all students are sufficiently stretched or challenged
4. Ensure that all students on Access diplomas are provided with timely feedback on their performance and early intervention and support are in place when performance is not at the standard expected to succeed
5. Enhance attendance in a few programme areas
6. Enhance achievement on a small number of accredited courses
7. Address some variations in achievement for BAME students in specific subjects

## **OVERALL EFFECTIVENESS - GOOD**

Morley College London is a good and improving provider with many outstanding features.

Leadership and management across the organisation have improved over the last 3 years and are highly effective in driving quality enhancement and curriculum development contributing to sound financial sustainability. Governance is very good, performance management across the College is robust and the capacity to make and sustain improvements is excellent. The journey towards outstanding continues steadfastly and the intended target is very clearly in sight. The College has an outstanding range of partnerships that support curriculum delivery and its strong contribution to social and community cohesion. The promotion of equality, diversity and inclusivity is also outstanding.

The quality of learning, teaching and assessment continues to advance significantly and within an overall judgement of 'good', there are now many outstanding features. Teaching practices effectively promote students' personal, social and cultural development and employability within a culture that promotes equality and celebrates diversity. Student satisfaction is extremely high.

The outstanding grade for Personal Development, Behaviour and Welfare celebrates the achievements of the College students and their engagement in the outstanding range of activities, events and learning opportunities that have become a defining feature of the student experience at Morley College London.

The College is intentionally self-critical in its evaluation of Outcomes for Students still graded at 2 overall, despite students making outstanding progress in many areas and their standards of work often being exceptionally high. This approach will provide renewed focus on improving low achievement rates in a minority of academic qualifications in line with or above national averages to ensure that we have a solid and comprehensive evidence base to be judged outstanding.

### **A. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - OUTSTANDING**

**Leadership and management across the College are highly effective.** Leaders and managers demonstrate and promote an ambitious vision to provide outstanding adult and community education designed to meet the needs of individuals and communities and are very effective in driving enhancement actions and raising standards. Governors provide robust performance oversight and challenge evidenced through the minutes of Board and Committee meetings, particularly the robust preparatory work undertaken in committee meetings and the high quality of written reports. They have a breadth and depth of experience and use this to constructively scrutinize, challenge and support the College's Senior Management Team to secure and sustain enhancements against a comprehensive set of key performance indicators and challenging targets.

The College's mission and values inform the College's strategic direction and priorities. The strategic plan provides a relevant and effective framework for growth and innovation designed to manage the risks of operating within a challenging funding and economic



environment. Strategic priorities are reviewed on an annual basis by the Senior Management Team to ensure they remain relevant to external challenges and respond appropriately to the wide range of needs that the College serves. The Governing Body provides strong strategic focus, evidenced by the confidence expressed by governors in the quality of the strategic plan and the arrangements for monitoring its implementation, particularly through a comprehensive set of Key Performance Indicators (KPIs) linked to the strategic goals set out in the plan.

The vision of the College's curriculum schools is shared by a strong team of Programme Managers who drive the creative and educational direction of their own areas; this is illustrated by a range of unique opportunity for students to exhibit their work in internal and external settings or take part in a wide range of in-year performances and activities that are linked to their aspirations and which draw on the expertise of tutors. The College's professional services provide a high standard of support and make a significant contribution to the experience of Morley students.

An extensive Community Learning provision addresses the needs of local communities and some of the most vulnerable groups of adults, such as ex-offenders, the homeless, victims of domestic violence or people who experience mental health difficulties. The Centre for Community Learning and Engagement (CCLE) proactively pursues projects to develop specific areas of work through engagement with a number of organisations supporting people with mental health problems and curriculum delivery for hard-to-reach groups. In 2016-17, the Centre ran 678 courses through three key projects: a DFE-funded Community Learning Mental Health project (*Connect and Discover*), a large Lambeth council-commissioned provision and a Parent Champions project funded by a local school.

Heads of Schools and Programme Managers across the College are visible to and regularly interact with students who do not hesitate to approach them for support. Expectations for students are set from the start of each programme of study with regards to attendance and commitment to learning and in many areas, these have led to further enhancement in achievement rates.

Effective liaisons between programme areas and professional services, such as Exams and Student Services, result in improved processes for assessments and examinations and have had a positive impact on the student experience regarding enrolment, childcare facilities or financial support.

**The College capacity to make and sustain improvements is very good.** There is a clear drive within curriculum schools to continue enhancing the quality of learning, teaching and assessment with the College's professional services providing a significant contribution to achieve this ambition. The Quality and Standards Team effectively support the application of the College Quality Enhancement Framework and embedding of Quality Enhancement systems with a particular emphasis on collaboratively working with curriculum Schools to ensure the College provides a high-quality teaching and learning experience for all students.

A new developmental lesson observation scheme was partly introduced in 2016-17 and piloted across a number of programme areas. Ungraded lesson observations focus on encouraging a professional exchange between observers and tutors to create a positive

improvement culture. This is achieved through teaching practitioners reflecting on their own practice and responding to feedback from students, peers, managers and other colleagues. The process also enables them to share innovative ideas and try out new approaches in their professional practice. The process has seen very positive engagement of tutors in constructive professional discussions about their own teaching and development which also resulted in them being more confident to take risks, experiment and try innovative approaches to their delivery. 2016-17 has also seen a significant positive shift in the managers' readiness to share best practice not only within each School, but also with colleagues in other Schools. The Centre for Community Learning and Engagement (CCLE) contributed to the staff development of tutors across the Lambeth adult provision as well as Morley staff. For example, Programme Managers and tutors from Visual Arts, Drama and Music were trained in supporting students' language needs by one of the CCLE managers.

The establishment of a small innovation fund with an emphasis on Digital Inclusion during 2016-17 has supported academic staff to experiment with new technologies, collaborate with colleagues and establish new ways of using technology to support learning; the fund has resulted in an increase in tutors' interest in and use of technology. Staff Conferences and Sharing Best Practice events have focused on innovative ways of using digital technology being shared amongst colleagues; as a result, innovative approaches to teaching have been implemented in many classrooms including for instance the use of digital cameras and social media such as Instagram etc. to record progress and achievement. A series of posters under the banner 'Life Online' are on display around the College and distributed via social media to encourage students to 'digitally' engage with Morley and take advantage of College equipment and resources to support their learning and more generally to communicate the College's commitment to Digital Inclusion. The IT Services business plan is closely aligned with College Digital Inclusion approach and effectively contributes to an enhanced student experience.

**Performance management is robust and managers are confident in addressing underperformance.** The Management Information Services Team effectively supports quality enhancement with the provision of timely and accurate course performance data by an expert staff team that provide accessible and effective advice for curriculum managers. Instances of failed probation where staff members did not meet the required standards as well as underperformance identified through lesson observation are dealt with effectively and in a timely manner. In 2016-17, appropriate HR procedures resulted in improvements in performance or staff leaving the College. The HR Team have a number of areas of expertise including amongst others performance management, change management and equality and diversity. As a result, the Team provides effective support to managers in managing complex HR issues including rare instances of poor performance of tutors. The staff development offer supports the College in its journey to outstanding by facilitating development opportunities that meets the needs of the College and respond to the priorities identified through lesson observation.

College managers work effectively to address areas for improvement identified at the previous inspection and through the College's comprehensive and robust self-assessment of its strengths and areas for enhancement. This self-assessment report is the result of an inclusive and effective process that includes evidence from leaders, managers, governors,

tutors and students and feedback gathered through a wide range of communication channels.

**English and Maths support for all students is good.** In all curriculum schools, managers and tutors ensure that both English and Maths skills are embedded in the classroom delivery and where written work is required by students, feedback is provided not only on the content but also on the use of English, grammar and spelling. In 2016-17, the Community Learning Team provided training for other school management teams on embedding English and Maths into the curriculum and on meeting the needs of the full range of students. This has resulted for instance in on-going management team reviews and moderation of course outlines and schemes of work to ensure the language is clear and accessible. In Community Learning, numerous CPD events were held throughout the year to ensure tutors are well trained in supporting literacy and numeracy needs resulting in a significant increase of 15% in Maths achievement on accredited courses.

**Partnerships are outstanding and support the College's strong contribution to social and community cohesion,** in particular in Lambeth and Southwark. Partnership and collaboration lie at the heart of the College's strategic ambitions and facilitate its significant contribution to community learning. The College Partnerships Protocol 2016-20 sets out in overview the strategic context, priorities and process for developing a portfolio of college partnerships to support the implementation of the Strategic Plan 2016-20.

The Centre for Community Learning and Engagement established an exceptional range of partnerships using a strong 'client' centred model that developed a wide range of courses to enhance employability, well-being and active citizenship and meet the needs of hard-to-reach groups. A growing number of courses reflect local employment gaps in customer service and health and social care industries. In order to keep abreast of local needs and influence local strategic planning, CCLE has memberships in local networks, steering groups and advisory groups. The Centre also has a cross-college role in embedding community students' views into curriculum planning at the College, which facilitates community students' progression to the main College curriculum. Feedback by community partners is actively sought out, recorded and acted upon to ensure that the student voice is fed through to the relevant programme area through partner links. It remains a priority for the Centre however to build stronger partnerships with employers to facilitate access to employment for students looking for work.

The School for Humanities and Applied Sciences has been successful in developing partnerships with local organisations to ensure the curriculum offer is demand-led and focuses on developing skills that are sought after by employers. Curriculum planning takes into account the LMI<sup>1</sup> and LEAP<sup>2</sup> data to address skills shortages and as a result, the School is now offering new courses in digital skills and accounting. In the Business, Enterprise and Professional Training programme area, the partnerships with We Are Waterloo BID and London Southside Chamber of Commerce led to the delivery of a programme of summer workshops and masterclasses informed by the local demand identified through a business

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<sup>1</sup> Labour Market Intelligence, <https://www.gov.uk/government/publications/labour-market-intelligence-enabling-better-decisions>

<sup>2</sup> London Economic Action Partnership, <https://lep.london/>

survey and attended by students working locally. The project was a significant success “due in the most part to the professionalism of Morley in the planning, execution and evaluation of the summer school” (quote from WeAreWaterloo Chief Executive) with over 100 people attending the training sessions over a fortnight. In the Preparation for Work and Study programme area close collaboration with nurseries and children centres providing placements for students on childcare and teaching assistant programmes not only resulted in high progression rates into employment directly from placement but also from employers confirming that students are well prepared for employment from their courses.

Students in Visual and Digital Arts benefit from a wide and diverse range of partnerships, many of which resulted in students taking part in ‘live’ projects that have vocational relevance in the creative industries. For example, Photography Diploma students worked on commissioned projects for Transport for London, and during 2016-17 their work was exhibited on the big screen around the IMAX cinema and in the Royal Festival Hall. These opportunities give students vocationally relevant experience of external commissioning, of working to a brief, and of professional practice. The skills are directly relevant to the progression pathways of many students who set up their own studios, take courses in higher education, exhibit their own work and find employment in the creative industries.

Working with partners is also an area of strength for the Dance and Drama programmes. A partnership with the Cardboard Citizens theatre group has been maintained over a long period of time creating opportunities for some of the most disadvantaged people from the local area to participate in courses at Morley that help them to interact positively with others. A new partnership with the Drama and Theatre Department at London South Bank University (LSBU) has been developed to offer possible progression routes for the College’s HND students.

**The progress of different groups of students is effectively monitored to ensure that underachievement is addressed.** Students benefit from thorough initial assessment, progress tracking and on-going assessment and feedback throughout their courses at the College, with some tutors deploying bespoke and innovative systems for ensuring all students make progress on their courses. On accredited programmes, this resulted in many cases in improved overall achievement (e.g. Access to HE, English and Maths or ESOL). Termly student progress review meetings for Access groups provide a cross-college approach (with Quality & Standards, ALS and curriculum teams involved) to monitoring progress based on tracking data, identifying students requiring support and planning interventions, leading to tutorial action and strategies for individual students shared within teaching teams. For example, the Access to Fashion 3-year trend shows achievement rates of 40%, 68% and 88% respectively.

There are no significant gaps in the achievement of most groups of students and strong additional learning support helps to close the achievement gap for students with learning difficulties and/or disabilities. However small variations for BAME students exist in specific subjects (see section D). The publication of the College’s annual equality and diversity report provides the College with a good source of data to plan continuous and sustainable enhancements.

**Information, advice and career guidance to students are very good.** The Student Services Team, which incorporates the IAG service for the College, successfully gained Matrix reaccreditation in 2017. The service expanded in 2016-17 with staff undertaking Advice qualifications to become qualified advisors and becoming fully integrated into the advice work.

Many tutors and managers are practitioners and are experts in their vocational fields; students benefit from their up-to-date knowledge of the relevant industries and of professional practice in signposting them towards their next steps. Students on Advanced Learning level 3 courses in Visual and Digital Arts benefit from strong working relationships with key university partners, including visits from university staff to discuss progression into HE, and visits to universities to look at potential destinations.

Advice and guidance supports excellent student progression from Morley Drama courses and the Morley Opera School, with a Morley Theatre Company participant progressing on to an MA Acting course at Rose Bruford College, starting in September 2017 and Morley Opera students achieving places at major conservatoires and on the Glyndebourne development programme.

Students across the Community Learning provision receive excellent advice and guidance resulting in increasing progression into education and improved well-being. Every *Connect and Discover* participant received up to 3 hours of thorough advice while on the programme to enable students to address their mental health problems and reflect on their main goals, which had positive outcomes for many students.

In the Lambeth's community provision, career and education advice is built into all classes and specialist advice is available through group and 1:1 sessions from an Information, Advice and Guidance Advisor, who also advises students with suitable job vacancies or further courses after they have completed their course. As a result, 45% of vocational students on childcare, office and admin and health and social care courses progressed to related courses in 2017-18 (53 out of 118); 17% of unemployed students looking for work went into jobs, employment or volunteering. However, more consistent employment-related advice is required to support better student progression into work.

**The monitoring of progression and destination of students needs to be more consistent and comprehensive.** Managers track the destinations of all students on Advanced Learning and significant long courses including progression to higher education, employment, self-employment or other further study. This information as well as data on volumes of returning students in non-accredited provision is effectively used to inform curriculum planning.

In Visual and Digital Arts, alumni are invited to visit Advanced Learning students to share their experience of university and employment and take part in exhibitions and events alongside current students. Managers also keep comprehensive records of case studies to showcase examples of progression and destinations.

In Complementary Health, students remain in touch with their managers and report securing or sustaining employment with partners (e.g. Urban Massage or Neal's Yard). Many of them

also return to top up their skills after the completion of their first qualification and take on additional diplomas in Massage, Reflexology or Aromatherapy.

Managers monitor placement of students in HE and provide support for subsequent UCAS applications in later years where requested. Successful placement of cohorts are analysed and inform decisions on Information, Advice and Guidance (IAG), entry requirements, curriculum delivery and assessment design.

**However, a more consistent and formalised approach to progression tracking should be implemented** as destination evidence can be informal and anecdotal; the use of progression data still requires enhancement for the College to be able to fully evidence the impact of learning across the whole curriculum and to track student progression outside the college, across the borough and amongst community partners.

**The promotion of equality, diversity and inclusivity is outstanding.** Morley provides a strong inclusive ethos and continues to successfully increase participation of new students across curriculum areas. Excellent celebration of the achievements of the diverse communities in the College makes a strong contribution to community cohesion. The rich cultural heritage of the college community is expressed within the range and richness of the curriculum offer and college events.

In 2016-17, for example, a Level 1 English student read a poem at the College's celebration of Martin Luther King Day. ESOL students took part in the Migration Museum project celebrating their backgrounds and cultures. The successful exhibition Celebrating Legends and Myths involved English and ESOL students sharing some of the stories that have inspired, and still inspire, celebration in different cultures around the world.

In Community Learning, there was a wide range of events in the neighbouring two boroughs to celebrate diversity. For example, students from the Vida Walsh arts course produced an exhibition of drawings featuring notable black people to celebrate Black History Month.

In Music and Performing Arts and Visual Arts promotion of diversity is further supported by the many opportunities provided to explore issues of race, gender, disability and sexual orientation within the course content, choice of materials, topics etc. An outstanding example of this during 2016-17 included a production by the Morley Theatre Company of the play *The Laramie Project*, a work which promotes all forms of equality and fosters a greater understanding of and respect for sexual orientations in particular.

Well-articulated democratic traditions support the ethos of adult learning at College. Students are very much at the heart of the College's work and their views, are used effectively to inform and plan improvement to provision. The College provides an excellent range of opportunities to express views and participate in decision-making. Surveys and formal and informal interactions with students inform enhancements and changes in practice. Representation at Board level is good and student governors make a full contribution. The College has an excellent range of student bodies, including a Student Council and a Class Representatives Committee which are regularly attended by the Principal and members of the SMT, as well as a students' disability forum and a club co-ordination group. Student groups have been proactive in improving representation within

these groups to reflect the changing nature of the student body. A wide range of College supported clubs and societies reflect student interests. Students receive financial support to produce a good quality magazine twice yearly.

The student voice is also regularly captured through *curriculum walks* carried out by the Principal and Deputy Principal involving short classroom visits and conversations with students and tutors at different times and within a different curriculum area every month, to evaluate the overall quality of the student experience, identify enhancements that may be required as well as good practice.

Fundamental British Values are effectively promoted through working practices across the College and embedded in induction videos for all students, codes of conduct, student handbooks, course handbooks, tutor handbooks, and information on posters and noticeboards. In lessons, tutors ensure there is a culture of mutual respect in classes, where every student is listened to, that they listen to each other and to the tutor.

**Very effective Additional Learning Support (ALS) enables students with disabilities to overcome barriers to learning and achieve success** on their chosen course. Morley offers all disabled students a *universal* level of support (Needs Assessment followed by Adjustment Note to tutors) and those on the accredited pathways a *targeted* and sustained level of support, enhancing their capacity to achieve on courses leading to employment and Higher Education. The ALS Team further incorporates the College Volunteer Scheme and works actively in supporting students who would not otherwise be able to access the College and works alongside curriculum areas supporting individual students as necessary.

For instance in Textiles two students with disabling conditions were enabled to achieve in three classes as a result of volunteer support. One student with early onset of dementia successfully attended a printed textiles class for two terms and participated in an exhibition during that time. She was sensitively treated by the whole group and particularly well supported by a specialist volunteer. Four students on an art pre-foundation course with declared severe mental health needs were effectively supported by two volunteers and by skilled liaison between manager, tutors and ALS.

Mental health awareness-raising events and staff development programmes have impacted positively on staff and widening participation across the college. The *Connect and Discover* programme run by the Centre for Community Learning and Engagement aimed at widening access to the College for students who would otherwise find it difficult to join. The programme has also led to a series of cross-college staff development sessions and the embracing of the Mindful Employer Charter.

**Safeguarding practices are very effective.** In 2016, Ofsted recognised that the College response to the Prevent duty has been very skilful, in the context of an adult community college. All key policies and procedures are in place and training is integrated well with the overall training for safeguarding for all staff in both academic and professional services areas. Liaison with key local and regional 'Prevent' duty agencies is strong and the College is represented on the local FE Prevent co-ordinators network. In 2016-17, the College provided termly Safeguarding and Prevent awareness training for staff which was also offered to and attended by staff from community partners in Lambeth. The College is aware

of the threats posed by its Central London location and in 2016-17 engaged with the Metropolitan Police's Project Griffin initiative to promote counter terrorism awareness to front-line and other appropriate staff. IT Services significantly contribute to keeping students safe online, with effective systems in place to filter web content and enforce the College's Acceptable Use Policy.

The College makes a good contribution to the safety and welfare of its students within their local communities and has excellent working arrangements with local and regional safeguarding agencies. For example, this year the Essential Skills Team promoted the services of an FGM clinic to students and opened discussions about FGM practices at the Lewington Centre in collaboration with Rotherhithe Primary School.

**Financial management is good.** The College's financial health is, in ESFA terms, outstanding with unqualified opinions from audits. Rigorous financial management at all levels across the College benefits from accurate and timely information to aid decision making in the form of regular performance reports for budget holders and monthly management accounts for senior managers and governors. Overall, the optimisation of space has improved, with high quality specialist resources made available to students through carefully planned, curriculum-led investment.

The highly inclusive and thorough curriculum review and validation process supports innovation, course design and progression pathways and ensures sustainability. The outstanding range of programmes responds to the needs of the diverse communities that the College serves including the provision of employability, essential skills and English and mathematics GCSEs to support transition from college to university and other forms of progression. Curriculum delivery is effectively supported by a multi-skilled Marketing and Communications Team which works effectively in collaboration with curriculum managers to support student recruitment and to contribute to the positive brand perception of the College through actively promoting student successes across printed and online media.

**Cancellation rates continue to improve and decreased by 4.2% in 2016-17 but they need to improve further through even more effective curriculum planning.**

## **B. QUALITY OF LEARNING, TEACHING AND ASSESSMENT - GOOD**

**Learning, teaching and assessment are consistently good resulting in outstanding achievements and progress for many students.** Tutors share the College's high expectations of achievement appropriate to each student's needs and aims. Inspiring and challenging teaching and assessment methods raise aspirations, cater for students' diverse needs and enable development of their study skills, career plans and well-being. Differentiation strategies are effective and students are encouraged to work to their maximum potential appropriate to their own level of study. Tutors are adaptable and able to work with a wide range of student abilities and experience within each class.

In Community Learning the majority of students have a number of barriers to learning such as mental health difficulties, social isolation, homelessness, unemployment or low-paid, insecure working conditions and tutors have a strong commitment to making a difference to



their lives deploying imaginative teaching methods which build confidence and independence.

Students in Visual Arts benefit from the tutors' dynamic and creative range of highly effective methods and resources to inspire and challenge. One manager who took part in Association of Colleges 'Stretch and Challenge' project, has led and shared best practice arising from this with the whole team. The use of sketchbooks in many Art classes enables students to develop self-reflection, and peer review sessions are programmed in to the majority of Art courses to encourage students to develop confidence in analysing a range of approaches to a project.

Personalised learning is effective in English, ESOL, Business and Health where students are regularly stretched and challenged. Students on Advanced Learning courses work towards highly structured learning outcomes for each module and for the qualification. They benefit from regular tutorials and progress review throughout their studies and are encouraged and supported to strive for Merit and Distinction grades, which many of them achieve.

On Science and Health Science Access courses, lessons are student-centred and support individuals to learn the conventions of the subjects studied and develop analytical thinking required for level 3. On Access to Humanities and Social Science as well as in non-accredited Humanities courses, most teaching is inspirational and enables students to produce very high standard of work. In particular, some of the students' creative writing work is of a superior quality and above the expected standard for their respective levels with well formulated ideas and excellent artistic and creative points made. In the majority of Languages lessons students are exposed to the target language throughout the whole lesson and use the language in meaningful communicative activities.

In Essential Skills classes, there has been an increased focus on digital literacy with many students using technology and mobile devices effectively to support their learning both inside and outside the classroom. The programme area has increased the use of Moodle and piloted the use of Google Classroom, which has been received well by students who benefit from being able to develop their digital and independent study skills as a result. Flipped classroom delivery has become more common with students accessing online work more readily. Groups of students have worked collaboratively, using Google Classroom tools to share preparation and class work. Individual students have seen marked improvement in both their awareness of the digital tools available to them, and their confidence in using these tools. The new programme area of Business, Enterprise and Professional Training has also set high standards for the use of technology with some accounting and book-keeping courses delivered through blended delivery and Access students submitting assignments online. The Health programme area continues to deliver blended learning successfully on the level 3 diploma courses. Community Learning tutors and students make purposeful use of the newly designed portfolios to record students' achievement which enable meaningful points for reflection on progress with group targets and personal goals.

Digital Inclusion has gathered momentum in 2016-17. Morley's main VLE Moodle is now being used for a wide range of content, including featured exhibitions and information about student focused activities and events, or to create general resources for staff and students.

Access programmes are leading on the wider implementation of electronic assignment submission on Moodle. In 2016-17, the Essential Skills Maths Team successfully took part in the Citizen Maths national project<sup>3</sup> aiming in using technology to support adults learning Maths with nearly 80 students subscribed to this online learning platform in 2016-17.

**Student satisfaction is very high** with 93% of students rating their course excellent in the course evaluation survey and 91% saying that they 'would recommend the College to a friend' in the Morley Student Satisfaction survey. In the FE Choices Learner Satisfaction Survey 2016-17 Morley was rated the top college in London from 804 responses and second nationally. In meetings with curriculum managers, class representatives regularly express the students' appreciation for the support they receive from teaching staff - who often go above and beyond what is expected.

**However, where teaching is less effective, not all students are sufficiently stretched or challenged**, for instance in Languages lesson at beginner levels or in occasional tutor-centred sessions with little focus on individual needs. **In a small number of classes there is insufficient monitoring of variations in the attainment of different students** and no evidence of planning to ensure students of varying ability achieve their goals. In these lessons, students also have limited opportunity for consolidation and further practice.

Students benefit from being taught by industry specialists with strong subject knowledge and specialist vocational experience. Tutors are often current practitioners, able to bring relevant industry experience to their teaching (particularly in Visual Arts, Health, Business, Music and Performing Arts). In Jewellery, five of the tutors have published books on their areas of specialism, one organises international exhibitions, one has been awarded an MBE, and several have won prestigious Goldsmiths Company awards. In Music, many tutors are accomplished performers, well-known within the London musical scene and who attract students to Morley to study with them year after year. Some have highly regarded educational publications to their credit. Their books and educational videos are a key part of their courses and are used to support and enhance learning. Many Community Learning tutors have post-graduate qualifications and all stay up-to-date with their professional standards to ensure that vocational content complies with relevant National Occupational Standards.

**Initial and diagnostic assessment is used effectively** to identify students' needs accurately and close working with ALS ensures students with additional learning needs have individual learning plans in place. Highly effective initial assessment procedures include development of improved ILP templates in Sculpture and Painting to capture students starting points more accurately, and new initial assessment templates that have encouraged a more structured approach in Ceramics and Fashion.

Access and Essential Skills courses have made their initial assessments more robust in 2016-17 with bigger emphasis on assessing students' commitment to study to ensure good retention and achievement. Student Services staff visit most accredited classes as part of their induction so that students are aware of the support available and their needs are identified and met in a timely manner.

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<sup>3</sup> <https://www.citizenmaths.com/>

Dance uses a system of free-taster attendance in the first week of term for students new to study at Morley who want to assess the appropriateness of a particular class before enrolling or who are wishing to join in at a particular level. All students on the *Connect and Discover* programme completed mental health self-assessment questionnaires at the beginning and end of their learning programmes. Their needs were met through the embedding of self-management techniques for health and well-being with many of them reporting improvement of well-being and confidence.

**Very good assessment practices prepare students well for their next step and enable them to progress and achieve their full potential.** Tutors use varied assessment methods from informal to formal written assignments, presentations, reports essays, vivas, project work etc. to allow students to demonstrate the breadth of their skills and abilities. Effective use of targeted Q&A to check learning is embedded across many areas.

Art students are empowered to track their own progress through reflective use of sketchbooks and digital media. Teaching, learning and assessment in Community Learning are designed to inspire students to achieve their full potential and progress to positive destinations. Staff and clients from partner organisations are consulted to ascertain needs, interests, motivation, commitment and aspirations before courses are delivered. For example, the content of confidence and employability workshops was created after extensive consultation with people on long-term sick leave from work or those who have been unemployed for more than two years. Eight of these people are now student champions for CCLE and have volunteered at well-being cafes, promoted courses to hard-to-reach groups in community venues such as Streamz in Kennington and interviewed over sixty people for a research project on cyber safety.

Students on all courses from full-time accredited advance learning to short non-accredited courses are given clear learning outcomes, set personal learning goals and are provided with timely feedback on their progress. Many assessments on accredited courses are set in a vocational context, for example, Nursing and Midwifery studies draw on current issues in the National Health Service; individual project work on the Science diploma allows students to select topics relevant to their progression aims. Study Skills on all Access diplomas are linked to subject specialist units and are designed to support each student to improve their level of achievement on graded units, and achieve strong grade profile. In their end of year moderation report for Access to Fashion, the awarding body OCN London praised tutors for giving personalised, targeted feedback containing clear actions for development. During the course, all students participate in timetabled assessment points, reviews and peer reviews.

In Humanities and Applied Sciences, external moderators report that feedback is detailed and developmental with some examples of excellent practice. Many students have the confidence to discuss their individual preferences and needs with their teachers and it is evident in observed sessions that they feel comfortable asking their tutors for help and clarification.

**Some tutors on Access diplomas, however, failed to provide students with timely feedback and to return marked work in a timely fashion** meaning that students were

unable to draw on feedback from one assignment to improve on the next. This was mainly due to staff capability and underperformance which managers are addressing.

Students, especially on Advanced Learning courses benefit from close attendance and punctuality management and close communications with tutors. Manager and tutors take adult students' commitments into consideration when setting deadlines and projects and when following up attendance issues. Following close consultation with collaborative partners in the local community and their clients before courses begin, partners are kept informed of students' attendance, progress and improvement whilst on Community Learning courses. Each student's attendance is monitored weekly so we can respond swiftly to any issues. Attendance across the College however needs to improve (ref. section C).

**Teaching, learning and assessment promote equality and celebrate diversity very effectively.** Tutors make their learning environments inclusive through a range of teaching strategies including, experiential learning, e-learning; co-operative learning, and targeted questioning. Students are encouraged to work collaboratively, recognise diverse approaches and to value contributions from all.

Some subjects in Humanities and Applied Sciences are specifically focusing on equality, diversity and respect for individuals – as these are key aspects of preparation for work in the health service, childcare, education, business etc. Examples of cultural diversity are included across the Arts and Music curricula, for example showing textiles from around the world in a fabric dyeing class or choosing a variety of materials for the class to study in order to expose the students to as broad a variety of musical cultures and ideas as possible. Dance caters for a breadth of ages, abilities and motivations to study. The jazz dance provision for instance – an area of practice enjoyed by a younger age group - places strong emphasis on technical as well as expressive achievement. Tanztheater classes, which appeal to students across a broad age range, provide a context for expression through dance that positively highlights age and experience as being attributes that may be drawn on to enhance study. In addition, a range of dance courses cater explicitly for the older student, providing opportunity for improvement of health and well-being. Equality, diversity and inclusion are effectively promoted in all Community Learning classes through discussion, resources/materials which reflect the demographics of the group and activities based around awareness of events such as Black History Month, LGBT, mental health and International Women's Day.

**Support for students who have special educational needs and/or disabilities is very effective.** Reasonable adjustments are made on a case by case basis, for example the use of an i-pad as a communication tool for a painting student who had lost his speech after a stroke, the use of digital technology and tutor training to enable a hearing impaired student to take full part in a class, or volunteers in classes to give students 1-1 support where needed. Tutors and managers on Advanced Learning courses work closely with ALS and Student Services to create support plans for students with declared needs and to respond when needs arise unexpectedly. For example, as one student on Art Foundation with mental health issues became homeless, tutorial support was put in place and a successful application was made to the awarding body to give him an extension to his unit deadlines to allow him to find stable housing before completing the course. In Dance, cooperative engagement with in-class carers with respect to adult students with learning disabilities enables active and enthusiastic participation by all, necessary for creating an environment of

positive participation in which students are encouraged to thrive and achieve. Close cooperation with the ALS, notably to do with the liaison between the College and the families and carers of small cohorts of students with special educational needs and/or disabilities, enables the College to achieve a high standard of student-centred provision.

**Teaching practices effectively promote students' personal, social and cultural development.** The focus of courses in Visual and Digital Arts is on enabling students to find their creative voice through their work. This engages them from the start of their course in a personal journey of development which encompasses skill building, independent learning, problem solving backed up by tutorial support, confidence building including taking part in group discussions and presentations, and participating in exhibitions that are open to the public. In Community Learning, teaching tailored to the needs of specific groups has increased students' personal confidence (98.5%), raised awareness of rights and responsibilities (99%) and enhanced activity within the community (96%). In response to student feedback from 2015-16, some ESOL tutors took their students on class visits to The Old Vic, Dulwich Park, the Imperial War museum and similar venues. This increased their confidence with travelling around London by planning bus routes and checking opening times. Students on the Synergy drama course visited a range of theatres in the area including a tour backstage at the Royal Court. The Twilighters and London Stroke Choir both gave public performances at Morley. Students from Vida Walsh held an end of term exhibition of their portraits and landscapes. Women from Castle House sheltered housing scheme designed and made a textile hanging which was used for the Community Learning Christmas cards.

**The embedding of English and Maths skill development is good.** In vocational subjects students benefit from tutors' use of the specialist language and terminology of their subject areas. For example in Ceramics, all students learn the technical terminology such as wedging and fettling. In Textiles students benefit from learning specialist language in areas as diverse as mosaic, basketry and tapestry. Embedded Maths skills in Art classes include using ratio to mix dye and print recipes, geometry in mosaic, and conversion from imperial to metric in basket weaving. In Health, Maths skills are developed most notably in aromatherapy and herbal medicine where dilution ratios and percentage calculations are key skills. Basic mathematics skills are evident in rhythm exercises in all instrumental and music theory classes. Students on accredited diploma courses in health and beauty develop a range of skills which include the use of Maths such as pricing treatments, treatment timings and business planning. In Community Learning, tutors use accessible language, glossaries and questioning to clarify technical or unfamiliar terms in order to support English. To build confidence with Maths, tutors use timesheets, pay slips, tube maps and staff ratios in work-related scenarios. However, this could be more consistently developed across a wider range of courses.

### **C. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - OUTSTANDING**

**The College excels at developing students' self-confidence to help them realise their potential to be successful students.** Students are confident and self-assured and take pride in their work and many enrol on further learning programmes at College. They speak confidently about their learning and how their study helps them outside the classroom, in

everyday life or at work. Students progressing to university value the skills and knowledge they have developed and use them in their HE studies. In particular, they value the study skills and the vocational training aspects of the course and report confidence in their own independent learning skills.

Art students benefit from taking part in studio group-based practice on the majority of courses which encourages team work, social interaction and mutual respect, including sharing equipment, taking turns and working in a professional-standard specialist environment. Morley's music and performing arts students demonstrate great pride in their achievements every time they perform in public. Many opportunities to perform are provided throughout the curriculum showcasing students' progress and achievement. Many beginner and elementary Music classes organise informal performances in their classrooms at the end of their courses, and these occasions provide the first experience of playing or singing to an audience for many students. Weekly lunchtime recitals cater for advanced vocalists, pianists and chamber players, and the College's large ensembles and choirs give concerts in the College Emma Cons Hall and also in various external venues. In *Community Learning all Connect and Discover* students who finished their courses reported increased confidence, improved well-being and better self-management skills of the triggers and symptoms of their mental health difficulties. As a result, many reported improved ability to plan the future, engage in life and re-enter employment, volunteering or education.

**Purposeful work-related learning is integrated exceptionally well in many programmes.** Students have an outstanding range of opportunities to participate in relevant work related and personal development activities in all curriculum areas. In the Preparation for Work and Study programme area both students and employers are highly satisfied with their placements. Managers ensure that placements are of a high quality and where concerns are identified, a new placement is found swiftly without impact on learning. Employers comment on the great commitment of students, who make good progress in their work placements and often become valued members of staff. Six students from a new level 3 Childcare cohort were offered permanent employment on completion of their course in 2016-17. Business students benefit from external speakers who bring practical industry experience and a relevant employment context to their studies. Access to Nursing and Midwifery students visit hospitals as part of their studies to get a better understanding of ward practices.

Purposeful work-related learning is integrated into the curriculum throughout Visual and Digital Arts through a range of internal and external partnership projects. The end of year Access to Fashion Catwalk Show, sponsored by an external company, is a professional standard show which is open to the public. Other projects include a commission from the Royal borough of Kingston and Morley College to create a pair of wall-pieces to hang in each building; Advanced Textiles students creating a 'Sustainability Garden' working with Kew Gardens on an exhibition to celebrate the work produced; photography certificate and diploma students completing a body of work commissioned by TfL which has been showcased both around the IMAX cinema and at the Royal Festival Hall.

In 2016-17, the Music Technology programme area launched a successful collaborative initiative that provided a production team of Live Sound students to record performances by the Morley Big Band and the Morley Chamber Orchestra thus creating real-world

environments in which they could use their new skills. In Performing Arts a progression route for acting through Acting for Beginners, introduction, intermediate and advanced classes leads on to The Morley Theatre Company, where students are part of a professional theatre company.

In Community Learning the content of vocational, employability and enterprise courses is contextualised within the workplace. For example, tutors effectively use role-plays and case studies to help students develop professional communication skills and insights into dilemmas that may arise in the workplace and give them opportunities to take part in mock interviews with employers. Students on childcare courses visited crèches and nurseries in order to meet staff and discover different ways in which play enriches child development.

Morley Art Gallery cultivates and encourages engagement with the arts and supports Morley students through a programme of exhibitions and events; in 2016-17, the Gallery provided support to tutors for over 30 student exhibitions. Students on accredited and non-accredited courses from across the College are supported with advice on presentation and pricing of work alongside technical support.

**Many students develop relevant personal, social and employability skills, including English, mathematics and ICT, that help their progression and careers.** Mathematical skills are learned in context in many subjects, for example Maths skills in Physics, Chemistry and Biology. Students on the Nursing, Midwifery and Health diplomas develop Maths skills required to pass the HE entrance tests through tutorial activities. Aromatherapy students learn to work with proportions and ratios when blending essential oils. 78 Maths students subscribed to the Citizen Maths, an online learning tool developing Maths skills at Level 2 for adults. The team from Citizen Maths also came to the College to film and interview some staff and students whilst using the platform, which gave them a great new experience of being featured in promotional videos<sup>4</sup> as advocates for adult learning.

The development of English skills is also embedded well in most programmes where relevant. On Access programmes for instance, students often learn new terminology, use glossaries and practise spellings of new terms as well as develop academic writing skills, which improves their chances for higher grades. The ESOL curriculum embeds not only essential language development in all four skills (reading, writing, listening and speaking) but has a strong cultural focus and includes digital support (use of the College VLE, mobile devices etc.) and enrichment visits and events.

In Music and Performing Arts relevant vocational skills are developed directly through courses such as the Morley Opera School and the Advanced Piano masterclass, and indirectly by the Public Speaking and Interview Technique courses in which transferable skills around pronunciation, diction and projection is taught through exercises, speeches, and written work.

Many students across the College develop valuable industry-relevant ICT skills as a result of an increase in the use of digital technologies, including increased and growing use of

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<sup>4</sup> <https://youtu.be/CWO16U52ghY>; <https://youtu.be/F7JAHpwR43U>

Moodle in all programme areas, improved digital resources in subject-specialist rooms including Apple TV, i-pads, digital cameras and camcorders, and the use of smart phones to record and evidence progress and achievement.

Students on all Visual and Digital Arts courses work on project briefs and to clear deadlines, replicating the requirements of the creative industries. All courses take place in very well equipped and professional standard studios, allowing students to experience the type of working environment that they might find out in the workplace. Assessed work tasks combined with sector-relevant classroom activities result in Community Learning students developing employability skills such as teamwork, problem-solving and communication as well as insights into skills and knowledge needed in different sectors.

Students in many programme areas benefit from Progression Maps highlighting next steps at the end the course. They are supported with progression decisions by their tutors who are experts in their fields when looking at career opportunities and next steps. All students on ESOL, vocational, arts, employability and enterprise courses in Community Learning provision receive individual IAG from the College Careers and Education Advisor. 45% of students completing vocational courses enrolled on relevant and higher level courses at the college.

**The College is a very safe environment that fosters mental and physical well-being for all its students.** Managers, teachers and governors place high priority on health and safety and the Prevent agenda and how well students know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet. All students benefit from an induction at the start of their course which includes a video on safeguarding and Prevent and information about the College's code of conduct. All students are informed of how and where to seek help in the College if needed and are encouraged to do so. In Visual and Digital Arts, students receive a detailed health and safety induction on how to maintain professional studio practice. ESOL students in the local communities are provided with user-friendly information and translations at induction. The Centre for Community Learning and Engagement produced an animation on cyber safety where content was informed by research findings of two student champions who interviewed 60 people from student priority groups.

Students on fitness and movement classes report their improved well-being (both mental and physical) as a result of completing their course. Humanities and Languages students appreciate the benefit of meeting with their peers, visiting the college gallery and events, and say this has a positive effect on their well-being. Community students demonstrate increasing awareness of how to look after their mental and physical health in class discussions and well-being goals. Student feedback from the *Connect and Discover* programme demonstrates a significantly positive impact of the embedding of self-management skills for health and well-being. Students also indicates that tutors are proactive, sensitive and confident about challenging derogatory comments, stereotypes and prejudice. As a result, they feel safe, valued and welcome on their courses. They also report that they feel more confident about challenging offensive remarks more assertively. An additional information session on state benefits, pensions and employees rights in the UK for ESOL groups at Stockwell resulted in people claiming child and other benefits where



relevant. As most of them are in low-paid jobs, this had a positive impact on their financial security.

**Students benefit from an exceptional range of activities and opportunities to explore personal, social and ethical issues that enrich their learning at the College.** For example, many students visited the Journey to Justice Exhibition featured in the College Gallery and it acted as a springboard for language and creative writing activities. ESOL students participated in the Migration Museum's Keepsakes exhibition and as a result of the collaboration, the Migration Museum introduced a new project linked to the history of migration in the UK. Humanities students' work was showcased during the successful Haiku Exhibition at the Morley's Landing Gallery, which received very positive feedback, giving students a good sense of achievement and acknowledgement of their high standards of work. The Morley Advanced poets in conjunction with Dulwich Picture Gallery wrote poems about some of the pictures and paintings on show. These were published on the Dulwich On View website. A number of courses in CCLE promoted active citizenship: Student Champion training, Introduction to BSL, Introduction to Community Interpreting and Volunteering at Morley. Student champions played active roles in researching the views of priority groups for a cyber safety project, whilst others found volunteering or employment opportunities.

Many teachers are highly skilled at promoting and celebrating British values and plan learning programmes and enrichment activities that allow all students to explore personal, social and ethical issues and take part in life in wider society. For instance, an ESOL lesson featured a discussion on the importance of elections and pre-election debates where the basis of the British election system was compared to systems in students' countries of origin. The lesson observation report noted the students' impressive knowledge of current affairs. In another ESOL class, students' responses to controversial questions were highly sophisticated, and some students were confident to contribute personal opinions and political experiences. Art students benefit from high quality up-to-date displays and information on contemporary British culture and art practice. In Drama courses students are asked to provide personalised learning aims at the beginning of the courses, on which tutors provide feedback throughout the course. This enables students to explore their own personal, social and ethical viewpoints.

**Attendance varies across the College with an overall average of 81%, a 2% decline from the previous year.** Students' attendance is consistently high across Visual and Digital Arts and above the College average at 84%. Attendance in Ceramics is highest at 90.5% and lowest in Fashion at 79.5%. Where students are unable to attend digital technology is increasingly deployed to support learning; for instance, an Art Foundation student with complex physical and mental health issues was able to achieve on her course following support to work periodically from home and using Moodle to keep up with the group on key assignments. Attendance is also very good in non-accredited Community Learning at 89.5%.

However, attendance is low in some areas of the College and has decreased in comparison to 2015-16. The main areas of concern are English and ESOL (75.5%), Health (78%), Humanities (78%), Languages (79%), Dance (77%) and Music Technology (78%); attendance is also low in Business (71%) although this relates to a very small number of students in this new programme area. Managers need to continue to set high standards for attendance and ensure students understand expectations and demands of different

programmes especially in those subjects displaying a drop in attendance rates. Robust attendance management procedures and tutorial support will ensure that non-attendance and lateness issues are followed up promptly and effectively throughout the year resulting in increased achievement rates.

#### **D. OUTCOMES FOR STUDENTS - GOOD**

**Student progress, personal and social development and development of academic and vocational skills are outstanding in many subjects.** The College caters for an exceptionally wide range of students, from those from very disadvantaged backgrounds with little previous experience of education to those with a strong academic experience who need to develop their skills further. At Morley, they all make significant progress during their courses in a way that is appropriate to their circumstances and meets their needs.

In Essential Skills many students have not been in a classroom environment for a long time or have had prior negative experience in learning; for them regularly attending lessons or completing homework is a significant achievement in itself that greatly contribute to their personal, social and academic development. For students who already have a broad range of academic and subject skills, differentiated approaches ensure that they continue to develop even at an advanced level.

ESOL students significantly benefit from attending their courses as much emphasis is placed on helping them integrate into a new country, culture and community, improving their employability skills and facilitating work promotion. This often provides potentially isolated students with the chance to meet others in a similar position and/or meet a range of people from different ethnic backgrounds in a supportive and safe environment to forge lasting friendships that often encourage the use of digital technology, e.g. through the use of social media, thus improving their digital literacy. As a result, students not only progress towards their qualification or learning aim but they make significant progress in 'life skills'. For instance, one ESOL group visited the British Library and researched the history of the museum, gave a PowerPoint class presentation, created a blog, uploaded some photos and written work, and displayed their pieces of writing on the Essential Skills noticeboard at the College. An entry level 3 ESOL student won a STAR certificate for 'fabulous service' at Gatwick Airport from her employer after studying at Morley for 3 years starting at entry 1. She applied 3 years ago but her English language skills were not sufficient and was told she would be interviewed again when she improved her English. She credits her ESOL classes for both being able to secure her job but also performing well and getting great feedback from her supervisors.

In Visual and Digital Arts 91% of students who completed course evaluations felt that they had achieved their set goals for the course including personal learning goals and individual targets. The outstanding quality of student achievements is evident in the end of year exhibitions for both accredited and non-accredited courses, the broad spectrum of student work, and consistently high achievement rates.

In Music, students who start their musical journey with an entry level course at Morley often come back so that they can progress to the next level. For example in vocal studies some

students gain the confidence to progress onto higher level courses from more introductory classes such as Voice Training level 2 to 'Enjoy Your Voice' and the Singing Studio classes, whilst others other progress from 'Can't Sing Choir' to Morley Voices. There is a high level of attainment in vocal studies and ambitious goals set by the tutors for their classes are evidenced in the performance of technically and musically difficult repertoire by the College choirs.

**Students' standards of work are high across the College.** There are several positive comments from awarding bodies on the level of attainment of students on accredited courses. In Humanities, the Advanced Poetry students produce 'impressive' levels of writing in their poems which are 'highly publishable'. The Radio Writing students write short stories and radio plays that are of the standard expected from professional writers. In Health, the standard of knowledge demonstrated by all students is excellent and some perform above and beyond the level needed for their certificate qualification.

Outstanding student work from all areas of Visual and Digital Arts is displayed and celebrated throughout the year in a wide range of exhibition showcases across the College. External moderators for Art Foundation and Access comment very enthusiastically on the high quality of student work. Taking part in themed exhibitions and collaborative events ensures students benefit from stimulus beyond the classroom. One printmaking student comments that he did not have an art degree or an art background and lacked confidence until he studied printmaking at Morley. He progressed directly from this to study for a Masters degree in printmaking and credits his study at the College for teaching him to industry standards while still making it an enjoyable process.

In Community Learning as well as achieving their learning outcomes students achieve challenging personal, employability and enterprise goals as demonstrated in their ILPs. For example, students on a Synergy course, a drama course for ex-offenders, set themselves SMART targets on learning scripts, researching characters and reviewing at least three performances. Community Learning students' comments within their portfolios as well as their verbal feedback demonstrate their pride in their achievements as well as their insights into areas they need to develop further, indicating an awareness of their potential and their determination to reach it. Many *Connect and Discover* and Parent Champion students return to education after a long period of time, and many of them progress to other forms of study.

In Music and Performing Arts, students develop transferable skills that can be used in other vocational or non-vocational areas. For example, students contribute to their classes by sharing information and skills, respect individual differences and ideas, within a culture of mutual peer support that promotes shared aims. Students in advanced instrumental classes research and choose repertoire, compare performances/interpretations and practice specific skills between classes. This develops their organisational skills as well as their ability to identify/solve problems and to identify personal goals and work towards them. In Vocal Studies, performances provide a platform for students to demonstrate the strong development of their musical skills and their all-round learning. For example, excerpts from a range of operas given by the Opera School are sung in Italian, German, French and English, the performances are fully-staged with props and costumes, and learning towards these ambitious goals is supported by master-classes given by industry professionals. Music students' on-going skill acquisition and progress toward course outcomes are also illustrated

by the jam sessions for the Jazz students and the weekly recital series for a range of students and classes across the curriculum.

**Progression to further learning or employment is good.** Overall 69% of students agree that their course has assisted them in search of employment (in Preparation for Work and Study this is 92%) and 93% feel they are ready for their next step in learning.

In the School of Humanities and Applied Sciences, many students progress across different programmes within the School and as a result leave with a breadth of new skills and knowledge. ESOL students, for example, progress to Preparation for Work and Study or Business courses and take classes in office administration, health and social care, accounting or childcare, which increases their employability. A good proportion of GCSE and Functional Skills students gain places on Access to HE courses with several 'success stories' of students progressing from entry levels all the way to degree programmes over several years. Within the School, the progression rate into HE for Access students completing their programme is good at 85%, with 20% of these students gaining places at Russell Group Universities. In 2016-17, the Preparation for Work and Study area offered two new level 3 courses (Childcare and Teaching Assistant) which provided additional progression routes leading directly to employment. Level 1 Beauty was also introduced to fill a gap in the curriculum pathway and ensure progression opportunities for students. Many students also progress directly to employment or volunteering upon completion of their course – namely in Preparation for Work and Study and Health. The School works closely with the Centre for Community Learning and Engagement to build progression pathways, which has resulted in the creation of new entry 3 courses (Teaching Assistant, H&S Care and Office and Administration Skills) to feed into Level 1 and 2 courses already offered.

There is a consistent trend of progression for Community Learning students from entry 3 employability and level 1 vocational courses into higher levels and essential skills classes within the college-based programmes, but the number of students within the Lambeth council-commissioned provision looking for work and actually gaining employment is still too low. The Centre for Community Learning and Engagement needs to develop better links with employers to facilitate students' access to work and increase their employment prospects.

Students in Visual and Digital Arts benefit from a curriculum offer of finely tuned progression pathways in both accredited and non-accredited provision from beginners level to advanced and higher learning. Many students make progress beyond their original ambition including gaining skills that lead to promotion at work or to a career change. Others progress laterally to build their skills - for example to study life drawing in order to support their work on a sculpture course. Students on advanced non-accredited courses progress directly to study at undergraduate and Masters level. For instance, two students progressed from Advanced Printmaking to the Royal College of Art in 2016-17. Many students in Visual and Digital Arts progress to set up their own creative businesses and as part of the course exhibit their work to the public gaining essential vocational experience. Students in Digital Media & Photography gain career advancement by completing the College's professional ACA courses and courses that offer progression in key Digital Media skills for employment in the creative industries. These courses are particularly popular with students working as freelancers and for SMEs. The non-accredited Jewellery Certificate courses offer students learning opportunities in professional practice, self-employment, marketing and business

skills and are taught by eminent practising jewellers. This is designed to equip students with the skills to set up their own jewellery businesses, which many do. Students on Advanced Learning courses progress to university or to other advanced study. In 2016-17, 100% of Access to Fashion students had more than one offer of a university place of their choice; OCN London moderation feedback commented that the course is of “nationally significant quality”.

**Retention is exceptionally high**, well above 90% in all areas of the College. In 2016-17 it was 95.1% overall, compared to 94.4% in the previous year and against a national average of 92.8% for students aged 19+.

**Achievement rates for all students<sup>5</sup> are outstanding at 91.9% against a national average of 86.1% and have improved by 1% from the previous year.** In Community Learning, Music and Performing Arts and Visual and Digital Arts achievement is very high at 97.2%, 92% and 95.9% respectively. In Humanities and Applied Sciences, this is however slightly below the national average at 83.7%.

**Achievement on non-accredited provision is very high at 93.6%** overall although a touch lower than the national average of 95%<sup>6</sup>; this is mostly due to slightly low outcomes, just below 90% in Essential Skills, Music Technology, Health, Humanities and Digital Media.

**Achievement on accredited courses varies and in some areas requires improvement.** Overall this is 74.9% up 1.7% from 2015-16; despite low achievement rates only relate to a small proportion of the College provision, this is still an overall disappointing figure. Accredited achievement is very good in Community Learning (92.3%) and in Visual and Digital Arts (86.5%) where achievement for Access programmes is 88%, significantly above the national average of 78.6%. Achievement is also good in GCSE English and Maths and despite a drop for the previous year (from 85.9% to 81.6%) remains above the national average of 80.9%.

Achievement rates however have remained low in Access courses in Humanities and Applied Sciences over a period of 3 years (65.4% in 2016-17). Despite a significant year on year improvement from 56.6% to 64.8%, achievement also remains low in Basic Skill English and Maths against a national average of 72.4%.

In ESOL achievement for non-accredited courses is 85.9% (1.2% down from the previous year) and 66% for accredited provision (3.7% up from 2015-16). The latter is clearly low and requires significant improvements, although a like for like comparison with national averages is not possible<sup>7</sup>.

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<sup>5</sup> This refers to all College students regardless of funding stream.

<sup>6</sup> This includes Specialist Designated Institutes and a small group of other specialist colleges, e.g. land based and colleges for SLDD.

<sup>7</sup> The current national average for ESOL (19+) is 88.2% and includes both accredited and non-accredited learning aims, without distinction between the two.

**The achievement of different groups of students is even in most areas of the College however, some variations in specific subjects in relation to BAME students need to be addressed.**

Achievement rates for BAME students are very good in Community Learning at 97.1% and above the College overall average of 91.9%. In Visual and Digital Arts and Music and Performing Arts, these are broadly in line with the rest of the College at 94.6% and 90.5% respectively. However, in Humanities and Applied Sciences BAME students do not achieve as well. Although the School has 59.7% of its students from BAME background, non-BAME students outperform BAME groups in most programme areas with the exception of English and Preparation for Work and Study. In most cases, the difference in achievement between BAME and non-BAME is within 3-5% and often correlates to the number of students in each group. In ESOL for instance, only three students (out of 1,789) declared to be from non-BAME backgrounds and their achievement was 100%. However, in Health, BAME students' (442) achievement was 83.6% compared to 91% for non-BAME (689). Similarly, in Maths, BAME students' achievement was 77.3% compared to 87.8% for non-BAMEs. Closing the achievement gap in these specific areas is a key area for enhancement for the School and the College as a whole.

Most students with learning difficulties and disabilities achieve well with a difference of 2% in favour of students without a disability across the College. However, this is slightly worse in some areas of Music and Performing Arts where Drama and Dance students with a disability achieve on average 4-5% less well. 12% of all students in the School of Humanities and Applied Science declare a difficulty, disability or health problem. Their achievement is 81.8% (compared to 83.7% for students without a declared disability). On the accredited programmes in the School, students with a disability are very well supported and perform slightly better than students with no disability or learning difficulty (72.2% vs 69.3%).

Male and female students achieve equally well across all schools with an overall difference across the College of 0.6% in favour of the female cohort. In Fashion, achievement rates for men have risen from 84.6% in 2015-16 to 93.9% in 2016-17.

## APPENDIX: KEY PERFORMANCE DATA TABLES

**Table 1: no of planned courses**

SCHOOL	14/15		15/16		16/17	
	Non-Accredited	Accredited	Non-Accredited	Accredited	Non-Accredited	Accredited
<b>Community Learning and Engagement</b>	346	99	419	144	593	95
<b>Humanities and Applied Sciences</b>	833	176	813	196	663	182
<b>Music and Performing Arts</b>	1,024	2	1,025		997	1
<b>Visual and Digital Arts</b>	1,184	8	977	7	987	3
<b>Grand Total</b>	<b>3,387</b>	<b>285</b>	<b>3,234</b>	<b>347</b>	<b>3,240</b>	<b>281</b>

**Table 2: cancellation**

SCHOOL	14/15	15/16	16/17
	Cancelled	Cancelled	Cancelled
<b>Community Learning and Engagement</b>	27.5%	16.1%	13.1%
<b>Humanities and Applied Sciences</b>	18.4%	20.1%	13.7%
<b>Music and Performing Arts</b>	21.3%	21.0%	18.5%
<b>Visual and Digital Arts</b>	19.1%	18.8%	16.3%
<b>College Average</b>	<b>19.8%</b>	<b>19.6%</b>	<b>15.4%</b>

**Table 3: retention and achievement (overall)**

SCHOOL - PROGRAMME AREA	14/15		15/16		16/17	
	Retention %	Achievement %	Retention %	Achievement %	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>96.2%</b>	<b>91.9%</b>	<b>97.6%</b>	<b>94.6%</b>	<b>99.0%</b>	<b>97.2%</b>
<b>Humanities and Applied Sciences</b>	<b>91.0%</b>	<b>85.4%</b>	<b>90.8%</b>	<b>83.3%</b>	<b>91.1%</b>	<b>83.7%</b>
Business, Enterprise and Professional Training			100.0%	100.0%	84.6%	70.6%
English	89.0%	79.1%	83.8%	65.1%	87.0%	73.9%
ESOL	89.1%	77.9%	91.2%	76.4%	90.8%	77.0%
Health	95.3%	93.3%	93.2%	91.0%	92.2%	88.2%
Humanities	94.0%	92.1%	92.9%	88.0%	93.1%	87.5%
Languages	91.3%	88.7%	91.3%	88.4%	92.4%	90.6%
Maths and IT	85.6%	74.9%	85.2%	75.3%	88.0%	77.6%
Preparation for Work and Study	83.3%	75.3%	85.1%	78.2%	86.4%	82.0%
Science	71.4%	60.0%	80.9%	66.3%	94.9%	79.7%
<b>Music and Performing Arts</b>	<b>93.7%</b>	<b>91.3%</b>	<b>94.2%</b>	<b>92.1%</b>	<b>94.2%</b>	<b>92.0%</b>
Classical Music	93.2%	90.7%	94.1%	92.2%	94.4%	93.3%
Dance	92.7%	90.0%	93.3%	91.5%	95.0%	93.7%
Drama	90.6%	88.4%	92.8%	90.5%	96.0%	92.3%
Jazz and Pop Music	94.9%	92.3%	95.1%	92.9%	94.6%	90.8%
Music Technology	94.1%	89.4%	93.5%	90.3%	91.8%	85.4%
Vocal Studies	95.5%	93.8%	95.3%	93.0%	92.2%	90.5%
<b>Visual and Digital Arts</b>	<b>98.6%</b>	<b>96.6%</b>	<b>96.4%</b>	<b>94.9%</b>	<b>97.1%</b>	<b>95.9%</b>
Ceramics	99.8%	99.6%	99.1%	99.1%	99.1%	99.0%
Digital Media and Photography	98.7%	93.5%	92.7%	87.9%	93.3%	89.2%

Fashion	98.2%	93.9%	93.2%	90.5%	93.3%	91.8%
Jewellery	97.6%	96.5%	95.7%	94.5%	98.0%	96.9%
Painting, Drawing and Art History	99.0%	97.9%	96.6%	95.0%	97.0%	95.3%
Printmaking	99.3%	98.0%	98.1%	96.9%	98.7%	97.7%
Sculpture	97.6%	96.4%	97.9%	97.2%	98.0%	96.9%
Textiles	97.7%	96.2%	96.5%	96.0%	98.4%	97.7%
<b>College Average</b>	<b>94.9%</b>	<b>91.6%</b>	<b>94.4%</b>	<b>90.9%</b>	<b>95.1%</b>	<b>91.9%</b>

**Table 4: retention and achievement (non-accredited)**

SCHOOL - PROGRAMME AREA	14/15		15/16		16/17	
	Retention %	Achievement %	Retention %	Achievement %	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>97.7%</b>	<b>96.2%</b>	<b>98.0%</b>	<b>97.7%</b>	<b>98.8%</b>	<b>97.8%</b>
<b>Humanities and Applied Sciences</b>	<b>92.3%</b>	<b>89.4%</b>	<b>91.6%</b>	<b>88.7%</b>	<b>91.7%</b>	<b>88.9%</b>
Business, Enterprise and Professional Training			100.0%	100.0%	100.0%	92.3%
English	89.9%	85.6%	83.9%	81.5%	90.8%	88.2%
ESOL	89.3%	83.9%	89.9%	87.1%	88.8%	85.9%
Health	95.5%	93.4%	93.6%	91.5%	92.9%	89.3%
Humanities	94.1%	92.6%	93.2%	88.6%	93.2%	88.1%
Languages	91.3%	88.7%	91.4%	88.5%	92.7%	91.3%
Maths and IT	89.1%	83.6%	85.7%	85.7%	85.2%	82.0%
Preparation for Work and Study	85.1%	76.6%	84.1%	84.1%	86.4%	84.0%
Science	71.4%	71.4%	40.0%	40.0%	100.0%	100.0%
<b>Music and Performing Arts</b>	<b>93.7%</b>	<b>91.3%</b>	<b>94.2%</b>	<b>92.1%</b>	<b>94.2%</b>	<b>92.0%</b>
Classical Music	93.1%	90.7%	94.1%	92.2%	94.4%	93.3%
Dance	92.7%	90.0%	93.3%	91.5%	95.0%	93.7%
Drama	90.6%	88.4%	92.8%	90.5%	96.0%	92.3%
Jazz and Pop Music	94.9%	92.3%	95.1%	92.9%	94.6%	90.8%
Music Technology	94.1%	89.4%	93.5%	90.3%	91.8%	85.4%
Vocal Studies	95.5%	93.8%	95.3%	93.0%	92.2%	90.5%
<b>Visual and Digital Arts</b>	<b>98.6%</b>	<b>96.7%</b>	<b>96.6%</b>	<b>95.2%</b>	<b>97.2%</b>	<b>95.9%</b>
Ceramics	99.8%	99.6%	99.1%	99.1%	99.1%	99.0%
Digital Media and Photography	99.3%	94.1%	93.7%	89.2%	93.3%	89.2%
Fashion	98.4%	94.2%	93.7%	91.0%	93.4%	91.9%
Jewellery	97.6%	96.5%	95.7%	94.5%	98.0%	96.9%
Painting, Drawing and Art History	99.1%	98.0%	96.8%	95.3%	97.0%	95.4%
Printmaking	99.3%	98.0%	98.1%	96.9%	98.7%	97.7%
Sculpture	97.6%	96.4%	97.9%	97.2%	98.0%	96.9%
Textiles	97.7%	96.3%	96.5%	96.0%	98.4%	97.7%
<b>College Average</b>	<b>95.6%</b>	<b>93.3%</b>	<b>94.9%</b>	<b>93.1%</b>	<b>95.4%</b>	<b>93.6%</b>

**Table 5: retention and achievement (accredited)**

SCHOOL - PROGRAMME AREA	14/15		15/16		16/17	
	Retention %	Achievement %	Retention %	Achievement %	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>92.9%</b>	<b>82.8%</b>	<b>95.9%</b>	<b>84.3%</b>	<b>99.8%</b>	<b>92.3%</b>
<b>Humanities and Applied Sciences</b>	<b>87.0%</b>	<b>73.1%</b>	<b>88.4%</b>	<b>67.3%</b>	<b>89.5%</b>	<b>69.7%</b>



Business, Enterprise and Professional Training					79.5%	63.2%
English	88.2%	72.8%	83.8%	57.5%	83.9%	62.4%
ESOL	88.8%	69.9%	92.9%	62.3%	93.3%	66.0%
Health	92.2%	89.1%	81.8%	75.0%	78.7%	66.1%
Humanities	92.9%	88.8%	91.0%	83.6%	92.8%	83.8%
Languages			75.0%	75.0%	64.3%	7.1%
Maths and IT	85.2%	73.9%	85.1%	73.5%	89.0%	76.1%
Preparation for Work and Study	82.7%	74.8%	85.4%	76.4%	86.4%	81.2%
Science	71.4%	58.7%	83.3%	67.9%	93.1%	72.4%
<b>Music and Performing Arts</b>	<b>100.0%</b>	<b>100.0%</b>				
Classical Music	100.0%	100.0%				
<b>Visual and Digital Arts</b>	<b>87.5%</b>	<b>78.1%</b>	<b>72.1%</b>	<b>65.6%</b>	<b>89.2%</b>	<b>86.5%</b>
Digital Media and Photography	88.2%	82.4%	75.0%	66.7%		
Fashion	70.0%	40.0%	65.2%	60.9%	88.0%	88.0%
Painting, Drawing and Art History	93.3%	93.3%	78.6%	71.4%	91.7%	83.3%
Textiles	100.0%	80.0%				
<b>College Average</b>	<b>89.1%</b>	<b>76.6%</b>	<b>90.7%</b>	<b>73.2%</b>	<b>91.7%</b>	<b>74.9%</b>

**Table 6: retention and achievement (accredited by qualification type)**

SCHOOL	Retention %	Achievement %	Retention %	Achievement %	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>92.9%</b>	<b>82.8%</b>	<b>95.9%</b>	<b>84.3%</b>	<b>99.8%</b>	<b>92.3%</b>
<b>Humanities and Applied Sciences</b>	<b>87.0%</b>	<b>73.1%</b>	<b>88.4%</b>	<b>67.3%</b>	<b>89.5%</b>	<b>69.7%</b>
Access to HE	75.3%	63.5%	81.3%	66.4%	88.5%	65.4%
Award	90.1%	82.4%	90.5%	84.2%	86.9%	79.0%
Basic Skills Maths and English	85.9%	69.2%	82.0%	56.5%	86.0%	64.8%
Certificate	90.0%	83.8%	89.7%	85.0%	89.3%	84.7%
Diploma	90.0%	88.0%	75.0%	68.8%	81.0%	66.7%
ESOL	88.8%	69.9%	92.9%	62.3%	93.3%	66.0%
GCSE Maths and English	87.4%	83.2%	85.9%	85.9%	84.4%	81.6%
Other Reg	84.5%	75.2%	88.7%	62.9%	89.7%	69.6%
QCF Unit			100.0%	12.5%		
<b>Music and Performing Arts</b>	<b>100.0%</b>	<b>100.0%</b>				
Access to HE	100.0%	100.0%				
<b>Visual and Digital Arts</b>	<b>87.5%</b>	<b>78.1%</b>	<b>72.1%</b>	<b>65.6%</b>	<b>89.2%</b>	<b>86.5%</b>
Access to HE	70.0%	40.0%	65.2%	60.9%	88.0%	88.0%
Award	71.4%	57.1%	78.6%	71.4%		
Certificate	93.8%	87.5%	70.0%	60.0%		
Diploma	93.3%	93.3%	78.6%	71.4%	91.7%	83.3%
<b>College Average</b>	<b>89.1%</b>	<b>76.6%</b>	<b>90.7%</b>	<b>73.2%</b>	<b>91.7%</b>	<b>74.9%</b>

**Table 7: retention and achievement BAME/non-BAME**

SCHOOL	14/15			15/16			16/17		
	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>3,240</b>	<b>96.2%</b>	<b>91.9%</b>	<b>4,622</b>	<b>97.6%</b>	<b>94.6%</b>	<b>4,572</b>	<b>99.0%</b>	<b>97.2%</b>
BAME	2,482	95.5%	90.5%	3,213	97.5%	94.1%	3,549	98.8%	97.1%

Non-BAME	507	98.8%	97.6%	1,037	98.8%	97.5%	996	99.6%	97.9%
Not Known	251	98.0%	94.4%	372	94.1%	91.1%	27	92.6%	88.9%
<b>Humanities and Applied Sciences</b>	<b>7,736</b>	<b>91.0%</b>	<b>85.4%</b>	<b>7,503</b>	<b>90.8%</b>	<b>83.3%</b>	<b>6,874</b>	<b>91.1%</b>	<b>83.7%</b>
BAME	4,527	89.5%	81.8%	4,467	89.9%	79.6%	4,104	89.8%	79.9%
Non-BAME	2,978	93.4%	91.0%	2,777	92.4%	89.6%	2,412	93.3%	90.2%
Not Known	231	90.9%	84.8%	259	88.8%	78.8%	358	91.1%	83.5%
<b>Music and Performing Arts</b>	<b>8,291</b>	<b>93.7%</b>	<b>91.3%</b>	<b>7,996</b>	<b>94.2%</b>	<b>92.1%</b>	<b>7,761</b>	<b>94.2%</b>	<b>92.0%</b>
BAME	3,466	92.2%	89.2%	3,443	93.1%	90.6%	3,349	93.2%	90.5%
Non-BAME	4,568	94.9%	92.8%	4,211	95.0%	93.3%	4,040	95.4%	94.0%
Not Known	257	94.6%	91.4%	342	95.6%	91.5%	372	89.2%	85.2%
<b>Visual and Digital Arts</b>	<b>9,778</b>	<b>98.6%</b>	<b>96.6%</b>	<b>7,763</b>	<b>96.4%</b>	<b>94.9%</b>	<b>7,634</b>	<b>97.1%</b>	<b>95.9%</b>
BAME	3,646	98.1%	95.0%	2,850	95.3%	93.5%	2,692	96.2%	94.6%
Non-BAME	5,831	98.9%	97.6%	4,662	97.0%	95.9%	4,611	97.7%	96.6%
Not Known	301	98.3%	96.7%	251	96.4%	93.6%	331	96.7%	95.8%
<b>College Average</b>	<b>29,045</b>	<b>94.9%</b>	<b>91.6%</b>	<b>27,884</b>	<b>94.4%</b>	<b>90.9%</b>	<b>26,841</b>	<b>95.1%</b>	<b>91.9%</b>

**Table 8: retention and achievement - disability**

SCHOOL	14/15			15/16			16/17		
	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>3240</b>	<b>96.2%</b>	<b>91.9%</b>	<b>4622</b>	<b>97.6%</b>	<b>94.6%</b>	<b>4572</b>	<b>99.0%</b>	<b>97.2%</b>
Has difficulty/disability/health problem	447	96.4%	91.7%	998	97.3%	93.4%	980	98.7%	95.2%
No difficulty/disability/health problem	2024	96.3%	91.9%	2712	97.0%	93.5%	3482	99.0%	97.7%
No information provided by the learner	769	95.8%	92.1%	912	99.5%	99.3%	110	100.0%	100.0%
<b>Humanities and Applied Sciences</b>	<b>7736</b>	<b>91.0%</b>	<b>85.4%</b>	<b>7503</b>	<b>90.8%</b>	<b>83.3%</b>	<b>6874</b>	<b>91.1%</b>	<b>83.7%</b>
Has difficulty/disability/health problem	977	90.0%	83.0%	1021	90.0%	81.8%	827	90.0%	81.8%
No difficulty/disability/health problem	6334	91.1%	85.9%	6217	90.9%	83.4%	5794	91.1%	83.7%
No information provided by the learner	425	91.5%	83.1%	265	92.1%	86.4%	253	96.4%	88.9%
<b>Music and Performing Arts</b>	<b>8291</b>	<b>93.7%</b>	<b>91.3%</b>	<b>7996</b>	<b>94.2%</b>	<b>92.1%</b>	<b>7761</b>	<b>94.2%</b>	<b>92.0%</b>
Has difficulty/disability/health problem	853	92.6%	89.4%	873	92.8%	90.0%	680	91.3%	88.7%
No difficulty/disability/health problem	7039	93.9%	91.5%	6726	94.3%	92.3%	6663	94.5%	92.5%
No information provided by the learner	399	92.7%	91.5%	397	95.2%	92.7%	418	93.3%	90.4%
<b>Visual and Digital Arts</b>	<b>9778</b>	<b>98.6%</b>	<b>96.6%</b>	<b>7763</b>	<b>96.4%</b>	<b>94.9%</b>	<b>7634</b>	<b>97.1%</b>	<b>95.9%</b>
Has difficulty/disability/health problem	980	98.5%	96.0%	935	94.7%	92.5%	787	95.4%	93.6%
No difficulty/disability/health problem	8368	98.6%	96.7%	6533	96.7%	95.3%	6514	97.3%	96.1%
No information provided by the learner	430	97.9%	96.0%	295	95.6%	94.2%	333	98.2%	97.3%
<b>College Average</b>	<b>29045</b>	<b>94.9%</b>	<b>91.6%</b>	<b>27884</b>	<b>94.4%</b>	<b>90.9%</b>	<b>26841</b>	<b>95.1%</b>	<b>91.9%</b>

**Table 9: retention and achievement - gender**

SCHOOL	14/15			15/16			16/17		
	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %	Starts	Retention %	Achievement %
<b>Community Learning and Engagement</b>	<b>3,240</b>	<b>96.2%</b>	<b>91.9%</b>	<b>4,622</b>	<b>97.6%</b>	<b>94.6%</b>	<b>4,572</b>	<b>99.0%</b>	<b>97.2%</b>
F	2,645	96.5%	92.4%	3,714	97.6%	94.6%	3,771	99.2%	97.5%
M	595	94.8%	90.1%	908	97.4%	94.8%	801	98.0%	95.9%
<b>Humanities and Applied Sciences</b>	<b>7,736</b>	<b>91.0%</b>	<b>85.4%</b>	<b>7,503</b>	<b>90.8%</b>	<b>83.3%</b>	<b>6,874</b>	<b>91.1%</b>	<b>83.7%</b>
F	5,667	91.4%	85.5%	5,534	91.1%	83.3%	5,110	91.3%	83.4%
M	2,069	90.0%	85.3%	1,969	89.9%	83.2%	1,764	90.6%	84.6%

<b>Music and Performing Arts</b>	<b>8,291</b>	<b>93.7%</b>	<b>91.3%</b>	<b>7,996</b>	<b>94.2%</b>	<b>92.1%</b>	<b>7,761</b>	<b>94.2%</b>	<b>92.0%</b>
F	5,467	93.7%	91.4%	5,316	94.1%	92.2%	5,095	94.1%	92.1%
M	2,824	93.7%	91.0%	2,680	94.4%	91.9%	2,666	94.3%	91.9%
<b>Visual and Digital Arts</b>	<b>9,778</b>	<b>98.6%</b>	<b>96.6%</b>	<b>7,763</b>	<b>96.4%</b>	<b>94.9%</b>	<b>7,634</b>	<b>97.1%</b>	<b>95.9%</b>
F	7,883	98.6%	96.5%	6,233	96.5%	95.1%	6,109	97.0%	95.8%
M	1,895	98.6%	96.9%	1,530	96.1%	94.4%	1,525	97.5%	96.2%
<b>College Average</b>	<b>29,045</b>	<b>94.9%</b>	<b>91.6%</b>	<b>27,884</b>	<b>94.4%</b>	<b>90.9%</b>	<b>26,841</b>	<b>95.1%</b>	<b>91.9%</b>

**Table10: attendance**

<b>SCHOOL</b>	<b>1415</b>	<b>1516</b>	<b>1617</b>
Community Learning and Engagement	84.1%	87.6%	89.3%
Humanities and Applied Sciences	80.5%	80.7%	79.2%
Music and Performing Arts	81.8%	82.8%	79.6%
Visual and Digital Arts	85.7%	86.5%	83.8%
<b>College Average</b>	<b>82.0%</b>	<b>82.9%</b>	<b>80.9%</b>