



Self-Assessment Report 2024-25

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Whole Provider Level:

Inclusion

Contribution to meeting skills needs

Leadership & Governance

Safeguarding

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	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

Previous SAR grading summaries

Grade Profile				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional

2024-2025	Outcome
Whole-Provider	
Inclusion (whole-provider level)	St
Contribution to meeting skills needs (whole-provider level)	St
Leadership and governance (whole provider level)	St
Safeguarding (Met or Not Met)	Met
16-18-Education Programmes for Young People	
Curriculum, teaching and training (provision-type level-16-18)	Es
Achievement (provision-type level-16-18)	Es
Participation and Development (provision-type level-16-18)	Es
Adult Learning Programmes	
Curriculum, teaching and training (provision-type level-Adult)	Ex
Achievement (provision-type level-Adult)	Ex
Participation and Development (provision-type level-Adult)	Ex
Provision for learners with High Needs	
Curriculum, teaching and training (provision-type level-High Needs)	Ex
Achievement (provision-type level-High Needs)	Ex
Participation and Development (provision-type level-High Needs)	Ex

Executive Summary

Category	Year	Starts	College	KPI	KPI +/-	Chelsea	North Kensington	Waterloo	Cross College
Unaccredited Achievement	2023/24	19653	95.7%	86.7%	9.0%	96.6%	94.5%	95.5%	98.0%
Unaccredited Achievement	2024/25	19387	96.6%	86.7%	9.9%	↔ 96%	↑ 96.8%	↑ 96.6%	↔ 97.5%
Accredited Achievement	2023/24	5048	80.1%	86.7%	-6.6%	87.1%	74.7%	77.6%	84.0%
Accredited Achievement	2024/25	5705	87.0%	86.7%	0.3%	↑ 87.2%	↑ 78.3%	↑ 81.9%	↑ 96.1%
Adult Accredited Achievement	2023/24	4400	80.3%	86.7%	-6.4%	85.6%	76.9%	77.6%	84.0%
Adult Accredited Achievement	2024/25	4853	87.7%	86.7%	1.0%	↔ 86.4%	↑ 78.5%	↑ 81.9%	↑ 96.1%
16-18 Achievement	2023/24	648	78.6%	86.7%	-8.1%	90.1%	69.9%	100.0%	
16-18 Achievement	2024/25	852	83.6%	86.7%	-3.1%	↓ 88.5%	↑ 78.7%	100.0%	
High Needs Achievement	2023/24	221	86.9%	86.7%	0.2%	78.6%	61.1%	89.7%	91.5%
High Needs Achievement	2024/25	100	91.6%	86.7%	4.9%	↔ 78%	↑ 81.5%	↑ 100%	
Overall Retention	2023/24	24701	96.0%	94.5%	1.5%	95.3%	92.6%	96.7%	96.6%
Overall Retention	2024/25	25092	96.8%	94.5%	2.3%	95.2%	↑ 94%	↑ 97.2%	↑ 98.1%
Overall Achievement	2023/24	24701	92.5%	86.7%	5.8%	93.2%	85.9%	94.0%	91.3%
Overall Achievement	2024/25	25092	94.5%	86.7%	7.8%	92.7%	88.5%	↑ 95.3%	↑ 96.7%

23/24 & 24/25 Outcomes by Provision Type 1

The 2024/25 performance data demonstrates sustained and, in most cases, improved achievement and retention outcomes across the College compared with the previous academic year. Overall, institutional results remain above key performance indicators (KPIs), with particular strengths in unaccredited learning which broadly represents 80% of all college enrolments. The College continues to perform strongly against internal and external benchmarks. The areas of focus for 2025/26 continue to be on overall accredited outcomes for both adults and learners on study programmes. It is clear that successful interventions and support have enabled significant year on year improvements to achieving and exceeding college KPIs* (**which are benchmarked against national achievement rates*). Improvements have been made in all accredited provision types from 2023/24 to 2024/25. Improved achievement to KPI level and above has been made on adult and high needs provision types and although not currently at KPI Education Programmes for Young People have improved significantly by 5% with a 3.1% improvement required in 25/26 to achieve this.

This progress will be made with clear QUIP targets relating to attendance interventions, strong inclusion strategies for learners with barriers to learning and a clear programme of engagement. The progress seen in 2024/25 demonstrates the journey that the college has been on post merger, with increased accredited learning provision for both adults and young people to better meet local needs, since 2020/21 accredited achievement has improved substantially.

Year	16-18	19+
20/21	64.2%	79.7%
21/22	71.4%	87.1%
22/23	80.6%	85.2%
23/24	79.0%	89.0%
24/25	83.6%	88.4%

Accredited Achievement 5-year trend

Key Highlights:

- Across all provision types achievement at all centres is now above KPI for the first time at 94.5% demonstrating an exceptional learner experience.
- Unaccredited Achievement remains a key strength, increasing from 95.7% to 96.6%, exceeding the KPI by 9.9%.
- Accredited Achievement is now a strength showing notable progress with an increase from 80.1% to 87% and is 0.3% above KPI
- Adult Accredited Achievement also improved from 80.3% to 87.7%, Cross College performance reached 96.1%, marking continued progress in adult provision notably from online accredited courses in specialist areas.
- 16–18 Achievement improved from 78.6% to 83.6%, the strongest annual increase of any category with a +5% improvement. The achievement in 24/25 is the highest EPYP achievement has ever been and shows the significant improvement in the experience and outcomes of young people at the college.
- High Needs Achievement at 91.6% is significantly above target and demonstrates an inclusive environment where learners with additional needs can achieve exceptional outcomes.
- **Overall Retention** increased from **96.0% to 96.8%**, exceeding KPI by **2.3%**, reflecting consistent learner engagement and satisfaction across all campuses.
- **Overall Achievement** improved from **92.5% to 94.5%**

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 2024-25, there were over 11,000 (10,515 23/24) students on 2,256 (2,363 23/24) long, accredited and short, non-accredited courses across all College Centres, accounting for just over 26,000 (25,585 23/24) enrolments. Almost all 552 (463 23/24) 16–19-year-old learners are on study programmes at the North Kensington Centre for Skills and Chelsea Centre for Creative Industries. The college had 1,559 (1524 23/24) learners who declared a learning difficulty, disability or health problem (LLDD) in 2024-25.

The Waterloo Centre for Adult Education is one of the oldest, 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 14th 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 an 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.

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 1715 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

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
16-18-Education Programmes for Young People				
Curriculum, teaching and training (provision-type level-16-18)				ES
Achievement (provision-type level-16-18)				ES
Participation and Development (provision-type level-16-18)				ES

Curriculum, teaching and training (provision-type level-16-18)

97 courses were delivered across two centres, the North Kensington Centre for Skills (58) and the Chelsea Centre for the Creative Industries (39) in 24/25. 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.

A structured CPD to support curriculum development was implemented in 24/25, this was developed based on Quality Enhancement Plan priorities, student feedback and learning walk data. Areas of delivery focused on pace and engagement, Targets and Goal Setting, questioning techniques, embedding employability, using AI, Encouraging Independent Practice, Supporting students with a range of needs including Dyslexia, Dyspraxia, Dyscalculia and ADHD, Behaviour Management and Unifrog.

Learning and Teaching Development Coaches were introduced in 24/25. The Development Coach model is new to the college and piloted in 24/25, based on the pilots widely positive impact (based on staff/student feedback and measurable improvements) the project is due to be expanded in 25/26. Improvements include improved student satisfaction, improved in year attendance for some courses and improved feedback systems for staff related to continuous professional development. The model has enabled our teaching specialists to share good practice on a wide and impactful scale; we use coaching models to revisit and ensure performance is enhanced. The project was not impactful enough across the entirety of the college due to the quantity of coaches and the breadth of types of provision covered in terms of expertise; these elements are due to be addressed in 25/26.

Example of Learning and Teaching Development Coach impact at North Kensington Centre for Skills:

'The regular CPD developed by the learning coaches provided ample opportunity for staff to develop and expand their practice, whilst also having a forum to share good ideas. The CPD was well devised and featured a range of new teaching theories that staff were excited to use. The average CPD attendance at NK was over 90%.

Chloe (Development Coach) offered direct training with staff to offer exciting alternatives to classic PPT delivery. Chloe's input was in response to an RQIP in place for Business, and due to student survey scores. The student survey responses had only 84.2% of learners agree that 'teaching on my course has been excellent' and 78.9% agreed that 'At the start of each lesson, we review what we learnt previously'. Following the training, on 24/04/25 Business received very positive student feedback during 16-18 student forum. Business learners fed

back positively on the learning and noted the difference.' (Head of School Business ICT Music and Creative Arts at North Kensington Centre for Skills)



In the example pictured above, Chelsea students participated in the National Gallery-organised competition (Articulation), museum curators gave students access and insight into a range of exhibits. Participation in the competition included our internal finalist attending and presenting at the London regional heat at the Courtauld, which also gave them access to the alumni network.

Students take part in a range of live project briefs with industry. For example, Sophie Onyemere, a Year 2 TV and Film students final major project video is being used on Mencap Richmond to promote the charity. <https://www.richmondmencap.org.uk>

Industry advisors help us to shape our curriculum. For example, Tilly Franklin (an architect at Atkins Realis), the industry advisor for 3D, reviewed students final major projects and commented that there was a lot of digital work. She explained that although digital was needed, architecture practices noticed a lack of drawing inability in new graduates. Hand rendering is increasing in demand because it differentiates pitches (CGI makes everything look the same). This led to 3D students doing observational free hand drawing session which has evolved into a more integrated approach.

At the North Kensington campus, leading studio Threesixzero has signed off on the Studio Recording assignment brief, their studio manager provided expert input on industry expectations. This ongoing collaboration ensures the brief remains relevant and helps students develop real-world, job-ready skills. For Creative Programmes, Opera Holland Park offers 20–25 work experience placements across areas like stage management, production, conducting, costume, and makeup. For Business courses, Portobello Business Centre supports students with CV workshops led by a former investment banking recruiter, an enterprise scheme offering up to £5,000 investment, and various work experience opportunities. The CEO works closely with our business team to promote youth entrepreneurship and real-world application of classroom learning.

Achievement (provision-type level-16-18)

Achievement overall on 16-18 study programmes has increased to 83.6% (retention 91.1%) compared with 23/24 where achievement was 78.9% (retention 87.7%) which shows a positive trajectory. The college has experienced significant cohort growth (+31%) and improved overall retention (+3.5pp) and achievement (+4.1pp).

Year	16-18
20/21	64.2%
21/22	71.4%
22/23	80.6%
23/24	79.0%
24/25	83.6%

Overall outcomes on study programmes within the Chelsea Centre are good with retention at 93% (94.7% 23/24) and achievement at **88.5%** (94.6% 23/24), this has declined marginally since 23/24.

Chelsea Three Year Trend

22/23- Achievement	22/23 Retention	23/24- Achievement	23/24 Retention	24/25- Achievement	24/25 Retention
87.8	92.8	90.1	94.2	88.5	93.0

Overall outcomes on study programmes within the North Kensington Centre are recovering from student growth, 44% in 23/24, this is positive in terms of student numbers, and achievement is significantly higher than 23/24. The recovery from the significant growth in numbers means that the achievement was not as high as planned.

North Kensington Three Year Trend

22/23- Achievement	22/23 Retention	23/24- Achievement	23/24 Retention	24/25- Achievement	24/25 Retention
63.4	82.9	69.9	84.3	78.7	89.1

Achievement rates increased by 8% in 24/25 and 15% in 23/24 showing a significant 23% increase over the last two years. As set out in the previous SAR, the target was 80% achievement in 24/25. 25/26 targets will be higher, based on national average data and will bring the centre into further alignment with national benchmarks. Benchmark data in 25/26 can be achieved if the achievement increases by a further 4.8%, which the three-year trend data demonstrates is possible and would be a below average increase.

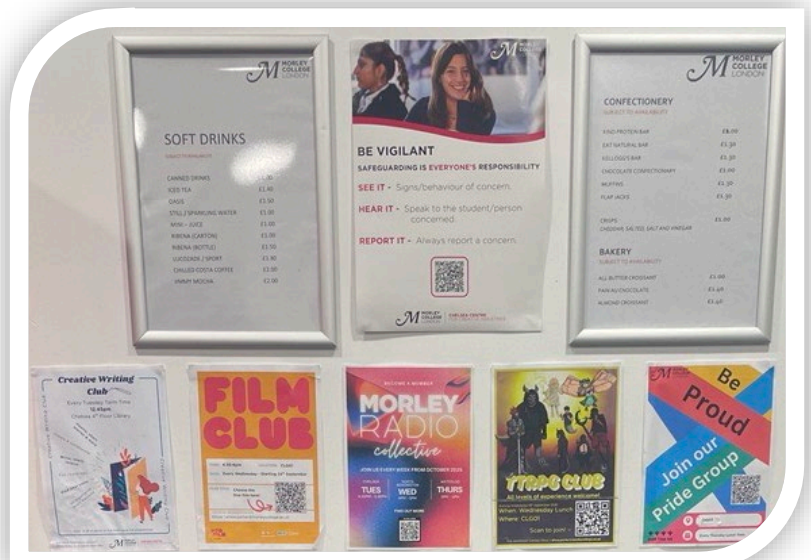
In conjunction with Development Coaches part of the strategy to improve retention and achievement are Rapid Quality Improvement Plans (RQIPs). RQIPs can be triggered by a combination of KPI's, Students Feedback, learning walk data etc. The RQIP process offers targeted and specific intervention. Through this quality process, curriculum teams are guided to analyse and review practices to develop SMART targets for improvement in their areas. In 24/25 a number of RQIP processes were triggered, for example in Science and Humanities (Waterloo), Creative Discovery (Chelsea) and Business (North Ken). These processes led to reviews in delivery, processes and developments in learning and teaching. Impacts included improved attendance and engagement.

Participation and Development (provision-type level-16-18)

EPYP Strategy Days were introduced to set expectations across all 16-18 provision. These explored several themes including behaviour and setting expectations. Strategies developed included the use of phone boxes (to mitigate some low-level behavioural issues in classrooms), expectations of attendance (see below-punctuality poster), and having a shared sense of responsibility and ethos towards teaching and learning.



Punctuality poster 1



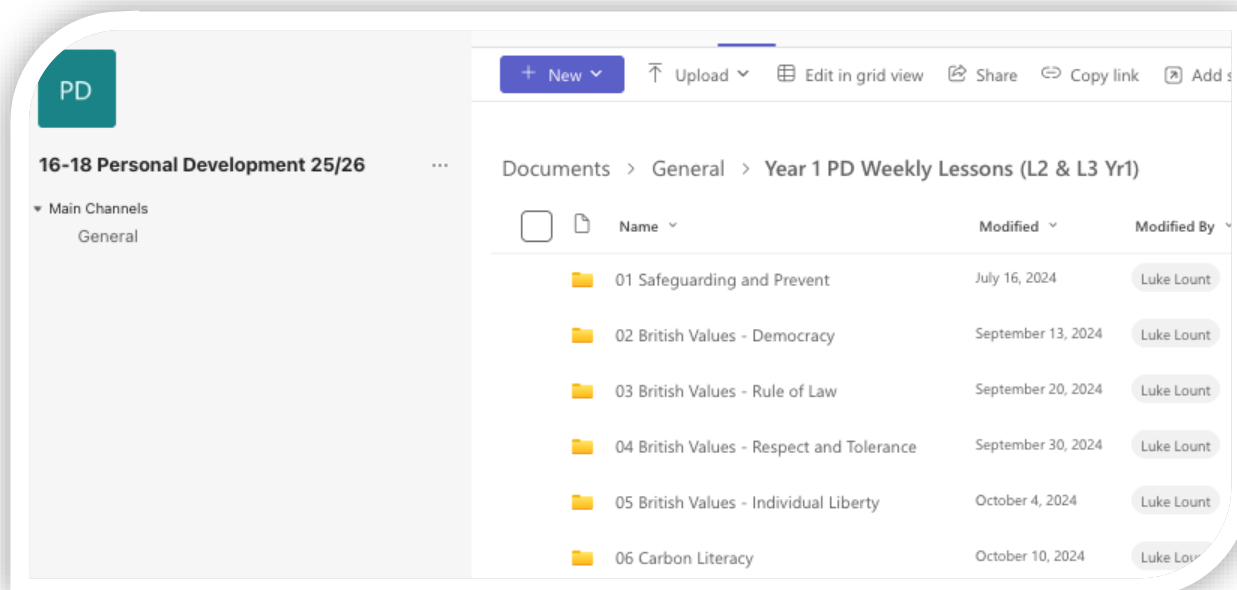
Enrichment: Clubs and Societies 1

College 16-18 Three Year Trend

22/23 Attendance	23/24 Attendance	24/25 Attendance
85.6%	85.8%	88.4%

After just a marginal increase in 23/24 attendance has now shown a reasonable increase overall for 16-18 cohorts (+ 2.6%) in 24/25.

In 24/25 our Personal Development become more structured, a programme of standardised delivery was developed for use across centres, resources were easily accessible on a dedicated team's site. Thirty topics were covered and differentiated for Year 1 and 2 learners, these included: British Values, Carbon literacy, Physical and Mental wellbeing, body image, online safety, cyberbullying, managing exam stress etc.



Personal Development Annual Structure 1

In the term 3 student survey the majority of students who are under 19 agreed or strongly agreed they had developed skills and were ready to progress onto their next steps.

- I have developed my skills while I have been on the course 93.0% (187)
- I feel ready to progress onto my next step 93.5% (188)

However, the survey also indicated that students do not always feel enrichment activities have added their development and not all students agree they have taken part. There is also an indication that not all students are receiving specific support around their next steps.

- I feel the activities I have been involved in on the course (e.g. trips/talks/exhibitions/visits) have aided my personal development-77.3% (153)
- I have taken part in enrichment activities (e.g. trips/talks/exhibitions/visits) 79.3% (157)
- I have received support around my next steps, such as help preparing for attending university interviews and/or career guidance-81.3% (161)

Not all students agree or strongly agree they have reviewed targets on a regular basis with their tutor; however the majority agree that their targets have supported them in meeting their qualification requirements. There is an indication that target setting could be utilised more specifically for development and career-based activity.

- During the course, I have met with my tutor and reviewed my targets on a regular basis- 84.3% (167)
- The targets that I set with my tutor have supported me in meeting my qualification requirements- 88.6% (178)

Learners take part in tailored wider development and enrichment activities that prepare them well for adult life, employment or further study. An excellent example of this is the Turing Scheme project. This project created a unique opportunity for students to gain international work experience while developing essential skills for future study and employment. Placements across Berlin, Lisbon, and Seville offered real-world immersion in industries aligned to students' areas of study, such as architecture, design, digital marketing, creative arts, and game development.

These environments provided the conditions for learners to consolidate technical expertise ranging from AutoCAD drafting, 3D modelling, and garment construction, through to social media management, content creation, illustration, and UI design. Beyond subject-specific skills, students built strong employability skills. The references they received from their employers demonstrated their professionalism, reliability and punctuality. Learners adapted quickly to new cultural and workplace contexts and showed initiative in contributing ideas and solutions. Feedback from host employers provided external validation of student performance, highlighting qualities such as commitment, creativity, and readiness to learn. Internal staff observations and academic tracking also supported our evaluation, linking the skills gained abroad to improved outcomes back in college. Employer references consistently praised students' professionalism and contribution, while learner feedback emphasised increased confidence, cultural awareness, and independence.



Summary of Strengths and Areas of Development: Education Programmes for Young People

Curriculum, teaching and training: Is at the **Expected Standard on EPYP** teaching staff have actively engaged with CPD demonstrated through active attendance and engagement and a strong record of Teaching Learning and Assessment which has led to substantial improvements in achievement and attendance on EPYP programmes. The provision is not yet consistently strong as there are small pockets of TLA which could be developed through more engaging delivery this is particularly relevant on study programme mathematics and in the Business Enterprise and Finance Area.

Target: Targeted interventions to strengthen the consistency of Teaching, Learning and Assessment across all EPYP programmes by improving the quality of delivery in identified through KPIS data specifically study programme mathematics and the Business, Enterprise and Finance area—through targeted CPD, developmental observations, and enhanced learner-engagement strategies as well as a systematic approach to monitoring attendance and parental involvement.

Achievement: Is at the **Expected Standard on EPYP**, there has been considerable year on year improvement in achievement on EPYP with 24/25 marking the highest achievement on record for young people, gained through interventions, support, strong TLA and collaboration. The provision is not yet consistently strong despite achievement in most areas being strong or exceptional as pockets of lower achievement remain this is most marked in the Business Enterprise and Finance School where achievement is below KPI across all areas where are RQIP was in place from Term 2 and remains in places for 25/26.

Target: A range of interventions, including after school clubs, additional parental engagement, well-tracked achievement on tracker that should result in achievement being => 85% achievement particularly in Business Enterprise and Finance, Arts-Fashion and Applied Sciences.

Participation and Development: Is at the **Expected Standard on EPYP**, with improvements in structures, staffing, support, and interventions. The provision is not yet strong for Participation and Development as a more systematic approach to recording WEX, EEP and a completion rate of these parts of the study programme of 85%

Target: Participation and Development for 16–18 learners will be strengthened by implementing a systematic approach to recording Work Experience (WEX), Employability and Enrichment Programmes (EEP), with a minimum completion rate of 85% across all study programmes.

This can be achieved by: Enhance Careers Guidance-Ensure all learners receive structured 1:1 careers and next-step guidance. Introduce clear, personalised careers targets aligned with personal development objectives.

Improve Staff Capability in Target Setting-Provide additional staff training on using “bigger picture” target setting to link academic progress, employability skills, and personal development.

Review and Refine Development Activities-Conduct a review of all personal development activities and curriculum-embedded opportunities. Identify gaps and set improvement actions to increase learner engagement, relevance, and completion of WEX and EEP

LINKS to QIP Actions: 2.1, 2.2. 3.1, 3.2, 3.4. 4.2.

Adult Learning Programmes

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
Adult Learning Programmes				
Curriculum, teaching and training (provision-type level- Adult)				Ex
Achievement (provision-type level- Adult)				Ex
Participation and Development (provision-type level- Adult)				Ex

Curriculum, teaching and training (provision-type level-**Adult**)

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.

Attendance on all adult programmes saw a significant increase in 24/25. In 23/24 attendance was 87.9% up by 2.3% and close to the college target of 90%. In 24/25 attendance for adults was 91.8% which exceeded the college target, showing good progress and a significant increase of 3.9%.

In 24/25 Cross College CPD was scheduled one every two-week and delivered by development coaches. The development coaches also delivered bespoke follow up training to staff. For example, *'Development Coach Mariam delivered a very useful presentation on the benefits to teaching staff of integrating some use of AI into teaching. Examples given were how tutors can save time and take useful ideas for exciting lesson planning and tailoring teaching to the interests of the students. Feedback received from tutors was that they had enjoyed the presentation and felt more confident to try it out which some did with success.'* (Programme Area Manager at Waterloo)

TEACHING AND LEARNING DEVELOPMENT COACHES

We are all teachers at Morley and our role is to work with you collaboratively to develop teaching and learning skills and knowledge.

We offer:

- CPD sessions on Wednesday mornings at all three centres from 9-9.45am
- 1-on-1 support in and outside of the classroom. If you feel either yourself or a member of your team needs specific support to develop an area of teaching, please get in touch
- Coming into a team meeting to deliver CPD sessions

Say hello at developmentcoach@morleycollege.ac.uk



Development coach posters-used in staffrooms to showcase the skills of the coaches, a video was also produced as part of the launch.

The CPD programme is not always accessible to sessional staff due to the nature of delivery at the Waterloo centre. Managers have feedback getting more engagement with sessional staff would be advantageous.

External industry advice is also used, for example the music department have been working with Julie Weir, Head of Label, Music for Nations, Sony for advice. *'Julie Weir has been a longstanding critical friend of Morley College. She has provided support to our non-accredited provision, as well as guiding us, from an industry perspective to the development of our Higher Education offer in Creative Practice: Music and Sound. Her industry expertise has shaped our curriculum practice and intent. Julie has provided feedback on our learning journey, assessment tasks and ensures that our curricula reflects industry values and conventions.'* (Head of MPA at Waterloo)

Learners develop employability skills and personal attributes they need for their intended job roles, further study or, where appropriate, for greater independence.

In Visual Arts, all students across accredited and non-accredited courses take part in the Exhibition Schedule which involves Exhibition Submission (including completing online & paper submissions/labels, developing professional photographs of their work, preparation of work for exhibiting - framing, mounting etc.) and in some cases working closely with the curation of the show itself – UAL 19+ Foundation, HE Showcase, Advanced Painting, Fine Art Mentoring, Ceramics, Jewellery & Sculpture. UAL 19+ Foundation Diploma students also develop their own website to showcase their artistic journey.

As well as Exhibiting as part of the exhibition schedule cross-college, students are also encouraged to engage with external spaces such as the Advanced Painting Course Exhibition in Putney Library. Please see below flyer.



New Painting Commissions were also introduced in 24/25 to our 19+ Foundation Students as part of professional practice. Please above photo.

Achievement (provision-type level-Adult)

Adult Three Year Trend

22/23- Achievement	22/23 Retention	23/24- Achievement	23/24 Retention	24/25- Achievement	24/25 Retention
90.9	94.8	92.9	96.3	93.3	97.1

Adult Three Year Trend-Accredited

22/23- Achievement	22/23 Retention	23/24- Achievement	23/24 Retention	24/25- Achievement	24/25 Retention
78.1	88.3	80.3	92.8	82.7	96.0

Adult Three Year Trend-Unaccredited

22/23- Achievement	22/23 Retention	23/24- Achievement	23/24 Retention	24/25- Achievement	24/25 Retention
95.1	96.9	95.8	97.0	96.0	97.3

Overall achievement rate for adult unaccredited courses is very high, at 96.6% (95.8% 23/24). This is reflected across the centres, Chelsea 96.0 (96.6% 23/24), North Kensington 96.7 (94.5% 23/24), Waterloo 96.6 (95.5% 23/24).

Achievement on all Access to HE Diplomas was 82.7% for 24/25, though not as strong as other adult provision, it shows a marked increase from 23/24 by 6.5% (76.2%), 23/24 also demonstrated an increase by 6.2%. This demonstrates a strong three-year trend. 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.

Although attendance was above benchmark for the college overall, the North Kensington Centre was marginally below 90% at 89.5%. This was mainly due to the attendance levels within the Business, Enterprise and Finance (BEF) provision, overall this was at 85% with significantly low attendance in HE module delivery and HND in Leadership and Management for England. Adult attendance for the Chelsea centre was 89.7%, marginally below benchmark, most significant attendance issues were in Fine Art (FAT), full time accredited HE and Access courses. Overall attendance at Waterloo was above benchmark at 92.9%, every area achieved attendance above 90% at Waterloo which is a significant achievement. All areas showed improvement, the highest attendance was in Visual Arts at 94.8% and Humanities and Science at 94.2%.

Participation and Development (provision-type level-Adult)

Adult learners have the opportunity to be involved in a wide range of activities. Our HE students can partake in a free short course to further their learning and skills development. In 24/25 a personal development, enrichment and careers calendar was created to help capture an overview of activities that took place. At the Waterloo Centre for adult learners these included; October wellness workshops, Lunchtime Jazz concerts, festive evenings including singing and gift decorating, master class in public speaking, careers day with Southwark Council, workshops of English.

Due to the range and breath of courses, most of the lecturers are also practicing creatives and professionals, for example Naomi Bailey who is the Program Area Manager for Ceramic.



'My studio practice directly informs my teaching, as I believe it is invaluable for students to learn from practitioners who are actively engaged in the field. Having industry experience enables me to share current, relevant knowledge and professional insights, bridging the gap between academic study and real-world practice. This connection not only enriches the learning environment but also prepares students for the expectations and challenges of working within the creative industries.' (**Naomi Bailey** Program Area Manager Ceramics)

The Morley Gallery is both a physical state of the art contemporary art gallery and a professional curatorial service that serves the Morley community with high-quality art exhibitions and displays and manages the College's permanent art collection.

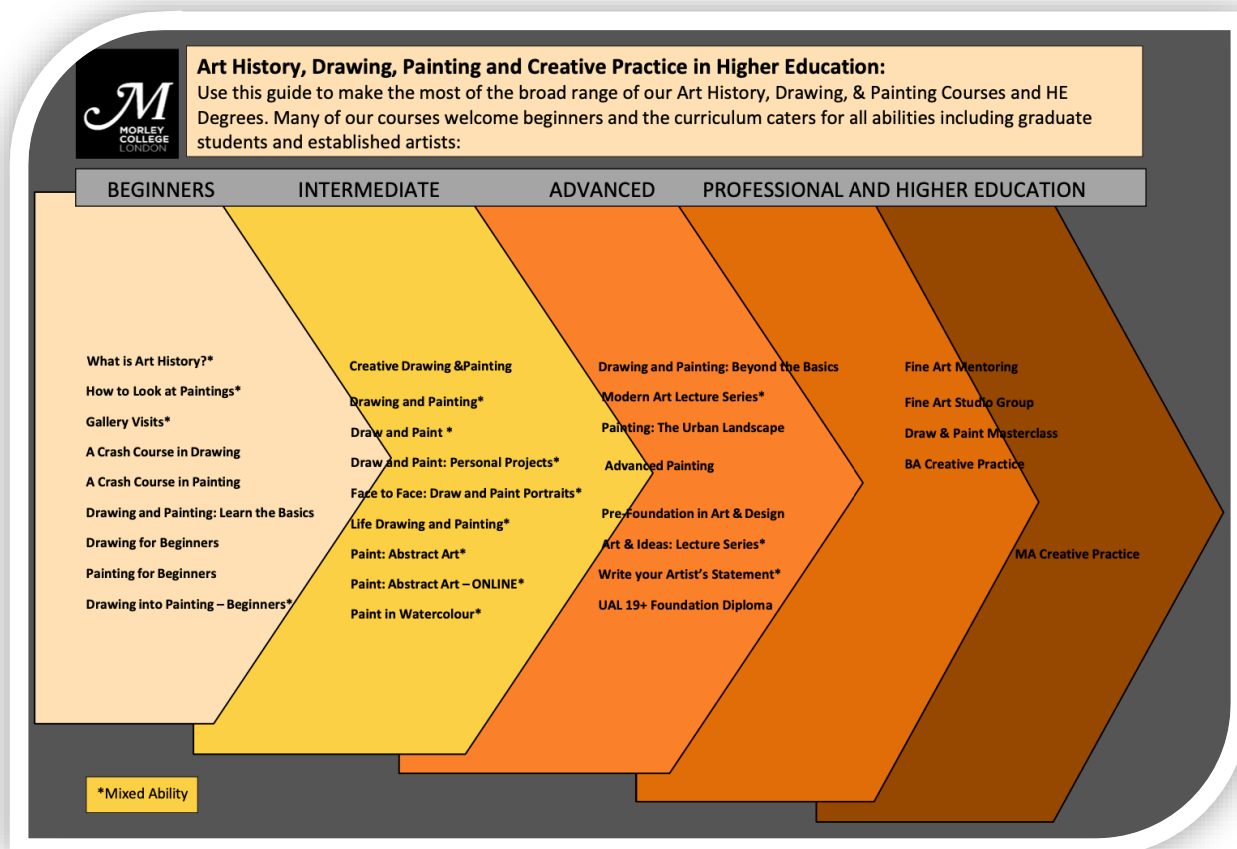


In the 2024-25 year the Gallery team managed approximately fifty exhibitions across eight display spaces at three centres, including 22 in the main Morley Gallery. These accommodated more than 500 student exhibitors, and saw more than nine thousand visitors to the main Gallery and many more to the student-centred interior spaces. They included exhibitions in most of the art disciplines taught at Morley, including painting & drawing, print-making, ceramics, jewellery, photography, millinery, sculpture and fashion. They also featured key partners like Brown Baby, London Potters, the Fold Collective and other significant stakeholders in the London arts scene and international partners from Australia, Canada and France.

The Gallery also managed the Morley College Art Collection for the permanent benefit of the College community, which expanded with new artworks worth more than £50,000 and developed significantly into new areas and with new displays.

In the term 3 student survey, 92.0% of students at the Waterloo Centre agreed or strongly agreed '*I either know or I am finding out, what I want to do after this course*' and 95.8% agreed or strongly agreed '*I feel I have developed my skills while I have been on the course*'.

All students receive a detailed Induction at the start of their course which signposts progression opportunities – this is supported by Progression Maps in studios and workshops highlighting potential next steps which can be discussed with their tutors. There are several Access to HE courses recommended to learners such as Access to Fashion HE. The majority of learners know or are finding what they want to do after their courses, this is aided by curriculum team approaches and initiatives. For example in Visual Arts, new CPD modules are delivered in person and then available electronically, and managers are supporting tutors to embed the promotion of appropriate progression routes in their course delivery. This is also supported in studio by tailored Learner Statements (ILPs) which highlight progression and appropriate employability skills as Learning Outcomes. Each area of the Waterloo centre has a visual progression map, below is an example for Art History, Drawing, Painting, and Creative Practice in Higher Education.



Summary of Strengths and Areas of Development:

Curriculum, teaching and training: Is of an **exceptional standard**, with a broad and high-quality adult learning provision, ranging from entry-level essential skills to advanced vocational and creative qualifications. Attendance has risen significantly, exceeding college targets, and learners benefit from strong industry links, rich professional practice opportunities and a CPD programme that supports teaching quality. Visual Arts and other departments provide robust employability development through exhibitions, commissions and real-world experiences. However, access to CPD for sessional staff remains inconsistent, limiting their engagement with training and its impact on classroom practice.

Target:

Improve access and engagement with CPD for sessional staff by introducing flexible delivery models (e.g., online sessions, recorded workshops or alternative scheduling) to ensure all teaching staff can benefit equally from professional development.

Achievement: Is of an **exceptional standard**. Overall, adult unaccredited course achievement is excellent (96.6%), with strong improvement in Access to HE Diplomas (82.7%) due to effective interventions. Attendance is generally good, particularly at Waterloo, but North Kensington and Chelsea are slightly below benchmark in some programmes, indicating a need for targeted improvement.

Target:

Improve all adult attendance rates to 90%.

Participation and Development Is of an **exceptional standard** the college excels in providing diverse, professional-led learning experiences, enriched by gallery exhibitions and clear progression pathways, resulting in high student engagement and skill development. Opportunities exist to further increase

awareness and accessibility of enrichment activities to help all students maximize their future career or academic potential.

Target:

Increase student engagement with enrichment activities by improving awareness, accessibility, and integration into course delivery, ensuring all learners can fully benefit from workshops, events, and professional-led opportunities to support their personal and professional development. Create a working group to focus on how we capture and promote participation and development activities

LINKS to QIP Actions: 2.2. 3.1, 3.4. 4.1.

Provision for Learners with High Needs

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional

Provision for learners with High Needs	
Curriculum, teaching and training (provision-type level- High Needs)	Ex
Achievement (provision-type level- High Needs)	Ex
Participation and Development (provision-type level- High Needs)	Ex

Data 24/25

Chelsea: 26

North Kensington: 8

Supported Internship: 5

Waterloo: 2

Total: 41

Course	Number of Students
L1 Art and Design	3
L2 Art and Design	2
L2 Media and Esports	2
L3 Esports Y1	1
L3 Fashion Y1	1
L3 Fashion Y2	1
L3 Film Y1	2
L3 Film Y2	2
L3 Games Design Y1	3
L3 Games Design Y2	2
L3 Graphics Y2	2
L3 Photography Y1	2
L4 Foundation Diploma	1
L3 Creative Practice Y1	1
L3 ITC Y1	1
Access to Science	2
L3 Business	1
L2 Science	1
L3 Music Production Y2	1
L3 Music Performance Y1	2
Level 1 Vocational Studies	1
Supported Internship	5
GCSE Maths and GCSE English	1
Access to Fashion	1

Curriculum, teaching and training (provision-type level-High Needs)

This provision is for students who have an Education and Health Care Plan (EHCP). In 24-25 there were 41 students (31 in 23-24) 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.

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.

The ALS department have developed a range of specialised CPD materials including videos on Intrinsic Motivation, Understanding High Needs learners, Raising Dyslexia Awareness, supporting learners with ADHD, Supporting Neurodiverse Students. Relevant face to face delivery was also delivered in 24/25 as part of the CPD programme, including Encouraging Independent Practice, dealing with low level behavioural issues, supporting students Dyslexia, Dyspraxia, Dyscalculia, ADHD and where to find ALS resources.

Achievement (provision-type level-High Needs)

A high percentage (82%) of the twenty-six 16-19 High Needs students at the Chelsea Centre engaged in work experience activity or placement, with 73% completing all their placement hours. At the North Kensington Centre Level 1 students took part in football sessions on Wednesdays as part of their enrichment programme, for one high needs student this contributed to their social development and confidence building, this learner is now studying at Level 2. Other projects included cross-community project with the charity NextGeneration, t-shirt printing and clothes designing.

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 in the high 90s. Overall attendance for this cohort was on target at 90%.

Total achievement	Unaccredited	Accredited	Adults	16-18	L3 accredited
91.7	97.9	76.9 (83.3% total for accredited)	97.2 (177 starts)	80.7 (88 starts)	88.5

Overall, ALS provision achievement for adults is strong at 91.7%. For Higher Needs generally achievement is lower for learners without High Needs by 6.4% (this was -7.1% 23/24) for accredited courses.

Participation and Development (provision-type level-High Needs)

Students with EHCP's can surpass the requirements of their study programmes, for example a student in L3 TV and Film completed a work placement in Lisbon as part of the Turing Scheme, over the 25-days in Lisbon, the student's confidence grew in his social connections with peers and in his diligent work as a video editor. He gained a distinction as the end of his qualification 'his short film was a highly accomplished demonstration of a broad range of film making methods and techniques' (subject tutor assessment). This student has now gone on to do a L4 qualification.

35% of students who took part in the Turing Scheme had SEND. By ring-fencing places for SEND and disadvantaged groups, we ensured a cohort that not only reflected the wider diversity of the college but also extended opportunities to learners who are often underrepresented in such schemes. Vocational achievement within the participants was strong, with 75% achieving merit or higher in their vocational

studies, 55% of these graded at distinction. Notably, 64% of SEND participants secured a distinction grade and 44% of those from disadvantaged backgrounds.

A fashion second year student completed their placement with a luxury menswear firm in London, where she designed and created a prototype for a new item of menswear. The owner then displayed their work at the Menswear exhibition in Florence. Over the repeated employer interactions, the student grew in confidence asking questions, sharing ideas, and justifying their design ideas to the employer.



Other examples of enrichment opportunities high needs students were involved in:

- Mural painting for Lordship Lane primary school (L4 Fine Art students)
- Animade workplace visit (for all Esports and Games students)
- Loudspeaker workshop (all students)
- Oxfam X fashion project (All fashion L3 Y1)
- 2 trips to BBC (one podcasting event one making of Eastenders event) (for all Film TV and Media)
- Carbon Literacy training (all students)
- Industry guest speakers (at least 1 per subject area, average 3 per programme)
- Articulation (all 1st years)
- Professional practice project with Matthew Kolakowski (all photography)
- 4 high needs learners were class student representatives
- Ravensbourne Character Design 2-day project (L1 Art, Design and Media students)
- Christmas in Chelsea (film and art students attended as volunteers in various capacities)

Esports high needs learners visited the College of Esport for an employability and Esports careers workshops



Lordship Lane Mural

- [Morley students create stunning mural for primary school - Morley College London](#)

Christmas in Chelsea

- [Morley to celebrate Christmas at the Royal Hospital Chelsea - Morley College London](#)

At the Waterloo centre an annual Photography Exhibition is held for Adults with Learning Disabilities:

'Creative Photography for Adults with Learning Disabilities

*The exhibition is the result of our weekly community photography class funded by **Lambeth Council** for adults with learning disabilities. Each student brings their own way of seeing and understanding the world, and together we have explored how photography can become a voice - a way to express feelings, ideas, and imagination without the need for words.*

*The focus of the exhibition this year, has been on **Self-Portraiture**. Creating self-portraits, photomontage and collages, has allowed each student to explore aspects of their identity, emotions, and their sense of self. The images, taken by the students, cut outs from magazines, photos of landmarks, show how each student sees themselves and wishes to be seen by others.*

Building trust and communication has been at the centre of our journey. Through patience, encouragement, and laughter, the students have grown in confidence, learning to use the camera as a tool for both creativity and self-discovery. Everyone was encouraged to share their own unique view of how they see themselves.

Watching their enthusiasm grow week by week - seeing the pride they feel when sharing their photos, and how much joy that brings - has been truly inspiring. Their work reflects not only their developing skills, but also their individuality, courage, and curiosity.

The exhibition celebrates their achievements and the power of art to connect, communicate, and build confidence. It's a reminder that when trust and respect are present, creativity has no limits.' (Subject tutor)



Summary of Strengths and Areas of Development:**Curriculum, teaching and training**

Is of an **exceptional standard**, the provision effectively supports high-needs learners, with growing enrolments and strong achievement outcomes. Students benefit from a broad, engaging curriculum across creative and vocational subjects, while ALS provision combines independence skills with tailored support for learners with moderate to profound needs.

Staff are well-equipped through a comprehensive CPD programme covering neurodiversity, intrinsic motivation, and practical strategies for supporting learners with a range of learning difficulties. Areas for development include introducing accredited progression options within ALS courses and creating clearer pathways to qualifications for students currently on unaccredited programmes.

Target:

Develop accredited progression pathways to support more able learners, while enhancing structured qualification routes for all high-needs students to increase achievement and progression outcomes.

Achievement Is of an **exceptional standard**, high Needs students demonstrate strong engagement, excellent attendance, and success in creative subjects, with most completing work experience and making notable progress. Focus for development is on further raising accredited achievement and ensuring consistent engagement across all placements and courses.

Participation and Development Is **exceptional standard**, students achieve strongly in academic, vocational, and creative projects, gaining confidence, professional skills, and recognition through placements, exhibitions, and enrichment activities. Continued focus on expanding high-impact opportunities and targeted support will help ensure learners continue to reach high outcomes.

LINKS to QIP Actions: 3.3, 3.4.

Inclusion (whole-provider level)

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
2024-2025				Outcome
Whole-Provider				
Inclusion (whole-provider level)				SS

Morley College demonstrates a strong and consistent commitment to inclusive practice, ensuring that all learners—regardless of background, ability, or personal circumstances—can access learning and achieve their potential.

For example, over half of learners on our Community Learning courses are from Global Majority (BAME) communities. This reflects the effectiveness of our targeted outreach and recruitment activities, including participation in borough-wide events such as the Lambeth Country Show, Stockwell Festival, and Kennington Park Festival, alongside ongoing partnerships with local organisations and community groups.

Our commitment to inclusion is further supported through the provision of accessible learning spaces across all college buildings, adapted learning materials, and user-friendly digital platforms. Learner voice is embedded at every level: each class elects student representatives who meet termly with centre principals and heads of school. Outcomes from these meetings are captured in a “You Said, We Did” report, which is shared with all attendees, ensuring learners feel listened to and valued. In addition, all students receive a comprehensive induction at the start of their course, which highlights the college’s safeguarding and complaints procedures, and makes clear how learners can make their voices heard.

The college is proactive in identifying and meeting learners’ individual needs and removing barriers to participation and success. An initial assessment session precedes all courses, and prospective learners complete a questionnaire which encourages them to self-identify if they require additional learning support, and our dedicated ALS team also meet with students during enrolment. They raise awareness of the support available by visiting classes, ensuring learners know how to access help when needed. As a result, learners with learning difficulties and/or disabilities are quickly identified and benefit from tailored one-to-one and in-class interventions. Tutors are also able to refer learners directly to the ALS team, ensuring that support is responsive and timely.

Leaders and managers systematically review attendance, retention, achievement, and learner feedback to identify any gaps or groups at risk of underachievement.

Although BAME is 2.8% below overall achievement, BAME outcomes are still good, for BAME learners 90.8% achievement, non BAME 95.8, and not provided 94.9%, overall achievement is 93.6%.

Termly performance review meetings enable managers to monitor these KPIs closely and follow up with targeted action planning to address any emerging issues. Through these approaches, the college ensures that support needs are identified early, interventions are timely and effective, and provision is adapted to minimise barriers, resulting in consistently strong outcomes for learners.

Summary of Strengths and Areas of Development:**Inclusion**

Is **Strong Standard**, the college excels in inclusive practice and learner support, achieving strong outcomes across most groups, while further improvements in data reporting are needed to better track and address achievement gaps for learners on free school meals and specific male Global Majority communities.

Target: Undertake targeted interventions and projects that will seek to reduce achievement gaps of learners on Free School Meals as well as global majority males at the North Kensington Centre where these gaps are more significant

LINKS to QIP Actions: 1.1

Contribution to meeting skills needs (whole-provider level)

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
2024-2025				Outcome
Whole-Provider				
Contribution to meeting skills needs (whole-provider level)				SS

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 program 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.

There is also excellent leadership representation on local skills and employment boards, Business Improvement Districts and Neighbourhood groups such as SBEG, We Are Waterloo and SoWN which result in close community partnerships and projects that benefit learners as well as the local area. Examples include the Emma Cons Garden Project which saw learners perform externally within the space and use enterprise skills in showcasing their work.

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 programs 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 program’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.

Summary of Strengths and Areas of Development:

Contributing to meeting skills needs

Is at **strong standard**, the college excels in industry engagement and practical, work-ready skill development, with strong community programs, high student achievement, and modern facilities enhancing learning. Key areas for development include expanding partnerships, tracking graduate outcomes, improving accessibility, and sharing best practices across centres.

Target:

Expand industry partnerships and share best practices across all centres to enhance curriculum relevance.

Strengthen tracking of graduate outcomes.

LINKS to QIP Actions: 1.1, 3.4.

Leadership and governance (whole provider level)

OFSTED GRADING				
Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
2024-2025				Outcome
Whole-Provider				
Leadership and governance (whole provider level)				SS

At Morley College, leaders have clearly articulated an ambitious vision to be “a leading London college where learning together excites ambition and enables achievement” and a mission to “inspire individuals and strengthen communities through the transformative impact of lifelong learning.” These are underpinned by well-established values — *Work together, Advance diversity, Build trust, Pursue excellence, and Act in the interest of others*. These values are well known and widely shared among staff, learners, and partners, shaping the culture of the college and guiding staff behaviours and decisions.

Evidence shows that values are lived in daily practice. Staff CPD and college briefings routinely reference the mission and values, reinforcing alignment between strategic intent and operational practice. Staff survey comments reflect a positive culture: “Morley is a great place to work and I enjoy being here. It has a unique culture, and I feel valued.” Another member of staff noted the positive impact of leadership changes: “I feel much more confident and have experienced growth in my role since the change of line management.” Similarly, student survey results indicate strong satisfaction, with 98.7% of learners stating they would take their next course at Morley.

Leaders are responsive in ensuring high standards for all learners. For teaching staff, weekly CPD sessions are delivered by a team of learning coaches and attended by 85% of staff. These sessions are supplemented by one-to-one support, identified through learning walks and lesson observations. Termly CPD events cover topics arising from staff surveys, observations, and learner feedback, ensuring a culture of continuous improvement.

Leaders demonstrate strong commitment to inclusion and participation. Bespoke provision is offered for learners with learning difficulties and disabilities, while the ALS team assesses learners requiring additional support and provides tailored interventions, either in class or through one-to-one sessions. The college tracks performance across different groups carefully, identifying gaps and taking action to narrow them, with evidence of sustainable gains over time.

While there remains some variation in how effectively learner voices are consistently captured across sites, and further work is needed to ensure parity of experience in all curriculum areas, overall leadership at Morley College demonstrates high ambition, responsiveness, and a strong commitment to equity. Leaders model and embed the college’s values effectively, driving continuous improvement and ensuring that learners from all backgrounds are supported to achieve and progress.

The Governing Body is highly effective. It draws upon a substantial range of professional expertise, including senior roles within the Department for Education, the Bank of England, HEFCE, and higher education institutions. This breadth of experience, combined with a robust governance structure, enables the Board to set a clear and ambitious strategic direction for the College. Governors ensure this direction is underpinned by a well-developed strategic plan and monitor progress rigorously through systematic reporting and evaluation.

Governors are strongly committed to the College’s values and ethos. They scrutinise performance effectively, supported by detailed reports and analysis. Assurance in key areas such as financial management, risk, and safeguarding is strengthened through well-focused and well-led committees.

Governors enhance their oversight by regularly undertaking learning walks, engaging directly with students and staff, and participating in curriculum activities.

Training for governors is well developed and aligned with college priorities. For example, governors receive training on sustainability and carbon literacy as well as safeguarding. Safeguarding training extends beyond statutory minimum requirements, enabling governors to engage meaningfully with the complexities and challenges in this area.

The Governing Body provides both challenge and support to the Senior Leadership Team in a constructive and balanced manner. A shared understanding of the respective roles of governance and management ensures clarity and effectiveness. Governors know the College well, maintaining a strong awareness of both strengths and areas for improvement through an established programme of engagement, strategic development sessions, and regular briefings from senior managers. Governor leads for key areas, such as safeguarding, further strengthen oversight and accountability.

Leaders are proactive in engaging with the local community, employers, and voluntary sector organisations. For example at the Stockwell centre these include-Hyde Housing, Mosaic Clubhouse, Bankside Open Spaces Trust (BOST), Thriving Stockwell, Synergy Theatre Project and Stockwell Primary Care Network (PCN). Such partnerships broaden the College's reach and ensure that provision remains responsive to local needs. The Community Hall at the Stockwell Centre is routinely made available to community organisations at no cost. For example, the Stockwell PCN hosts weekly coffee mornings for the local Spanish and Portuguese communities. This not only provides tangible support to community groups but also raises awareness of the College's courses, particularly those promoting health, wellbeing, and social inclusion.

The College has effective systems in place to monitor staff utilisation, ensuring workloads are distributed fairly and any issues are identified and addressed promptly. This is further supported by a flexible remission model, which is applied consistently to accommodate project work and increased management responsibilities.

Staff achievements are recognised and celebrated through the annual *Morley Awards*, which highlight contributions across all parts of the College community. In the most recent year, seven individual and two team awards were presented across categories including *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*. This event is highly valued by staff and reinforces a culture of recognition and appreciation.

Senior leaders take staff wellbeing seriously and promote a wide range of initiatives, including a dedicated wellbeing group and activities such as mindfulness sessions, menopause workshops, and reflexology. Timetable adjustments are provided where required to support individual health and wellbeing needs. In addition, staff can enrol free of charge on fee-bearing courses, supporting both personal development and wellbeing.

The Chelsea Centre for Creative industries has been accredited with The Mayors Quality Mark for Creative, the quality mark recognise 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.

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.

Summary of Strengths and Areas of Development:**Leadership and Governance**

Is at **strong standard**, Morley College benefits from strong, values-driven leadership, highly engaged staff and governors, and a positive, inclusive culture that supports high-quality learning, community engagement, and staff wellbeing. Learners receive tailored support and enjoy high satisfaction, while governance and professional development drive continuous improvement. Areas for development include more advanced reporting systems and data to help pinpoint areas of improvement.

Target:

Strengthen targeted impact by enhancing advanced reporting and data systems to identify areas for improvement

LINKS to QIP Actions: 1.1

Safeguarding (whole provider level)

Safeguarding and Wellbeing Referral Data: 2024/25 Academic Year (to May 14, 2025)

Safeguarding arrangements at the college are effective. Leaders have established robust systems and processes which are consistently implemented across all centres. Policies are clear, well communicated, and regularly reviewed to ensure compliance with statutory guidance and best practice. As a result, staff and learners confirm that they feel safe in college environments.

Category	Referrals 2024-25	Referrals 2023-24
Mental Health	300	69
Wellbeing (Low level)	72	-
Bereavement	14	6
Sexual Concern	20	11
Domestic Violence	88	19
CIN Referrals	33	-
Early Help Referrals	44	-
Welfare Referrals	27	-
Neglect Referrals	26	4
Suicidal Ideation/Self-harm Referrals	18	3
Gang Affiliation	25	11
Homelessness	19	7
Housing	66	21
Missing Person	6	4
Physical Assault	-	23
Substance Misuse	30	-
Total Referrals:		
Safeguarding	402	109
Wellbeing	453	62

Overview of referrals based on each centre:

- Mental Health Referrals vary between NK and Chelsea Centre
- Domestic Violence Referrals are significantly higher at Waterloo Centre
- Gang Affiliation Referrals are significantly higher at North Kensington Centre
- Homelessness referrals are significantly higher in Waterloo Centre
- Welfare Referrals are significantly higher at North Kensington Centre
- Suicidal ideation and self-harming referrals, and concerns are significantly higher at Chelsea Centre
- Bereavement referrals vary between Waterloo and North Kensington

Key Observations and Analysis

- **Referral Increases:**
 - Safeguarding referrals have more than doubled (+103%), increasing from 109 to 402 cases.
 - Wellbeing referrals have more than tripled (+223%), rising from 62 to 340 cases.
- **Mental Health:** Continues as the most significant concern, with a threefold increase, highlighting growing student mental health needs.
- **Housing and Homelessness:** Cases have tripled, partly linked to refugee students/families facing short-notice relocations, indicating socio-economic vulnerabilities impacting student wellbeing.
- **Domestic Violence:** More than doubled, suggesting increased student trust in reporting mechanisms and/or rising incidence.
- **Gang Affiliation:** Over doubled, requiring vigilance and targeted intervention.
- **Substance Misuse:** Newly reported with 30 cases, indicating emerging risk areas.
- **Physical Assault:** Not reported in 2024/25, compared to 23 in 2023/24, possibly reflecting improved safety or changes in reporting categorization.
- **New Referral Types Recorded:** Child protection referrals (10), bullying (8), child-on-child sexual violence/harassment (3), and online safety incidents (8) are now monitored separately, reflecting enhanced safeguarding scope and awareness.
- **Allegations Against Staff:** No allegations reported to date, indicating effective staff conduct and safeguarding culture.

Comparative Context with Other Colleges

- Morley College's safeguarding referral rates, when adjusted for student population size, align with other providers:
 - Kirklees College reported a 71% increase over two years, with 333 safeguarding reports for 10,000 students.
 - Moulton College had over 2,000 safeguarding reports for 3,500 learners in 2023/24.
 - Nescot College reported more than 1,300 safeguarding referrals for 2,200 learners in 2023/24.

Morley's referral numbers are proportionate and consistent with sector trends, especially considering the high proportion of 16-19 learners and high needs students.

Actions Taken and Ongoing (2024/25)

- **Training:**
 - Safeguarding and Prevent training sessions delivered and ongoing, with improved engagement and updated content reflecting new policies.
- **Staffing and Support:**
 - Wellbeing Officer role at Chelsea site upgraded to full-time fixed term, with review planned for 2025/26.
 - Appointment of Youth Advocate since September 2024, with plans to increase capacity in 2025/26.
 - Student Services review underway to enhance support delivery.
 - Senior Education Mental Health Practitioner from MIND based at Chelsea every Monday's.
- **Policy and Procedure Updates:**
 - Safeguarding training rewritten to align with updated policies and reflect emerging safeguarding themes.
 - Introduction of wellbeing/personal circumstances questions at enrolment for early risk identification.
 - Plans to improve 'safe-zone' security and integrate wellbeing more fully into induction and tutorial programmes for self-management skills.

All staff complete safeguarding and Prevent training as part of induction, followed by mandatory annual refresher training. These sessions are well designed, with scenario-based activities that ensure staff can confidently identify, manage, and escalate potential concerns. The message that safeguarding is everyone's responsibility is consistently reinforced, and leaders monitor closely to ensure compliance. Staff at all levels demonstrate strong awareness of safeguarding responsibilities. However, due to capacity of staff to both attend and deliver training

The safeguarding team engages proactively and effectively with a wide range of external partners, including children's services, MASH, LADOs, and the police, to ensure learners at risk receive timely support. The safeguarding team benefit from regular refresher training coordinated by Prevent specialists and the Department for Education, ensuring their knowledge is current and practice is well informed. Regular college- and centre-based safeguarding meetings enable leaders to review cases, monitor emerging trends, and evaluate the effectiveness of their actions.

The college had 402 safeguarding incidents in 2024/25. While this reflects the strong preventative culture in place, robust training has meant we have seen an increase in reporting when compared to 23/24. They are extending learner awareness campaigns beyond induction and providing regular reminders to ensure learners remain confident in raising concerns. Leaders also use performance data and demographic analysis to identify learners who may be more vulnerable, ensuring no group is overlooked.

Overall, safeguarding is a clear strength of the college. Staff at all levels demonstrate commitment and vigilance, and learners feel safe and supported. Leaders continue to strengthen provision further by ensuring safeguarding messages are consistently reinforced throughout the year and by monitoring patterns of reporting to maintain confidence that under-reporting is not an issue.

The college maintains a centralised safeguarding reporting procedure that is clear, accessible, and well understood by both staff and learners. Staff and students can use the same form on the intranet to report concerns, and students also have the option to self-refer. All reports are promptly investigated by a safeguarding team, who ensure that the individual concerned receives timely and appropriate support. DDSLs monitor each case closely, maintaining communication with all parties until it is fully resolved. As a result, learners and staff feel confident that concerns will be taken seriously, handled consistently, and addressed in a way that prioritises learner welfare.

What can be improved

Safeguarding is **Met**

Morley College has strong safeguarding and wellbeing systems, with well-trained staff, clear policies, and effective reporting procedures that ensure learners feel safe and supported. Rising referrals—especially for mental health, domestic violence, and housing—highlight both growing student needs and confidence in reporting. Strengths include proactive staff engagement, external partnerships, and targeted interventions, while ongoing attention is needed on staff capacity and monitoring emerging risks. Overall, the college demonstrates a robust, responsive safeguarding culture with a clear commitment to continuous improvement. The targets below are part of the safeguarding continuous improvements.

Targets:

- Explore external providers and moving to a streamlined/online version of the safeguarding training to ensure all staff have had the same level of training
- Review current reporting systems and processes to see if any improvements can be made—for example in the use of MyConcern

Appendix

The evaluation scale used for inspection

We use a 5-point scale to grade different areas of a provider's work. From November 2025, we no longer provide an overall effectiveness grade for any provider inspected under the framework. Safeguarding is evaluated on a 'met'/'not met' scale for providers.

The evaluation scale for each evaluation area, other than safeguarding, is:

Exceptional (highest quality provision): an evaluation area can be graded 'exceptional' when all the strong standards have been met and if it meets all the additional standards in the 'exceptional' section of the toolkit.

Strong standard: an evaluation area can be graded 'strong standard' when all the expected standards and all the strong standards have been met.

Expected standard: an evaluation area can be graded 'expected standard' when all the standards are met – this includes meeting the legal requirements and the expectations set out in statutory guidance, as well as the professional standards required of the particular type of provision, where these apply.

Needs attention: an evaluation area can be graded 'needs attention' when the 'expected standard' has not been met because some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements.

Urgent improvement (lowest quality provision): an evaluation area can be graded 'urgent improvement' when it needs urgent action to provide a suitable standard of education and/or care for children and learners.

Further education and skills

The evaluation areas for the range of further education and skills providers we inspect are:

- for the provider as a whole:
 - safeguarding
 - inclusion
 - leadership and governance
- for the provider as a whole, but only in colleges, further education colleges, sixth-form colleges or designated institutions (including specialist designated institutions):
 - contribution to meeting skills needs
- for each type of provision offered (for example, education programmes for young people, provision for learners with high needs, apprenticeships and adult learning programmes):
 - curriculum, teaching and training
 - achievement
 - participation and development

Relevant documents/information:

[Education inspection framework: for use from November 2025 - GOV.UK](#)

[Further education and skills inspection toolkit](#)

[Further education and skills inspection toolkit](#) (draft for consultation)