

# Canterbury College

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**Unique reference number:** 130730

**Name of lead inspector:** Alex Falconer HMI

**Last day of inspection:** 3 February 2012

**Type of provider:** General Further Education College

**Address:** New Dover Road  
Canterbury  
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## Information about the college

1. Canterbury College is a large general further education college with a newly built main campus near the centre of Canterbury and a small campus on the Isle of Sheppey. The college offers programmes in all 15 subject areas and recruits students from a wide area across Kent. Courses, both part-time and full-time, are provided from entry and foundation level through to advanced level and undergraduate study. Academic courses and vocational programmes are offered in most subject areas and work-based learning programmes such as apprenticeships and National Vocational Qualifications (NVQs) in the workplace are available. Around 5,500 students aged 16 to 18 and 3,500 adult students are recruited each year and enrol for around 19,000 qualifications. In addition the college provides part-time vocational programmes for a small number of pupils aged 14 to 16 from local secondary schools.
2. In 2010/11 the proportion of school leavers achieving 5 A\* to C GCSE grades including English and mathematics in Kent was around the national averages with some considerable variations across the county. They were highest in the Canterbury area but were considerably lower in Ashford and Dover. Most schools in the area have sixth forms. Sheppey is an area of rural isolation and high unemployment. The proportion of students at the college from minority ethnic backgrounds is greater than that in the surrounding areas of Kent.
3. The college's vision is to be the best college in the south east of England. The college's mission is to be the best in teaching and learning.

## Overall inspection summary of Canterbury College

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
<b>Outcomes for learners</b>	<b>Grade 3</b>
<b>Quality of teaching, learning and assessment</b>	<b>Grade 3</b>
<i>Health, care and early years</i>	<i>Grade 2</i>
<i>Construction</i>	<i>Grade 3</i>
<i>Visual arts and media</i>	<i>Grade 2</i>
<i>Literacy and numeracy</i>	<i>Grade 3</i>
<i>Business, administration and law</i>	<i>Grade 3</i>
<b>Leadership and management</b>	<b>Grade 3</b>

## Overall effectiveness

4. Canterbury College is a satisfactory college. The proportion of students who gain qualifications has increased over the past three years. Many students take and pass short additional qualifications and courses to improve their literacy and numeracy. However, the proportion of students successfully achieving their main qualifications, usually long courses, has not improved and in 2010/11 was just below the national averages for similar colleges. Outcomes for apprentices and trainees on Train to Gain improved in 2010/11 and were broadly satisfactory. The college is proud of the students' achievements in local, regional and national competitions and celebrates these successes. Students from disadvantaged backgrounds and those with learning difficulties and/or disabilities achieve as well as other groups. Across the college a calm atmosphere of respect and tolerance for others is evident. The college plays an important role in the city and has well-developed partnerships to increase opportunities for training and education in the area. It offers a broad curriculum, ranging from foundation level to undergraduate studies, that provides students with good opportunities to progress to further education and training or employment.
5. Inspectors judge teaching, learning and assessment to be satisfactory. While teaching and learning are good in health, care and early years and visual arts and media, too much teaching in other subject areas does not take into account the full range of students' learning needs. Teachers encourage students, through directed and extended questioning, to reflect on their learning and to consider how they can improve further. Where students make good progress, they are confident in discussions and readily relate their learning to the world of work. Staff use initial assessments to provide appropriate learning support for students and, on many courses, students receive useful written feedback on what they need to do to improve. However, work-based learning staff do not always liaise with employers to ensure that assessments in the workplace record learners' progress.
6. The strategic direction of the college is directly linked to local and national priorities. The college buildings are new and impressive and the college's finances are prudently managed. Self-assessment and quality assurance procedures cover all aspects of the college's activities, but are not effective enough in bringing about improvements to the quality of teaching, learning and assessment. However, judgements in the current self-assessment report about the quality of curriculum provision are broadly accurate. Safeguarding is given high priority by teachers and managers and the college is a safe place in which to work and learn.

# Main inspection report

## Key findings

- Canterbury College is a satisfactory college which offers a broad range of courses that provide clear progression routes for students. The college plays a very important role in Canterbury and is very responsive to local employers and its community partners.
- Outcomes for students are satisfactory. The proportion of students and work-based learners successfully achieving their main programmes of study, although improved, was broadly at national averages in 2010/11. The college self-assessment report recognises that too many students leave their courses before completing them. Attendance rates have improved but remain low on a significant proportion of courses.
- Most students make expected progress when compared to their prior attainment. Students with a declared disability make much the same progress as their peers. The proportion of students going on to higher or further education and employment each year is satisfactory.
- Many students gain additional functional skills qualifications which improve their prospects for employment. However, too many students take intermediate-level functional skills when they already have an equivalent qualification. A good number of students are successful in local and national skills competitions each year.
- Teaching, learning and assessment are satisfactory. Where students learn well, they are fully engaged in interesting activities and enjoy their work. Teachers use directed questions skilfully to get students to reflect on their learning. However, in some lessons, teachers talk too much, the pace of learning is slow and students' autonomy is not promoted. In these lessons attendance is often low.
- Where students make best progress teachers use information and learning technology (ILT) well. In some curriculum areas students successfully share ideas and information through safe social networking sites. The college's virtual learning environment (VLE) is a well-developed resource for students in some subject areas and less developed in others.
- Tutorial arrangements ensure that students are well supported and helped to progress. Initial assessments of their additional learning needs lead to appropriate support and provide useful group profiles for teachers. However, these are not always well used to plan differentiated learning activities and too few teachers help students develop their basic skills in their main courses.
- Most students get helpful written feedback on their work and progress. In a minority of courses homework is optional and work is not marked in a timely manner. Few teachers set students appropriate short-term targets in order to make faster progress. In work-based learning staff do not always make sure that learners' targets are linked to work in progress and they rarely promote equality and diversity in reviews.

- Senior managers and governors have developed and communicated a strategic direction for the college that is well-informed by local and national priorities. Highly effective financial management has contributed to the creation of a very good learning environment in the new buildings.
- Managers have been less successful in improving teaching, learning and assessment and improving outcomes for students. They are working hard to improve the quality of teaching and learning through staff development and managed interventions. These efforts are yet to have full impact across the college.
- Quality assurance and self-assessment are well established but insufficiently effective. At curriculum level, self-assessment reports are too lengthy and not evaluative enough. Observations of teaching and learning focus too much on teaching and not enough on students' learning and progress. However, the college's judgements about the quality of provision in subject areas are broadly accurate.
- Students' views are effectively sought and thoughtfully acted upon. Students feel safe in the college and there is good promotion of equality and diversity, and of safeguarding. A harmonious atmosphere of tolerance and respect is promoted across the college.

## **What does Canterbury College need to do to improve further?**

- Raise standards and make certain all students succeed and make rapid progress by ensuring that teachers reflect carefully on how the activities and tasks they give to students will engage and challenge them all.
- Improve assessment practice by more careful checking of learning, and raising the speed and quality of feedback on marked work. Use the information gathered to monitor students' progress much more rigorously and intervene swiftly to improve student outcomes.
- Ensure that self-assessment at all levels is more concise and incisive so that specific areas for improvement are identified and acted on urgently.
- Develop the capacity of middle managers so that they intervene rapidly and effectively to ensure that teaching and learning are at least good and that students consistently attend all lessons.

## **Outcomes for learners**

## **Grade 3**

7. The proportion of students successfully achieving their qualifications has improved over the past three years and is now satisfactory. However, this reflects the increasing number of short, additional and functional skills qualifications successfully completed by the students. Over the past three years, the proportion of students successfully completing their main programmes of study, usually long qualifications, has remained static at just

below the national average. The self-assessment report recognises that students' achievements vary across departments and too many students leave their courses before completing them. Outcomes for apprentices and those on Train to Gain programmes have improved over the past few years and are broadly in line with national averages. Most students make satisfactory progress in gaining their main qualifications and achieve successes broadly in line with that predicted from their prior attainment. Those students who declare a disability, or who are receiving additional learning support, make the same progress as their peers and male students make very similar progress to females. However, students from Indian, African and Chinese heritage made less progress than their fellow students in 2010/11. College managers have put in place strategies to address this, but it is too soon to judge the impact of these measures. The proportion of students progressing to higher or further education and employment is satisfactory and has remained static over the past two years.

8. During the inspection, attendance at many lessons was poor. College managers, support staff and teachers are working hard to use the new electronic registration system to record and follow up absences efficiently. Over the past year attendance has improved and more students are completing their courses. The college places great emphasis on developing students' employability skills, and good progress is being made in ensuring students gain functional skills qualifications. Full-time students benefit from taking a range of short qualifications, many of which benefit both their personal development and their prospects for employment.
9. The college rightly celebrates students' achievements in the many local, regional and national competitions in which they are successful. In the recent past, Canterbury students have won World Skills UK competition awards in a good number of curriculum areas. In addition, students successfully designed a Christmas card for a national company and one student won the education design award for the 2012 Olympic Games. The Canterbury students' union was judged the best in the country in 2010.

## **The quality of teaching, learning and assessment**

**Grade 3**

10. The quality of teaching, learning and assessment is satisfactory. Although inspectors saw a small number of outstanding lessons, too many observed were satisfactory and a small number were judged to be inadequate. Most teachers are enthusiastic and knowledgeable about their subjects and provide appropriate support to students. In the best lessons, students are fully engaged in interesting and carefully planned activities and enjoy their work. Teachers encourage students, through directed and extended questioning, to reflect on their learning and to consider how they can improve further. In these lessons, students make good progress, for example, demonstrating confidence in discussions and in relating what they have learned to the world of work.

However, in too many lessons, the teachers talk for too long, the lessons move at a slow pace and independent learning is not promoted. Learning objectives are not sufficiently challenging and tasks are not always appropriate to reinforce learning or provide sufficient stretch to extend students' knowledge. In these lessons, students' attendance is often low.

11. The new accommodation has created a much-improved and stimulating environment in which to learn. ILT facilities are readily available across the college. Where students make the most progress, teachers use ILT well to enhance learning. For example, in a music technology lesson, first year students confidently and expertly used complex interactive software and technical terminology to edit recordings. Students studying on information and communication technology programmes and visual arts and media courses enjoy sharing ideas and information through dedicated social networking sites. Not enough teachers take advantage of these technologies to enhance their lessons or provide students with further opportunities to extend their knowledge. The college's VLE is well-developed and used well by students in some subjects but is rudimentary in others.
12. Students undertake comprehensive initial assessments of their learning needs. Managers and support staff use the outcomes from these assessments well to provide additional learning support and to prepare informative and useful group profiles for teachers. However, teachers do not use the profiles enough in planning lessons to cater for the needs of all the students. Many students take additional functional skills qualifications, but too few teachers pay sufficient attention to developing students' basic skills in their main qualifications. Too many students take intermediate-level functional skills qualifications when they have already achieved an equivalent qualification. Well-established tutorial procedures ensure that students are supported and helped to achieve and make the progress expected of them. Students with identifiable additional support needs receive effective support to help them with their studies. Arrangements for initial advice and guidance are good.
13. Most teachers set regular coursework and homework. On many courses, students receive useful and specific feedback with good guidance on what they need to do to improve. In a minority of courses, homework is optional and, in others, marked work is not returned in a timely manner nor does it contain appropriate feedback. In a minority of lessons, important learning points obtained through discussion are not recorded by students. In most subject areas students are set targets relating to course completion and achievement. Few teachers consistently set students short-term targets on what they need to do week by week to make better progress. Work-based learning staff do not always communicate with employers to ensure that students' targets are linked to naturally occurring assessment opportunities in the work place. Teachers and assessors rarely take advantage of opportunities to promote cultural diversity in training and reviews. The college is aware of the weaknesses in lessons and has begun to provide staff development to improve teaching techniques but this has not yet had sufficient impact on improving learning.

## Health, care and early years

## Grade 2

14. Teachers set high standards for students both in terms of the standards of behaviour expected in lessons and in the quality of work required. Students are highly motivated and take pride in their work. They work very productively with their teachers and with each other. Outcomes for students on work-based learning programmes and intermediate- and foundation-level courses improved in 2010/11 and were above the national averages. However, poor completion rates led to low achievements on advanced-level programmes. Teachers plan their lessons with care and use a wide range of learning activities that are well matched to students' needs and the assessment requirements of their programmes. However, the expected learning outcomes for lessons are not always clearly shared with students or expressed using vocabulary they understand. In an intermediate-level lesson, students successfully developed activities to use with children on their work placements. In evaluating these activities, they used understanding and specialist vocabulary well in advance of that normally associated with intermediate-level study.
15. Students contribute thoughtfully in class, drawing on their placements and other life experiences to give depth to discussions. Students work well in groups, listen carefully to each other and feed back with confidence. Teachers use directed questions to good effect. However, in a minority of lessons undirected questions are used too often with the consequence that some students do not participate. Teachers do not always provide students with the support they need to make detailed notes and other records of key learning points. Teachers regularly assess students' progress. Teachers' feedback and reviews for early years' students are detailed with appropriate targets but in health and care feedback is less rigorous and students' targets are often imprecise.
16. Teachers and students make good and effective use of ILT in lessons and in the research and presentation of assignments. Teachers use well-chosen video clips to illustrate theories and to generate vocationally related discussion. On advanced-level programmes students use the college's VLE to support their learning. However, other students make little use of this resource and there was little reference to the VLE in lessons.

## Construction

## Grade 3

17. Inspectors judged most of the teaching and learning in construction to be satisfactory. Outcomes for students have improved over the past three years and in 2010/11 were just below national averages. Teaching in practical lessons is better than in theory lessons. In carpentry practical sessions, students and trainees make good progress and produce work to a high standard. For example, in a session on fixing doors, frames and staircases, the students



worked independently and methodically to produce work on time that was accurate and neat. When questioned, students confidently articulated a clear understanding of the underpinning knowledge required for completing their tasks. However, in bricklaying, students make slower progress and produce satisfactory work.

18. In theory lessons, teachers employ a range of teaching methods, but do not always use them effectively to promote or extend learning. In the weaker lessons, the teachers do not always give the students enough to do or set high enough standards. Assessment is accurate and fair. Most teachers provide supportive and encouraging feedback to students. However, a minority of teachers' comments are insufficiently detailed to provide information on how students could further improve their skills and knowledge.
19. Teachers have up-to-date subject knowledge and successfully bring their own personal experiences in industry to bring alive construction concepts and practices. However, teachers do not always check students' learning sufficiently in theory lessons and in a minority of practical lessons. In too many lessons, teachers offer guidance without checking students' understanding and use undirected questions that do not reinforce learning.
20. Staff provide encouraging written feedback to students and apprentices. However, feedback does not contain enough information on how students and apprentices can improve and sometimes does not lead to specific targets and action plans. Students value the individual learning support in lessons to help them improve their literacy and numeracy. In one lesson, the learning support assistant successfully worked with a group of students writing up their notes for wiring electrical plugs. These students were confident, worked well and produced good standard work for their portfolios.

## **Visual arts and media**

## **Grade 2**

21. Most students achieve their qualifications in visual arts and media because teaching and learning are lively and interesting and they are prepared well for their assessments and tests. In the best lessons teachers' excellent planning for learning ensures that students are engrossed in and enjoy a wide range of relevant activities. For example, in an advanced media lesson, students worked in pairs to collaborate successfully in analysing and deconstructing magazine covers. Teachers produce and explain well-written learning activities that clearly define what the students will do. In less successful lessons, teaching lacks pace and the students do not accurately record what they have learned. Most students make good progress in lessons and acquire a good range of skills. A minority of teachers do not plan sufficiently to meet the needs of students. As a result some students do not achieve to their full ability. Students on A-level programmes achieve fewer high grades than predicted from their prior attainment.

22. Staff are enthusiastic and knowledgeable about their subject and this inspires students. External clients and partners help set a wide range of interesting and exciting assignments that expose students to professional standards and practice. For example, students in graphics produce charity Christmas card designs for a national retailer. Standards of students' work are good, and they complete artefacts to a high professional standard. Sketchbooks are rich and completed confidently, showing excellent exploration of materials, good design development and sound primary and secondary research.
23. Teaching staff provide good support for students who report that tutorials are helpful and individual reviews with staff enable any issues to be discussed and resolved. Students use the art and media VLE site well to download and review course materials. Teachers use dedicated social networking sites well to provide course identity. Students on vocational courses are given regular and prompt feedback on their work with strengths and areas for improvement clearly identified. However, in A-level programmes, assessment and feedback to students lack rigour and consistency. Functional skills outcomes are high where the students are entered at the appropriate level. Students with modest prior qualifications value the opportunity to gain functional skills qualifications.

## **Literacy and numeracy**

## **Grade 3**

24. Students taking literacy and numeracy programmes and functional skills qualifications achieve satisfactory outcomes as a result of the preponderance of satisfactory teaching and learning. In the best lessons, skilled teaching stretches and motivates students. Teachers set learning in vocationally relevant contexts or those which enable students to draw on their personal experiences. They plan lessons carefully but do not always clearly specify the outcomes students are expected to achieve. Students work collaboratively in pairs or small groups and participate in productive discussions, gaining in confidence and knowledge. Teachers set the students achievable learning goals particularly in access to higher education courses. However, too much teaching is no better than satisfactory. In the satisfactory lessons teachers concentrate too narrowly on the technicalities, concepts and conventions of mathematics and English, divorced from their practical applications. As a consequence students make slow progress and in the weakest lessons attendance is poor.
25. Initial and diagnostic assessments of students' English and mathematics skills are thorough, but teachers do not always use the outcomes of the assessments to plan learning that meets the full range of students' needs. Even in the best lessons, group activities rarely cater well enough for the most able students, while in the weaker lessons, students struggle with tasks that are too difficult. A significant minority of students taking intermediate level functional skills courses already have an equivalent intermediate qualification so their literacy and numeracy needs are not developed well.

26. Students receive effective individual help and support from their teachers in lessons and when working independently. Some teachers make good use of questioning techniques to check and extend learning. Students for whom English is an additional language and those with identified literacy and numeracy needs receive comprehensive additional language support which meets their needs and promotes inclusion. Students appreciate the assessment and helpful feedback teachers provide on their written work. Staff training, while effective in ensuring familiarity with assessment practices, does not yet sufficiently promote good teaching in English and mathematics. Teachers use ILT well to project relevant video material to stimulate discussion and laptop computers enable students to carry out imaginative tasks using the internet. In lessons not enough teachers use interactive whiteboards to support learning.

### **Business, administration and law**

### **Grade 3**

27. Outcomes for students have improved steadily and are now satisfactory. Teachers have relevant industrial experience and are well qualified. Most lessons observed by inspectors were satisfactory. The clear links made in lesson plans to practical assessment opportunities, and the account taken of individual needs, are not sufficiently evident in classroom practice. Teachers use a range of learning activities to maintain students' interest and the subject matter is well contextualised. In the best lessons, the students thoroughly enjoy their learning, and are motivated by teachers with a lively and enthusiastic style that promotes participation. However, too much of the teaching is instruction that does not promote independent learning or good opportunities for informal assessment of students' progress. Teachers actively encourage students to progress on to higher education, training or employment using past students' achievement and progression data.
28. Teachers assess students' assignments and monitor progress well. Written feedback provides good guidance on what students need to do to improve. Students demonstrate sound subject knowledge and skills. However, teachers rarely use differentiated activities and the more able students find some of the work too easy while others struggle to keep up. Classroom support for students with additional learning needs provides effective help and students benefit from literacy and numeracy drop-in support provision. The college stationery shop provides a highly effective working environment in which many business students develop relevant business skills. In addition, the college training and recruitment unit has been successful in finding local part-time work opportunities for business studies students.
29. Students' attendance and punctuality were poor during the inspection week. However, teachers monitor students' progress efficiently and those at risk of falling behind are quickly identified and provided with effective extra help. Target grades, based on previous attainment, are set for students at the beginning of their courses. Students and teachers do not always use these targets, and discussions arising from them, to aim for challenging outcomes.

Students' individual learning plans are highly detailed, but the targets are too general and not measurable.

30. Classrooms are well-equipped with interactive whiteboards, but teachers do not make sufficient use of them to promote learning activities. Students are beginning to use the materials on the VLE to work independently, but teachers make too few references in classes to the resources that are available online. However, some teachers make good use of video clips in lessons that promote discussion around equality and diversity.

## **The effectiveness of leadership and management**

### **Grade 3**

31. Leaders, managers and staff at all levels share a common ambition for the college to provide first class education and training that serves the needs of those in the city and the region. In several respects, leaders and governors have presided over developments that position the college well for the challenges of the future. For example, the strategic direction of the college is well informed by local and national priorities and presents a coherent blueprint for future developments. The college estate has been transformed successfully into an impressive learning environment. Astute and prudent financial management have ensured that the college is particularly well placed to cope with current fiscal challenges. The range of provision offered by the college is broad and is tailored well to meet the needs of both individuals and employers. Partnership work has benefitted students in many areas by increasing the range of opportunities open to them.
32. Leaders and managers at all levels have been less successful in improving the quality of teaching, learning and assessment sufficiently to ensure that all students achieve their main qualifications and make good progress from their starting points. Significant efforts have been made to improve the quality of learning through lesson observations, staff development, management intervention and self-evaluation procedures. These efforts are yet to have sufficient impact across the whole college. Although there are discernible improvements in students' learning in some areas, in others teaching is lacklustre, too many students do not achieve their qualifications, and progress is not rapid enough. Middle managers with responsibility for improving the quality of provision are free to develop their own solutions to areas of weaker performance, but the extent to which they succeed in this is inconsistent. There is no systematic college-wide approach to identifying and implementing good practice. Senior managers have not done enough to secure a consistent approach to raise standards.
33. Quality assurance and self-assessment procedures are comprehensive and rigorous, but insufficiently effective. Annual course reviews often lack incisive analysis and are not sufficiently precise in formulating actions for improvement. As a consequence, it is difficult to discern exactly what needs to be done to

improve provision and how this is to be achieved. At section level, as the college recognises, self-assessment reports are inappropriately lengthy and insufficiently evaluative. Reports from lesson observations are too often preoccupied with the process of teaching and give insufficient weight to the effectiveness of learning. Nevertheless, the college's judgements about the quality of provision in subject areas are broadly accurate, and recognise that there is little outstanding provision and too much that is at best satisfactory. Governors pay close attention to the performance of the college and are supplied with detailed and helpful reports, although their assessment of the college's performance overestimates students' success and gives insufficient weight to recognised variations in the quality of teaching and learning. Students' views are listened to attentively and, across the college, there is a thoughtful response to what they think. The extent to which students' views are considered and acted upon is variable at subject level.

34. The college plays a pivotal role in the city, and is responsive to the views of community partners and employers. The curriculum is both broad and inclusive, and provides good progression routes to further education and training or employment. College leaders are assiduous in ensuring that there are no barriers to learning for any identifiable groups of students. Across the college, the promotion of tolerance and respect for others is highly visible, and this thread of good practice is continued through the curriculum in many, but not all, curriculum areas. Students from disadvantaged backgrounds, and those with learning difficulties and/or disabilities, achieve as well as other groups. Students feel safe in the college and reasonable steps are taken to ensure that they are safe from harm. The college goes beyond its statutory obligations in ensuring that the necessary checks are carried out on those who have regulated contact with young people or vulnerable adults, and its approach to safeguarding training is similarly comprehensive.

## **Information about the inspection**

35. Four of Her Majesty's Inspectors (HMI) and 11 additional inspectors, assisted by the Director of Higher Education and International Provision as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection reports and data on students and their achievement over the period since the previous inspection.
36. Inspectors used group and individual interviews, telephone calls and emails to gain the views of students and employers. They looked at questionnaires students and employers had recently completed for the provider. Inspectors observed learning sessions, assessments and progress reviews. They collected evidence from programmes in each of the subject areas the college offers.

## Record of Main Findings (RMF) Canterbury College

**Learning types: 14 – 16 learning programmes:** NVQ vocational units; Diplomas; **16-18 learning programmes leading to qualifications:** FE full- and part-time courses; **19+ learning programmes leading to qualifications:** FE full- and part-time courses; **Apprenticeships;** **Other work based learning:** NVQs, access to apprenticeships; **Foundation learning;** **Learning for social and personal development;** adult safeguarded funded learning;

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>14-16</b> Learning programmes	<b>16-18</b> Learning programmes	<b>19+</b> Learning programmes	Apprenticeships	Other work-based learning	Foundation learning	Learning for social and personal development
<b>Approximate number of enrolled students at the time of inspection</b>								
Full-time students		27	3053	863				
Part-time students		12	680	739	420	300	669	-
<b>Overall effectiveness</b>	3	-	3	3	3	-	-	-
<b>Outcomes for learners</b>	3	-	3	3	3	-	-	-
<b>The quality of teaching, learning and assessment</b>	3	-	3	3	3	-	-	-
<b>The effectiveness of leadership and management</b>	3	-	3	3	3	-	-	-

<b>Subject areas graded</b>	<b>Grade</b>							
	<b>Grade</b>	<b>Numbers</b>						
Health, care and early years	2	-	323	76	22	17	40	-
Construction	3	11	159	46	13	44	82	-
Visual arts and media	2	1	610	87	-	-	8	-
Literacy and numeracy	3	-	2478	75	-	21	-	-
Business, administration and law	3	2	294	161	64	14	20	-

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