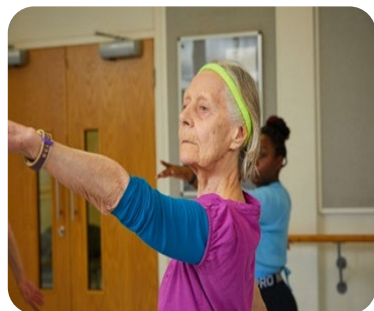


## Self-Assessment Report 2023-24



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## Grade summary

	2022-23	2023-24
Overall Effectiveness	2	2
Quality of Education	2	2
Behaviour and Attitudes	1	1
Personal Development	2	2
Leadership and Management	2	2
Education Programmes for Young People	2	2
Adult learning programmes	2	1
Provision for learners with High Needs	2	2
Skills	Strong	Strong

## Morley College London

**Morley College London** is a specialist designated adult education institute (SDI) located in Central London and one of nine Institutes of Adult Learning in England. Morley was founded in 1889 for working people and developed from a series of 'penny lectures' by eminent scientists and scholars at The Old Vic Theatre. Its mission is to empower individuals and strengthen communities through the transformative impact of learning. Its vision is that of a leading London college where learning together excites ambition and enables achievement.

In 2020 Kensington and Chelsea College (KCC) joined Morley College London through merger to become one of the largest Institutes of Adult Learning in England, retaining its Specialist Designated Institute (SDI) status. The College operates from three main centres in North Kensington, Chelsea and Waterloo and a community learning centre in Stockwell.

In 2023-24, there were over 10,515 students on 2,363 long, accredited and short, non-accredited courses across all College Centres, accounting for just over 25,585 enrolments. Almost all 16–19-year-old learners (463) are on study programmes at the North Kensington Centre for Skills and Chelsea Centre for Creative Industries.

The college had 1524 learners who declared a learning difficulty, disability or health problem (LLDD) in 2023/24, 13.7% of the overall student population. Most students at the college are female.

**The Waterloo Centre for Adult Education** is one of the oldest, purpose-built, adult education centres in the country and moved from the Old Vic to its current site, on Westminster Bridge Road, in 1924. The Centre is located on the border between Lambeth and Southwark and serves local students drawn from communities within which there is a significant ethnic diversity as well as high levels of deprivation. Lambeth and Southwark are ranked within the top ten most deprived boroughs in London, and the top 25 most deprived in England.

The choice of courses at the Waterloo Centre is one of the most extensive in the country, with over 2500 accredited and short, non-accredited courses for adult students on offer across twenty programme areas within: Visual Arts; Music and Performing Arts; Humanities and Applied Sciences and Essential Skills.

**The North Kensington Centre for Skills** lies in the north of the Royal Borough of Kensington and Chelsea and is one of the most diverse districts in London. The Centre is close to the Grenfell Tower site, a reminder of the tragedy of 14<sup>th</sup> June 2017, located less than a mile from the College Centre. It is in the Goldborne ward of Kensington and Chelsea, which is the most deprived ward in London. The Centre provides provision in; Arts and Applied Studies; Science, Health, Education and Applied Sciences; Business and ICT; and Essential Skills.

**The Chelsea Centre for Creative Industries** is situated in the southern end of the Royal Borough of Kensington & Chelsea amidst a creative district; the Centre shares the Carlyle building with the English National Ballet School. The borough is one of the most unequal areas in the UK with one of the highest average earnings but with areas such as the World's End Estate with high levels of deprivation. The Centre provides provision for Creative Industries pathways and teaches subjects such as Fine Art, Design, Fashion, Media, Photography, Film and TV, Essential Skills and specialist creative Higher Education courses.

**The Stockwell Centre** is situated behind the Stockwell tube station in South London. It previously operated as a local community centre and is now a shared community and adult education space. It is at the heart of the Stockwell Community within the borough of Lambeth, with a course offering that is responsive and community facing to support what is already delivered at the Waterloo centre. It has recently been relaunched and now hosts a Green Hub with community gardens and a Community Digital Hub, funded by the Local Skills Improvement Fund to respond to LSIP (Local Skills Improvement Plan) priorities. The provision is entry level to level 1 and covers creative, green, care, digital, essential skills and outreach as well as provision for adults with learning difficulties and disabilities. The sustainability work has also been nationally recognised by the EAUC through two nominations for Green Gown Awards 2024.

**Tailored Learning** provision is delivered in partnership with Lambeth Council and with the Royal Borough of Kensington and Chelsea (RBKC) from a wide range of community venues. **The Skills Network** delivered on behalf of Morley, a range of short, accredited online courses for adults at Level 2 for a total of 595 enrolments, designed in response to employer demand and/or to meet government priorities such as health and social care, business and digital skills.

## Education Programmes for Young People – Good

Education Programmes for Young People are good.

Fifty courses were delivered across two centres, the North Kensington Centre for Skills and the Chelsea Centre for the Creative Industries, this year. Entry into the provision starts at Level 1 and in some subjects such as Fashion and Fine Art as well as programmes up to Level 4 in early years which provide progression from Waterloo and Stockwell Centres.

At the North Kensington Centre the focus is on vocational and technical subjects such as Business, ICT, Music, Health and Social Care, and Science. At the Chelsea Centre the provision has vocational offer with an arts & design focus, with subjects such as Fashion, Graphics, Media, Fine Art and 3D Design. The Chelsea Centre has been recognised for its contribution to the creative sector with the Mayor's Skills Academy Quality Mark for Creative Industries.

There was a significant increase in student numbers at both centres for 23/24, partly due to the successful implementation of an open enrolment strategy. Enrolments increased by 44% and in particular at the North Kensington Centre. There was also a clear programme for outreach and progression with projects and partnerships with local secondary schools. Both centres benefitted from significant refurbishments and successful relaunches. This activity has raised the profile of the centres amongst schools, parents and carers, the local authority, stakeholders and students directly leading to successful recruitment 112% to target at both centres and 164% to target at the North Kensington Centre. The educational infrastructure to support this sharp increase in young students is still in its initial stages. This explains the disparity in retention at the centres with the Chelsea Centre being an established centre for young people and the North Kensington Centre experiencing its first sizable cohort.

Of the 781 enrolments on study programme courses in 23/24 broadly two thirds were at level 1-2 with a third at level 3 (there were a smaller number of enrolments onto entry level courses and two cohorts of 16–19-year-olds on level 4 provision within the Chelsea Centre). North Kensington taught most students at below level 2, these are students who did not achieve grade 4 GCSE maths/and or English within secondary school or another college.

Achievement overall on 16-18 study programmes is 78.9% (retention 87.7%) -1.7% compared with 22/23 where achievement was 80.6% (retention 89.3%).

Overall outcomes on study programmes within the Chelsea Centre are very high with retention at 94.7% and achievement at 94.6%. 16-18 Achievement was 87.3 and retention 91%, 3.7% of retained students did not achieve. 16-18 students achievement and retention was 84.2%.

Previous achievement overall achieved for the Chelsea Center was 87.6% in 22/23, marginally higher than 23/24.

Overall outcomes on study programmes within the North Kensington Centre have been impacted by 44% growth in student numbers, this is positive in terms of student numbers, however achievement has not increased as much as anticipated. Achievement overall was 85.1%, retention rate 92.3%. 16-18 achievement was 68.9% and retention 82.9%, 14% of retained students did not achieve. Although achievement rates increased by 10% the anticipated improvement was higher. The significant growth in numbers means that the achievement was not as high as planned.

Previous achievement overall for the North Kensington Centre was 58.1% in 22/23, achievement in 23/24 was 10.8% higher, a target of 80% achievement in 24/25 will then bring the centre in line with national benchmarks. The majority of 16–18-year-old students' progress to further or higher education on completion of their studies. Overall, the college had 213 students successfully apply for HE courses through UCAS. 10% of students who applied for university progressed to Russell Group destinations, above national averages for vocational courses and A-level national averages, 27.9% progressed to specialist Arts universities such as Glasgow School of Art and UAL.

Summary of destinations of 16-18 year olds 23-24 (Source: eTrackr)

Destination	Intended/Immediate		Actual	
<b>In education</b>	72	92%	40	91%
Apprenticeship	3	4%	1	2%
Other FE (FT)	46	59%	31	70%
HE	23	29%	8	18%
<b>Gap Year</b>	3	4%	1	2%
Gap year before starting HE	3	4%	1	2%
<b>Not in Paid Employment</b>			2	5%
Unemployed, looking and available for work			1	2%
Unemployed, not looking nor available for work			1	2%
<b>Other</b>	3	4%		
Other outcome-not listed	1	1%		
Not known	2	3%		
<b>Supported Independent Living</b>			1	2%
Learning returning home			1	2%
Total number of learners	78		44	

As the table above shows, although not an exhaustive sample, positive progression to further and higher education is high.

Centre-based interventions have not had the intended impact of bringing attendance up to the college target of 90%, however, with the rise in student numbers, levels of attendance for this cohort have remained steady at 84.1% (23-24). Retention of students greatly improved from 83% by 6.3% to 89.3% (23-24). This demonstrates that measures put in place to retain students, such as regular meetings with parents and referrals to the well-being team, have had the intended outcome of keeping students on course. The college overall achievement is currently at 78.9% for accredited EPYP courses.

Education programmes for young people are not yet Outstanding because:

Current centre-based approaches on attendance are not yet having the impact required to raise attendance to the college target of 90% and a consistent cross centre approach to addressing poor attendance is not yet fully in place.

In some lessons behaviour is poor and students are distracted and disengaged.

In too many instances, tutors do not sufficiently promote students' line of sight to high grades and careers. Levels of internal progression are not yet high enough.

Not all students are meeting study programmes work experience requirements.

Despite the significant increase in retention and outcomes for this cohort, for many students at the North Kensington Centre for Skills, outcomes though improved, are not yet high enough

QEP: 1.1, 1.2, 1.3. 2.1, 2.2. 3.2, 3.3. 4.2, 4.3, 4.7.

## Adult Learning Programmes – Outstanding

Adult Learning Programmes are Outstanding.

Adult learning programmes form most of the provision at Morley College, adult groups make up 75% of total teaching hours and 95% of the provision at Morley College is made up of adult learners. Adults can study on a phenomenal range and scope of short part-time courses at all centres, and on longer courses leading to specialist technical and vocational qualifications, such as early years, bookkeeping, interior design and music production.

Entry points into adult learning start at entry 1 in essential skills across all centres, to entry 3 vocational courses at the Stockwell Centre and up to Level 3 across the three main centres. The range of study options available to adult students is exceptional. From courses where students develop expert crafting skills, experience the joy of making and doing, learning new and diverse languages, to significantly improving health, wellbeing and fitness, and to gaining industry relevant qualifications in fields such as counselling, photography, early years and interior design.

There is something for everyone and learning is accessible to all. This academic year entry level awards were introduced to the short course provision at the Waterloo Centre, students on low incomes were able to access courses in drama, ceramics, health and fitness and music. The ESOL choir, an initiative that sprung from this new provision meant that students, who have not previously been able to afford to study choral music, gained performance skills, and benefited from the experience, as they formed friendships and improved their well-being.

Attendance on all adult programmes, was 87.9% for 23-24, up by 2.3% and close to the college target of 90%. Significant in-year progress has been made at following up on missed attendance, at all centres. At the Waterloo Centre, where most adult provision is located, targeted interventions made by leaders and managers have meant attendance in two areas (Visual Arts and Science and Humanities) reached above 90%. At the North Kensington Centre, overall attendance for adults improved by 3.3% to 86.1%. Noticeably in Arts, Business & Technology which ended the academic year on 90.1%.

Achievement on all Access to HE Diplomas was 76.2% for 23-24 though not as strong as other adult provision, it is a marked increase from 22-23 (6.2%). This increase from the previous year is due to increased interventions to improve attendance, retention and engagement for this cohort. In addition to this, most students on these who achieve progress to positive Higher Education destinations. Over 50% over the college's UCAS applicants were adults demonstrating they are well prepared for their next steps, overall, the college had 213 students successfully apply for HE courses through UCAS.

Overall achievement/pass rate for unaccredited courses is very high, at 95.7%. This is reflected across the centres, Chelsea 96.6%, North Kensington 94.5%, Waterloo 95.5%. This academic year 12.2% of adult students across all provision types and centres progressed up a level, internally, a significant increase by 50% from approximately 6.2% from 22-23. This is testament to the high-quality experience our adult learning provision offers.

QEP: 2.3, 3.1.

## Provision for Learners with High Needs – Good

Provision for Learners with High Needs is Good.

This provision is for students who have an Education and Health Care Plan (EHCP). In 23-24 there were 31 students, across all three centres who stayed and achieved their qualifications. The provision is small, but has increased in number, particularly at the Chelsea Centre.

The majority of the EHCP students at the Chelsea Centre are on a wide range of courses such as Media, Film, Games, Photography, Fashion and Art and Graphics. A high percentage (85%) of the 16-19 High Needs students at the Chelsea Centre, engaged in a work experience activity or placement with 76% completing all their placement hours. Of the two 16-18 ECHP students at North Kensington Centre one, a Music student, completed all their work experience hours.

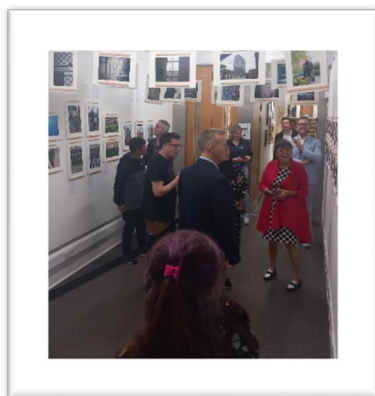
EHCP students at all centres have enthusiastically engaged with learning particularly in subjects such as TV, Media and Film Production, Games Design, Photography, Fashion and Music. Significant numbers of students have attendance rates of 95-100% for the year. During lesson visits, students display high levels of focus and levels of excitement with what they are learning and confidently demonstrate the knowledge they have gained. Overall attendance for this cohort was 90.2%, above the college target and an increase of 2.5%.

Further evidence from learning walks shows that students can articulate well, the progress they have made, their next steps and that their work is to a high standard, at times surpassing the course requirements. For example, a level 3 Fashion student at Chelsea, who has achieved 100% attendance, presented her portfolio of work to the observer, with great pride and is intending to continue her studies at Level 4 at the college.

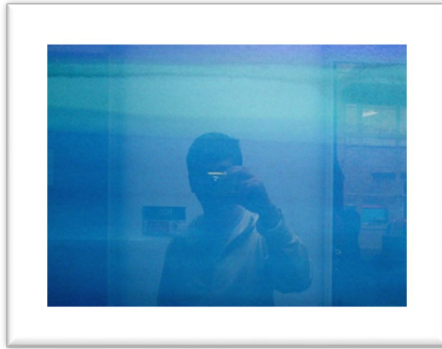
Dedicated ALS provision is delivered jointly by the college and in partnership with Lambeth Adult Learning Service to support local adults with learning disabilities and difficulties (learners are generally moderate to high need and in some cases have profound and multiple serious difficulties). The provision combines independence skills with the college's creative specialisms, this includes 18 courses in subjects such as cookery, music, art and photography, the provision is entirely unaccredited however there are plans to trial an accredited progression options for more able learners.

Overall ALS provision achievement for adults is strong at 91.5%. The provision is not yet outstanding as access onto an accredited qualification in some instances would support further independence of these students. For Higher Needs generally achievement is lower than that for learners without High Needs by **-7.1%** for accredited courses. However, those with High Needs on Advanced courses at level 3 achieve by **+6.6%** compared with overall achievement on level 3 courses.

Enrichment activities support students with further skills development, for example the annual Photography Exhibition held at the Waterloo centre for Adults with Learning Disabilities.



*'The students (all beginners) were introduced to photography principles. Articulating and expressing their thought process through images has been a great self-esteem booster. The class has been a great example of how much can be achieved once mutual respect and trust prevails in the group. The students embraced the class with eagerness. Articulating and expressing their thought process through images has been a great self-esteem booster. Their enthusiasm grew as the weeks progressed and their sense of achievement was enhanced by viewing their images and discussing them in class, contributing to their self-worth and well-being. The class has been a great example of how much can be achieved once mutual respect and trust prevails in the classroom.'* (Subject tutor)



Provision for learners with High Needs is not yet Outstanding because:

In too many instances, students are not fully completing work experience requirements nor undertaking work placement early enough into the academic year. This puts them at a disadvantage.

Outcomes though strong in areas, are not consistently so.

QEP: 2.4, 3.3.

## Skills – Strong

The college makes a strong contribution to fulfilling local, regional and national skills' needs. Leaders and managers demonstrate an ambitious vision of how they contribute to these needs, ensuring that the curriculum is delivered in a way that students acquire the relevant skills they need for wellbeing, success at work or in further study. Leaders and managers, across all centres at the college, engage exceptionally well with employers, local groups, and other relevant stakeholders, including committed stakeholder advisory groups at each centre. This engagement allows them to thoroughly understand the skills' requirements of the local, regional, and national economy, and to influence and shape the curriculum accordingly.

At the Chelsea Centre in Fashion, Media, Design, Fine Art and Photography and the North Kensington Centre, in Health, Education, Science, Music and Counselling, managers directly involve employers and industry specialists in the input, design, and delivery of the curriculum. This collaboration ensures that students are well prepared for future education, employment, or work.

Several high-profile artists and practitioners have shared their skills knowledge and expertise with the college and students, directly influencing the curriculum and learner experience, these include Maggie Hambling, Sokari Douglas Camp, Matthew Burrows and Neville Brody. All students on the UAL Level 3 Extended Diploma in Film, TV and Media Production at the Chelsea Centre, participated in a live assignment brief and received feedback from Kevin Donaldson (Sky News Senior Director and Technical Specialist) on their assignments. Industry Advisors from *Three Six Zero* (An international management company) adapted and authenticated a Pearson Level 3 Music Production Assignment brief for a course at the North Kensington Centre and fed back to the students on the work they had done.

Students at the Waterloo Centre gained industry-ready skills under the stewardship of current industry practitioners and renowned artists, designers and performers in Jazz, Classical Music, Drama, Fine Art, Jewellery and Fashion. For example, Jazz tutors at the Waterloo Centre are active professionals who perform outside of the college. The Artist-in-Residence programme allows students to study and perform with leading figures, including Grammy, MOBO, and Jazz Parliamentary Award winners. These artists conduct workshops, masterclasses, and create new compositions for the ensembles, inputting directly into the curriculum and preparing students for performances.

All students across the college learn the indispensable work-ready skills they need in vocational and technical areas. For instance, across all three centres, they excel in selecting, hanging, and placing work for exhibitions and displays, as well as organising and putting on shows or performances. Students on Level 2 and 3 teaching assistant and early years courses secure paid employment directly from the placements they are on. At the Waterloo Centre, students take ownership of the Morley Jewellery Instagram page, design flyers, exhibit and display their work, send out invitations and arrange the private view that takes place every year.

Multiply funded support classes allowed lecturers to offer targeted intervention for GCSE, FS Maths L1, L2, and E3 students, which included "Revise Your Maths with IT" L1 and L2 classes in June. These were particularly helpful in improving the achievement rates for FS Maths L1 and L2 students during their July exams. Additionally, tutors conducted Crossover classes for students in the GCSE Maths 4-1 class, focusing on grades 4 and 5 and covering crossover topics not included in the students regular curriculum. Tutors also provided extra support with Mathswatch assignments for those aiming for a target grade of 4.

There are excellent examples of co-creation and delivery with industry experts and organisations. Waterloo fashion department was approached by the Natural History Museum to complete a live brief and participate in their upcoming Latest event, Fashion (r)Evolution. The theme was Fashion and Nature, and the evening



explored the relationship between fashion and nature with particular focus on sustainability within the context of fashion's impact on the planet. Fashion were involved on a range of levels, including having a fashion show in the main hall under the skeleton of the whale. As a further example, Puppeteer Tom Espinar worked with students at the Chelsea centre on a brief that spanned Creative Discovery, 3D, ESOL, Photography and Media departments to create work, posters, advertising and performance pieces which lead to an exhibition.

These are some of the rich examples of how students gain specialist, work ready skills. For the college to maintain its strong contribution in skills, managers responsible for curriculum delivery need to consistently communicate how employers and industry advisors, input directly into their curriculum design and delivery.

### **Community Learning – Stockwell Centre**

The Community Learning School collaborates actively with a diverse range of partners—including schools, children's centres, libraries, charities, mental health services, the DWP, and employers—to design a curriculum that meets the needs of underserved communities in Lambeth. Through regular consultations with residents, we ensure our courses address specific community priorities. For example, our partnership with Better Start Managers supports family learning by engaging families in educational programmes year-round.

In the 2023/24 academic year, we delivered 73 non-accredited courses to 993 unique learners across 18 external partner sites and at the Stockwell Centre. Our programme's high internal progression rate reflects its impact, with 95% of students indicating in surveys that they return to Stockwell for subsequent courses. Course retention is similarly robust, with 98.2% of students remaining engaged throughout the term, and the majority achieve either their unaccredited learning aim or an accredited qualification.

Our ESOL Saturday School predominantly serves Lambeth's Latin American community, addressing unique challenges faced by learners due to limited English skills and demanding, often low-wage, work schedules. By providing Saturday classes, we offer these learners a valuable opportunity to improve their English at a convenient time. Entry-level learners start with non-accredited courses to build foundational skills and confidence before progressing to accredited courses. Returning learners continue along an accredited pathway, advancing to higher levels within the academic year. By the year's end, students have opportunities to take exams in reading, writing, speaking, and listening, thus gaining full accreditation and enhancing their job prospects. Achievement rate on accredited ESOL was 87.4%, marking a 10% increase from 22/23 year.

In July, the Community Digital and Green Hubs were formally launched as part of Morley's revamped Stockwell Centre. These new facilities received excellent feedback for the quality of resources and support provided. Our Digital Hub, equipped with state-of-the-art computers, Interactive Whiteboard and other peripherals, enables learners to develop essential digital skills, improve financial literacy, and pursue job and educational opportunities. The Green Hub has created an engaging space for sustainability workshops that educate staff, students, and community members about sustainable practices. Many students reported that these workshops have positively influenced their lifestyle choices, encouraging them to create and contribute to environmentally responsible workplaces and communities.

## Quality of Education – Good

Morley College as an Institute of Adult Learning, with its access to a range of funding streams (i.e. Tailored Learning and funding with Lambeth and RBKC) has created an ambitious, specialist and unique curriculum offer across all centres. Heads of School and Programme Area Managers use their extensive industry knowledge and skills to craft and enhance the curriculums for which they are responsible. This is particularly evident in programme areas with a mix of accredited and non-accredited provision, such as at the North Kensington, Chelsea and Stockwell Centres.

*‘Tutors are experts in their subject area. It is extremely motivating to experience the passion they have for their subject and benefit from the wealth of knowledge’*

Feedback from students in Applied Studies.

Across all centres, there is provision not offered elsewhere in London and beyond, such as Mezzotint (17<sup>th</sup> Century Engraving), and Food and Product Photography at the Chelsea Centre, Glass (Fusing with Float glass) and Astronomy at the North Kensington Centre. At the Waterloo Centre, amidst the broad and rich curriculum offer there are options to learn Harpsichord, Puppetry, Kathak, DJ Techniques, Glove Making and Gold Overlay (Keum Boo), to mention but a few. Students in Community Learning at the Stockwell Centre learn how to do hand sewing and embroidery. Consequently, students cultivate rich knowledge and gain exceptional skills that thoroughly enrich their lives. They improve their self-employment prospects or access to further and higher education.

Programme Area Managers and tutors effectively design their courses with clear learning outcomes and objectives that are effectively communicated to students at the beginning of their courses. Evidence from student surveys for term 1 showed 94.4% respondents said that ‘information before my course started met my needs’. Regular assessments and feedback mechanisms ensure that students’ progress is monitored and documented using the college learning platforms such as eTrackr. The RARPA framework and ILPs (individual learning plans) further support the tracking of student achievements and readiness for the next stages of their education or career paths. Evidence from deep dives carried out in Access to HE provision, Functional Skills provision, 16-18 study programmes and ALS (Additional Learning Support) this year, indicates that students were able to fully articulate what is required of them to do by the end of their programmes.

*‘The targets that I set with my tutor have supported me in meeting my qualification requirements’*

90.7% students agree.

The curriculum is designed to reflect the needs of students, employers, and the local, regional, and national economy. This is achieved through comprehensive curriculum planning, and engagement with industry representatives. For example, courses at the North Kensington Centre are designed in conjunction with the National theatre. In addition to this in Science and Health at the North Kensington Centre the curriculum content is influenced by a range of industry partners, including Biotech, Queens Park Rangers, Football Club and the local NHS trust via the industry advisor process. Partner views are reflected within the course planning, and unit choice selection.

At the Chelsea centre industry specialists directly input into the curriculum in Fashion ([Justine Lee](#)), Fine Art ([Matthew Burrows](#)), and Photography ([Alison Jackson](#)), to mention a few. In these areas students benefit from having live assignment briefs from current industry practitioners. At the Waterloo Centre the Drama department worked with the [Little Angel Theatre](#) and [Polka Theatre](#) to enhance the curriculum. In the Jewellery department the partnership with the [Association for Contemporary Jewellery](#), has enriched the curriculum and introduced students to career Jewellers.

Tutors have a deep understanding and mastery of the subjects they deliver. 95.5% of respondents to the student survey said that 'Tutors have expert knowledge of the course they are teaching'. Many tutors are practising artists, musicians and designers or have a technical vocational background. For example, in February 2024, 26 artists working across the Printmaking, Bookbinding and Sculpture departments [exhibited](#) their work in the Morley Gallery. Therefore, students in the visual arts are exposed current industry skills and knowledge.

*'The tutor is amazing at teaching Porcelain, I wish there were more courses like this.'*

Feedback from students in Ceramics.

The same applies for students studying across other areas of the college. [Darren Mason](#) is an established hip hop artist who teaches music at Waterloo and the North Kensington Centre. [Lana Citron](#), prize-winning author and scriptwriter with twenty years' professional writing experience, has published five novels, two non-fiction books and numerous short stories, plays, poems, film scripts, articles and book reviews. She teaches on Creative Writing and Humanities courses at the Waterloo Centre. [Vesna Pesic](#), who is a millinery tutor at the Chelsea Centre is a practising designer who takes bespoke commissions, and collaborations with other designers and artists.

*'Tutors have expert knowledge of the course they are teaching'*

96.5% students agree

Tutors at the college are effective at ensuring students grasp essential ideas by delivering information in a straightforward manner and encouraging dialogue. 94.6% of respondents to the student survey stated that 'Tutors present information clearly and promote discussion'. They check students' understanding effectively and identify and correct misunderstandings. 94% of respondents to the student survey stated that 'Tutors check that I understand and remember what I'm learning'. Response rates from students with a declared learning disability are similarly high. Internal learning walk data demonstrates that during most sessions visited during 22-23, tutors demonstrated strong or excellent practice. It is evident that teaching and learning at the college is to a high standard.

*'The tutor is incredible and well organised; the lessons are fun I enjoy working independently and developing skills. It is helpful and supportive teaching'.*

Feedback from students in Creative Discovery.

*'I feel ready to progress onto my next step'*

93.4% students agree.

*'I am confident that I am on target to succeed in my studies'*

93.1% students agree.

Of respondents surveyed (2024 Morley College Destinations Survey) after completing their course, 20% progressed onto further and higher education, 10% progressed into employment or volunteering roles and 62% reported gaining new skills as a direct result of having undertaken study at the college. This snapshot of data demonstrates how well the college prepares students for their next steps and how they can progress confidently into paid employment and higher-level courses.

FS achievement has shown a decline, however the college has stopped delivering this for 16-19 year olds going forward where there was the greatest achievement gap. In 23/24 achievement was 52.8% (retention 82.8%) and in 22/23 it was 64.5% (89.8%). Although FS were not on target, progress has been made in line with QEP actions from 23/24, for example review of FS structure and standardised assessment dates.

Quality of Education is not yet Outstanding because:

The use of live briefs is not consistently applied across College.

Teaching is solidly good with many examples of teaching that is outstanding. However, the proportion of teaching that is outstanding across all centres and all provision types is not yet at college expectation.

On accredited learning programmes there is insufficient focus on the attainment of high grades and getting students to employer ready levels.

Learners are not always challenged to achieve their full potential. Not all learners have aspirational targets and there is insufficient tracking of learners' next steps.

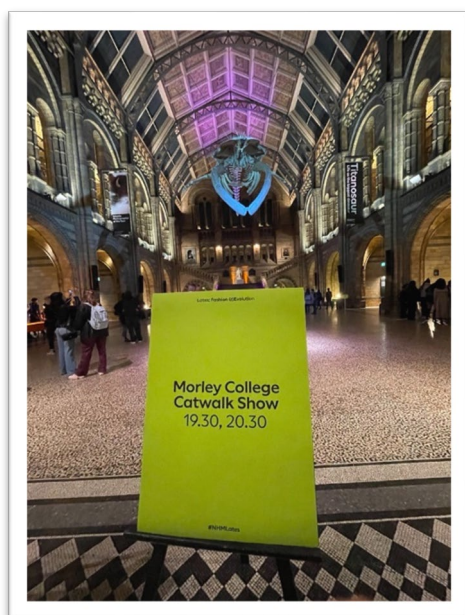
In some areas of accredited learning sessions can lack focus and too many students are insufficiently active.

Opportunities for internal progression for students are not fully exploited. For example, ESOL into vocational programmes, Access to HE into HE or onto Morley College HE programmes, and GCSE students onto Access to HE programmes. There is not yet a fully developed culture of signposting students to internal progression opportunities at centre level and across the centres

QEP: 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.7

## Personal Development – Good

Morley College London's curriculum transcends traditional academic, technical, and vocational subjects, embracing a holistic approach that fosters the comprehensive development of students, encouraging the cultivation of diverse interests and talents. The college offers an extraordinary array of enrichment activities that enhance the learning experience. For example, creative workshops, where ESOL students at the Chelsea Centre collaborated with HND photography and Creative Discovery students this year, to produce exhibitions, and innovative lunchtime rap workshops for maths students, exemplified the college's commitment to fostering creativity and student engagement. The college uniquely provides students with open access to exhibit and propose projects within the centre based, industry standard galleries and radio stations. Students would be hard pressed to find such opportunities for expression and engagement outside of Morley College regionally or nationally. As well as expression, end of term shows and projects utilising these facilities also provide excellent creative employability skills as students are coached on how to present, hang, price and curate their work for the respective galleries with an industry specialist and professional curators.



Adult and young students in fashion programme areas across centres contributed to a Morley College Fashion show, this was the headline event used to open the Natural History Museum late season, with a showcase of sustainable fashion. Students from the Chelsea centre supported the event by facilitating workshops which supported visitors to calculate their fashion carbon footprint showcasing their key global citizenship, employability and interpersonal skills through a live brief.

This year sculpture students at the Waterloo Centre showcased their thought-provoking work in the foyer, aligning with themes of around citizenship such as sustainability and international women's month, while advanced vocalists, pianists, and chamber players enthralled audiences with weekly lunchtime recitals. Larger ensembles, such as the Morley Chamber Orchestra and numerous choirs, delivered exceptional concerts and performances each term in the Emma Cons Hall and various prestigious external venues. Students on study programmes, Access to HE provision and ESOL programmes, went on trips to cultural and historical landmarks

like Kew Gardens, the Tate Gallery, the National Theatre, the Old Bailey and the Houses of Parliament, broadening their horizons and enhancing their educational journeys. However not all students on all programmes participated in these events and are having the opportunity to learn outside of the classroom. The college supports student engagement in external events, such as the Latitude Festival, where Music Production students at the Waterloo Centre contributed to jazz gigs, and Business students at the North Kensington Centre attended a cyber security conference involving over 700 organisations. Additionally, the Morley Prize for unpublished writers of colour and the [MADE Exhibitions](#), showcasing exquisite jewellery, glass, and textiles, highlight the college's unwavering dedication to recognising and nurturing diverse talents.

Regular departmental newsletters in areas like Printmaking & Bookbinding keep students informed and engaged, while initiatives such as the Morley Radio takeover by Year 1 media students at the Chelsea Centre and a fashion show at the Natural History Museum by Waterloo Centre students provided vibrant platforms for students to showcase their skills and creativity. This comprehensive and dynamic approach to education ensures that students are not only academically accomplished but also well-rounded individuals, prepared for both personal and professional success.

The curriculum, alongside its broader initiatives, actively supports learners in developing their character by fostering resilience, confidence, and independence. Additionally, it equips them with essential knowledge to maintain both physical and mental health, ensuring they are well-prepared for all aspects of life.

Outdoor learning activities in Textiles and Painting and Drawing provided students with opportunities to engage with their environment creatively, promoting both physical and mental wellbeing. Visits from organisations like Mix Connect for the adult English groups At the Chelsea Centre, encouraged access to wellbeing support, further reinforcing the college's commitment to holistic student development. Participation in national competitions such as ARTiculation at the Chelsea Centre, allowed 16-19-year-old students to gain public speaking experience and build confidence.

Events like the Winter Festive Evening at the Waterloo Centre, which included activities such as flamenco dancing, were well attended and encouraged students to participate in physical activities, promoting a healthy lifestyle. Health tutors at the Waterloo Centre collaborated with Team London Bridge to deliver Yoga and massage sessions during Mental Health Awareness Week, highlighting the importance of mental well-being. The promotion of a healthy lifestyle is also evident in the "Become a Lambeth Tour Guide" programme, where students engaged in walking tours, becoming more familiar with their physical environment.

The installation of the Green Hub at the Stockwell Centre this year has provided students with a calm space to relax and unwind, supporting their mental health. Community initiatives such as the learning stroke choir, the ESOL choir at the Waterloo and North Kensington Centre, and sessions on cooking with a budget and personal finances, along with a mental health partnership with local surgeries in Lambeth at the Stockwell Centre, further enhanced the wellbeing of students. Family learning sessions also contributed to the overall development of students and their families.

In Science at the North Kensington Centre, topics such as nutrition, fitness, and sports were effectively integrated into the curriculum, as evidenced by learning walks and schemes of learning. Workshops delivered by the Grenfell Recovery Group, focussed on building resilience and tackling barriers to learning, while volunteering activities such as bake sales, animal sanctuary visits, and second-hand clothes fairs helped students on restart programmes build confidence. Additionally, drugs awareness talks from outside speakers provided young people with crucial information to make informed decisions about their health and wellbeing.

The college prepares learners for future success in education, employment, or training by providing unbiased information to all about potential next steps, high-quality, up-to-date, and locally relevant careers guidance, and opportunities for encounters with the world of work. However, the effectiveness of this provision varies across different centres and disciplines and access to it for those who need it, is not consistent. At the North Kensington Centre, student engagement with Work Experience (WEX) is high in Music, Health, Education, and Childcare, where students successfully completed their required hours. In contrast, college staff struggled to find work placements for Business and ICT students in their respective professions at the same centre.

The North Kensington Centre hosted a well-attended Careers and Employability fair in March, featuring over 20 employers, and a Higher Education Fair with participation from 21 universities, which was well-received by students from all three main college centres. Additionally, year 2 Level 3 students in Health and Social Care at North Kensington secured university placements at prestigious institutions such as Kings, UCL, and Reading Universities, with another student pursuing a Diploma in Nursing at LSBU. Careers talks were also held by the Careers & IAG officer to Functional Skills English & maths students.

At the Chelsea Centre 78% of students have completed all or most of their Work Experience hours and completion rates were high in Fashion, Photography and Graphics but low in Games Design & 3D Animation and Fine Art. However, the centre did not host career-related activities in all subject areas, leading to a lack of discernible links to careers and progression opportunities in subjects such as games and esports. This disparity is reflected in the student survey results, where only 67.8% of respondents at the Chelsea Centre felt they received support around their next steps, compared to 80% of those surveyed studying at the Waterloo Centre. Despite this, students in Science at the North Kensington Centre and Arts at the Chelsea Centre intending to progress to Higher Education are offered detailed and student-specific progression advice, with the teams arranging numerous talks by HE professionals throughout the year.

The Waterloo Centre offers volunteering opportunities in Visual Arts disciplines such as Textiles and in Music Production, enabling students to progress into paid employment either at the college or elsewhere. All Level 2 Jewellery students at Waterloo complete a Business Module, and students on accredited Fashion Programmes were

able to articulate their next steps during learning walks in Terms 2 and 3. The centre also hosted a progression fair in February, further supporting students in their career and educational aspirations. However, the centre did not hold a careers related event this year, such as a careers fair.

Overall, while the college provides a range of support and opportunities for career and educational progression, the level of availability and effectiveness of these provisions varies across different centres and disciplines. This mixed picture highlights areas of success as well as opportunities for improvement to ensure all students receive consistent and comprehensive support for their future success.

Students on Study Programmes participated in various enriching activities such as the Black History Month Literary Festival with authors Eva Verde and Frances Mensah Williams, and a speaker event for LGBTQIA+ History Month featuring Elias Jahsan, author of 'This Arab is Queer'. Additionally, they engaged in a bake sale for Solace Women's Aid during Women's History Month and a Vintage Fashion Fair for Sustainability Week. A Sustainable Business Event in took place in June, inspired by contacts made through the vintage fair, focusing on making money by selling second-hand or upcycled clothing. All 16-18 students at the college also participated in a cross-centre Global Citizenship summit, where they discussed topics such as tackling racism and personal empowerment. Student feedback after the event was extremely positive. There is insufficient evidence to show that this type of activity is occurring across all centres, subjects and provision types consistently. For example, there is limited evidence that EDI (Equality, Diversity & Inclusion) is fully integrated into the ESOL, maths, ICT and English curriculum.

There are clear examples of how a comprehensive package of activities which promotes personal development is delivered and made available to all college learners. This includes opportunities to exhibit and sell work to develop employability, regular internal and external concerts aligned to industry standard (Morley Opera School and Bridewell Theatre, Jewellery exhibitions NK and Millinery worked in partnership with Luton "Hats makes us")- Jazz students also recorded bodies of work akin to albums in state-of-the-art recording studios.

The study programme tutorial covers these topics, but students, particularly adults at the Chelsea and North Kensington Centres, struggle to fully articulate what they mean during learning walks. For example, 60% of students on Applied Studies courses at the North Kensington Centre could articulate what Prevent is, and 74% could discuss British Values. There is a good to medium overall understanding of British Values among students on short courses at the Waterloo Centre. Data from lesson visits however, does demonstrate a strong understanding of Safeguarding from all students across all areas of the college.

The percentage of adult students on study programmes who can articulate prevent and safeguarding has increased. In-year action on learner confidence with safeguarding and prevent led to the proportion of learners who were able to clearly articulate this from <50% to over 90% as evidenced in learning walk data.

Personal Development is not yet Outstanding because:

Despite the many rich examples of enrichment opportunities and events that have taken place this year, this is not consistently evidenced across all provision types and areas of the college.

Work Experience completion rates across both centres, are not at a level which demonstrates a commitment to securing meaningful work experience opportunities for all students.

Not all students have been able to access structured careers advice, many say they have not met the careers person or struggle to meet with them. Leaders' and tutors' focus on students' career ambitions needs strengthening. However, all students have benefitted from weekly drop-ins and online appointments with the national careers service who provide access to CIAG at all centres, the provision has been particularly used by Access to HE students and ESOL learners. Students also benefit from a HE fair hosted at the NK centre which is well attended by HEIs.

QEP: 3.1, 3.2, 3.3. 4.5, 4.7

## Behaviour and Attitudes -Outstanding

Behaviour and attitudes are Outstanding.

Students are caring and respectful and develop strong friendship groups. Many students are returning students who deeply value the ethos of education. For example, in music, they understand the importance of collaboration in music making and the commitment to attend needed to work towards a performance. Although there are some low-level behavioural issues highlighted in some learning walks and observations, students demonstrate excellent behaviour in class and are respectful and engaged. They display excellent attitudes to learning. There are rich examples of students supporting each other to learn from lesson visits.

*'There is a culture of respect and care amongst students across all programme areas. Students frequently express positive experiences, reflecting a supportive and inclusive environment.'*

North Kensington Centre staff

The college environment reflects the achievements of its students through the formal and informal celebration of learner work. This can be seen in gallery spaces and displays of work in classrooms and shared spaces. Lecturers set clear expectations for learning through codes of conduct and focus on attendance and punctuality, following up with learners and actively tracking their progress. Learning walks indicate respectful learning environments and collaborative spaces which are conducive to learning.

Students are extremely positive during formal opportunities to feedback to managers in programme management committees and state that they 'love coming to college'. When asked 'what is it like to be a student here', during lesson visits, responses overwhelmingly convey satisfaction with the educational and social atmosphere, highlighting the college's success in fostering a sense of community where students feel valued, respected and motivated to achieve their goals. For example, 94.6% students surveyed at the end of term 3, felt motivated to continue with their studies at the college. The student council and student voice are particularly strong, the college holds student fora at all centres including the Stockwell Centre for Community Learning. There is active engagement from accredited, non-accredited, Essential Skills and learners with LDD.

A LLDD learner won a Community Learning award for Photography.

An Access to Sciences student and Teaching Assistant student won Waterloo Centre Student Awards.

Overall college attendance for 2023-24 was 85.8%. An increase of 0.3% from the previous academic year but still below the college target of 90%. For the college to maintain its outstanding in this area, tutors and leaders must maintain the relentless focus on improving attendance that has taken place this year. The biggest impact on the use of attendance strategies has been at the Waterloo Centre, where overall attendance has improved by 2.7%.

Each centre has its own unique ambience, but there is a sense of calm and order at each of the college venues. Students surveyed at the college 22-23, 95.4% declare that they feel safe in the college and online and are confident to report if they do not feel so to staff.

*'It's the best college we have been to.'*

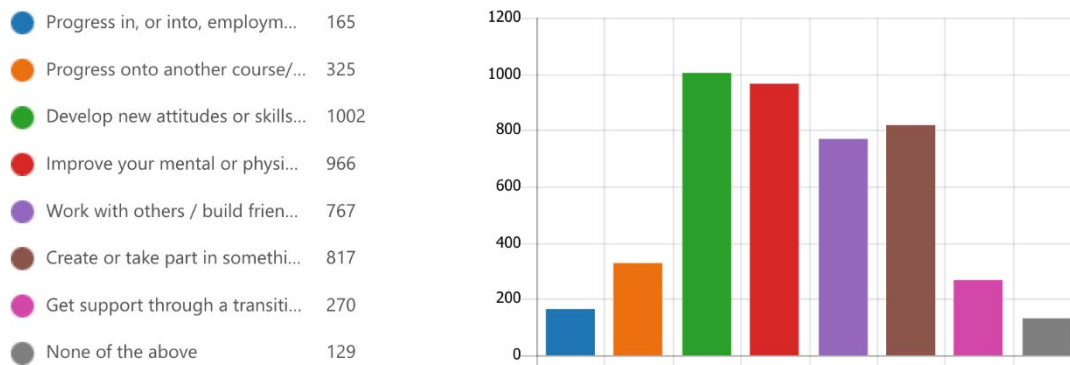
Maths students at Chelsea

All staff take swift and appropriate action when incidents of bullying or harassment are reported to them. The model of responsive, local centre leadership, where the principals have offices near reception, and a well-run, duty manager rota scheme, ensures that students feel safe and always supported.

*'An Excellent supportive, relaxed and inclusive atmosphere. I observed evidence of peer learning and peer encouragement. This would be an excellent class for those with anxiety or wellbeing needs due to the calming environment.'*

Ceramics Programme Area Manager, Waterloo

6. Has the course you last completed at Morley enabled you to (tick all that apply):



Whilst on courses at Morley College students develop their behavioural skills in order to succeed in the workplace or further study. The majority (out of 1627 responses in total) of students who progressed from the college felt they had developed new attitudes or skills in confidence, communication and critical thinking and improved their mental and physical health.

Respondents surveyed (2024 Morley College Destinations Survey) after completing their course, 20% progressed onto further and higher education, 10% progressed into employment or volunteering roles and 62% reported gaining new skills as a direct result of having undertaken study at the college. This snapshot of data demonstrates how well the college prepares students for their next steps and how they can progress confidently into paid employment and higher-level courses.

QEP: 4.2

## Leadership and Management – Good

Leadership and Management are Good.

Leaders' clear vision and ethos are expressed through the strategic plan and curriculum strategy and embedded throughout the committee structure. Subcommittees lead on types of learning and steering groups own key cross-cutting themes. Centre based groups established strategic direction and priorities at a centre level with local leadership groups meeting weekly to closely oversee the operational delivery at each centre.

Additional Learning Support (ALS) is well integrated into the delivery of programmes, particularly study programmes. ALS are present at all open days to ensure suitable advice and guidance at entry. ALS and Curriculum teams hold termly meetings to review progress of students with Education Health and Care Plans (EHCP).

Academic staff have high technical expertise and leaders and managers have high expectations for learning, teaching and assessment. A well-established framework for observations of learning and teaching, through learning walks, observations and curriculum walks allows a confident understanding of the nature of the learning experience by Heads and Centre Principals. Areas of improvement are rapidly identified and addressed leading to sustained improvements.

Professional development plans are utilised for established staff providing an effective framework to define development related to pedagogic skills. The college provides continuing professional development opportunities with a well-established weekly CPD session for North Kensington and Chelsea Centres. Engagement is good from established staff. Where sessional lecturers have other professional commitments at other institutions engagement in planned CPD activities has improved.

The college has updated the Research and Scholarship policy to support research led development of the curriculum and support professional development for specific initiatives such as T Levels where staff were supported to attend a range of onsite and external CPD ensuring the College is well prepared to introduce this new provision.

The college has invested in strengthening its leaders, three Heads of School and 1 Head of Service attended an external Strategic Leadership Course. One of the Vice Principals completed an AoC, Senior Leadership Course and has put the learning into practice. The Head of School for Arts acted as Interim Centre Principal and HE lead for a period of 6 months and gaining valuable leadership experience.

The College engages effectively with local services, organisations and with employers. The Industry Advisor model for accredited provision has provided an effective framework for courses to be evaluated against with appropriate industry engagement. However, the application of this is model directly into curriculum delivery is inconsistent across the centres.

There is a well-established student forum process to ensure all courses have appointed student representation, meeting termly in programme management committees and cross centre fora. This year a more established student council supported this activity with more visible and active Student Governors, one of whom attended the AOC conference on behalf of the college.

The college's reporting system on staff utilisation to ensures that workload is fairly distributed, and issues are identified quickly and dealt with appropriately. This is supported by a flexible remission model to support projects and larger management workloads consistently.

The college has robust safeguarding and prevent policies and procedures, including proactive measures for identifying and helping at-risk students. There is mandatory staff training for all new staff and an annual refresher for current staff each academic year focussing on safeguarding issues, including how to identify and manage potential risks. Safeguarding Leads pro-actively engage in partnerships with external agencies that contribute to safeguarding, such as child protection services or local law enforcement as well as LADOs and MASH for referral of safeguarding or Prevent concerns. There are centre based and college wide safeguarding teams with associated regular formal meetings to review safeguarding needs. Designated Safeguarding Leads (DSLs) go through refresher

training coordinated by the Department for Education's Prevent Coordinators for ongoing guidance on policy updates in regard to safeguarding and Prevent.

The Governing Body is highly effective, drawing upon a substantial range of experiences for example roles at the Department for Education, Bank of England, HEFCE and higher education institutions. This expertise and a robust governance structure allows the Board to be effective in setting the strategic direction of the college with a robust strategic plan and effective arrangements to monitoring its implementation.

Governors display a strong commitment to the values and ethos of the College and rigorously monitor the College's performance, supported by high-quality reports, including detailed performance analysis, with further assurance, particularly in relation to financial controls, risk management and safeguarding, provided through the work of well-focused and well-led committees. Governors regularly take part in learning walks across centres, speaking to students and staff and engaging in curriculum activities. Governors are trained in areas which are a priority for the college, such as sustainability and carbon literacy. They are also well trained in safeguarding, this training goes beyond the minimum expectations enabling Governors to understand the active challenges and complexities related to safeguarding.

There is a good balance of support and challenge to the Senior Leadership Team, founded on a shared understanding of the respective roles of governance and management. Governors know the college well and are aware of strengths and areas for improvement supported by a governor engagement programme, briefings by senior managers and strategic development sessions together with nominated Governor leads for key areas such as safeguarding.

The Chelsea Centre for Creative industries has been accredited with The Mayors Quality Mark for Creative, the quality mark recognises high-quality training in the capital that is responding to the needs of employers in priority sectors. The Mayor has committed to helping Londoners into good work in sectors key to London's recovery and long-term economic growth. The Quality Mark supports this mission by signposting Londoners to excellent, industry relevant training in the capital. The Quality Mark supports the Mayor's mission to build a fairer and more prosperous London for everyone.

Senior leaders consider staff wellbeing in a variety of ways including, a dedicated wellbeing group, staff wellness activities including, Wednesday mindfulness, menopause workshop and reflexology. Staff are supported to have adjustments to timetables to support their wellbeing and health.

The Morley Awards, is an annual event where staff are celebrated from all parts of the college community. Last year saw seven individual awards and two team awards for the following categories, New Starter Award, Future Thinker Award, Helping Hand Award, Five-Star service Award, Just Do It Award, Professional Services Team Member of the Year, Inspirational Lecturer of the Year, Professional Services Team of the Year and Curriculum Team of the Year.

Leaders actively engage with the community, employers and local groups such as SBEG, SOWN, Portobello Business Centre, Termly Stakeholder Advisory Groups, Team London Bridge, FE Partnership Network, Wider Skills, Lambeth and Southwark Local Skills Board, RBKC, Creative Conversations Networking Events. Local leaders come to the college to respond to local need and our formal processes capture this work, such as the Employability and Outcomes Sub-committee which meets termly.

Leadership and Management are not yet Outstanding because:

College learning platforms and compliance with using these, are not seen as a collective responsibility and in too many instances, engagement with these platforms is too low.

This lack of consistency is also seen in the approach taken to improve attendance in maths and English, and Study Programmes where the responsibility is that of staff at a centre level, which leads to inconsistent approaches and mixed levels of success.

Programme Area Managers do not all consistently ensure that their curriculum intent is articulated clearly.

There is an uneven focus at Programme Area Manager level regarding accountability for monitoring Key Performance Indicators, making interventions and meeting QEP targets.

Data and evidence on progression, destinations, high grades, engagement with stakeholders (including employer input in curriculum planning and co-delivery) is not yet robust and detailed enough.

QEP targets for 22-23 have not been fully met.

QEP Targets not achieved from 23/24:

1. English and Maths outcomes and attendance are not yet meeting expectation for Functional Skills. (QEP 1)
2. Study Programme work experience completion rates are not sufficiently high enough. (QEP 2)
3. Not all learners are aware of how to access careers advice and guidance. Not all learners are able to articulate how British Values applies to their lives. (QEP 3)
4. All learners do not have an outstanding teaching and learning experience (QEP 4)

QEP: 4.4, 4.5, 4.6.