

Inspection of Green Corridor

Inspection dates:

21 to 23 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Provision for learners with high needs

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Green Corridor is a specialist post-16 education and training college for learners who have special educational needs and/or disabilities (SEND). Green Corridor is a registered charity based in the London Borough of Hillingdon. At the time of the inspection, there were 47 learners, all of whom have an education, health and care (EHC) plan. Speech and language, occupational and talking therapies are available to learners, based on their individual needs.

Learners study a curriculum that has either a horticulture, catering or employability focus. The aim of each curriculum is to develop learners' independence, vocational knowledge and skills to prepare them for further study or employment. As part of the curriculum, learners study accredited qualifications in English, mathematics and employability at entry level 1 through to level 2, based on their individual needs.

What is it like to be a learner with this provider?

Learners become members of a very friendly and caring community when they join Green Corridor. Staff create a calm and respectful environment in classes and around the site. They have clear expectations about the standards of behaviour required from learners and manage any low-level disruptive behaviour calmly and effectively. Consequently, learners follow instructions and work well with each other. They show high levels of respect for each other, staff and visitors.

Learners attend well, are on time and ready to work. They take pride in their work, enjoy their lessons and the wide variety of extra-curricular activities on offer. These include boxing, football, card and board games, and performing at talent shows. Socialising during these activities supports learners well to further develop their social skills, build their confidence, develop their wider interests and make friends.

Learners benefit from community visits close to where they live. Staff teach them how to travel independently around their local area, shop and take part in work placements. As a result, learners become confident to use local community and leisure services. This prepares them well for life after they leave Green Corridor.

Learners feel safe because Green Corridor is a safe and secure setting. Staff know learners well. Learners are confident to report any concerns they have to staff because they know staff will thoroughly address these.

What does the provider do well and what does it need to do better?

Since the new provider monitoring visit, the members of the new leadership team have made good progress in improving the provision. Thorough quality assurance activities mean that leaders and managers understand very well the strengths and weaknesses of the provision. For example, they use information from observations of teaching, learning and assessment effectively, to put in place relevant training and development activities for tutors and teaching assistants. This equips staff well with the SEND knowledge and teaching skills they need. Suitably experienced trustees provide good oversight of the provision. These form a firm foundation on which to make further improvements.

Leaders and managers work effectively with partners to develop the curriculum. For example, in the catering pathway they have increased work placement opportunities, workplace visits, shadowing opportunities and employer involvement in curriculum planning and delivery. Leaders and managers have equipped a catering suite with new equipment so that tutors teach learners in an industry standard environment.

Staff use a good range of information to assess learners' starting points. For example, they use practical tasks to assess learners' fine and gross motor skills, their physical abilities and application of mathematics. Staff consider EHC plan outcomes to develop comprehensive individual learning plans. They break targets down into

meaningful and achievable goals. However, tutors do not use this information consistently well to inform the curriculum to meet individual learning needs. As a result, not enough learners make the progress of which they are capable.

Most tutors use a good range of strategies to help learners understand key tasks and topics. For example, they use questioning well so that learners recall the equipment and techniques they need to decorate cupcakes with a filling and topping. Catering tutors use well-timed quizzes to recap topics and test learners' recall. Therefore, most learners remember what they are taught. In a few instances, tutors use activities that are not age appropriate and do not prepare learners effectively for their next steps.

Tutors know their learners well and, with teaching assistants and therapists, provide effective support to learners. Tutors work well with therapy teams, whose members provide occupational, physio, and speech and language therapy. Therapists advise tutors how to adapt their teaching to best meet the needs of individual learners, for example how to support learners to identify sensory barriers and be able to manage themselves in busy environments.

Vocational tutors do not integrate English and mathematics well enough in all vocational areas. For example, in the small employability pathway, tutors do not consider learners' specific goals when teaching mathematics. However, in catering, tutors do integrate English and mathematics well into the vocational curriculum.

Tutors do not consistently provide detailed feedback to learners to help them improve their work. Verbal feedback to learners does lead to immediate improvements. However, tutors are too reliant on learners remembering what it is they need to improve on. Consequently, learners' work does not show significant improvement over time.

The quality of reviews of learners' progress varies too much. In catering, tutors track learners' progress in detail in developing their knowledge and skills. However, in horticulture, tutors do not review the knowledge, skills and behaviours that learners develop in enough detail.

Most learners achieve their main vocational qualification. However, too many learners do not achieve English and mathematics qualifications. This is because leaders do not sufficiently tailor the English and mathematics curriculum to meet learners' individual needs. Leaders and managers recognise the need to improve this aspect of the curriculum.

Staff provide learners with suitable careers advice and guidance. Learners benefit from weekly careers sessions and individual guidance. Work-related learning, volunteering and work experience give learners access to a range of real-world experiences so they can explore their next steps in education and employment. Most learners' progress to positive destinations once they leave Green Corridor.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Use information about what learners know and can do to consistently plan and teach a curriculum that meets learners' individual needs.
- Teach an appropriate English and mathematics curriculum so that learners develop the new knowledge and skills they need to succeed.
- Provide learners with good-quality feedback so that learners know and remember what they need to do to improve their work.
- Thoroughly review the progress that learners make in developing the knowledge, skills and behaviours they need for their next steps.

Provider details

Unique reference number	146362
Address	Main Road Nurseries Stanwell Moor Road London TW19 6BS
Contact number	01753 687 236
Website	www.greencorridor.org.uk
Principal, CEO or equivalent	David Welch
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of education, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	His Majesty's Inspector
Kay Hedges	Ofsted Inspector
Hannah Hancock	Ofsted Inspector

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