

John Leggott College

Inspection report

Unique reference number: 130588

Name of lead inspector: Vivien Shipley HMI

Last day of inspection: 25 November 2011

Type of provider: Sixth form college

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North Lincolnshire
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Information about the college

1. John Leggott College is a large sixth form college located on the edge of Scunthorpe in North Lincolnshire. The college offers provision for full-time students aged 16 to 18 and a small number aged 19 and over who have progressed within the college. The college offers a wide range of academic courses at A and AS level, and GCSE. It also offers vocational courses at advanced, intermediate and foundation level. In 2010/11, the college recruited 2,200 students. The proportion of students from minority ethnic backgrounds enrolled at the college is just above that in the local area. The college recruits a large cohort of fee-paying international students.
2. The proportion of school pupils in North Lincolnshire achieving five or more GCSEs at grades A* to C, including English and mathematics, is below the national average. Results are above the national average if the English and mathematics requirement is removed. Prior attainment data show that the college enrolls students on advanced-level programmes with an average points score which is line with the average for sixth form colleges nationally.
3. A new Principal took up post in October 2010. Since then the college has carried out a management restructure and has secured approval for a building programme.
4. The inspection took account of all of the provision offered by the college. Provision in science and mathematics; arts, media and publishing; humanities and social sciences; and English and modern foreign languages was inspected in depth.
5. The college's mission is to be an outstanding sixth form college, providing a diverse, high-quality educational experience and to respond to the changing needs of students so that they maximise their potential and provide inspiration to the local community and beyond.

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: Further education (16 to 18) Foundation learning	2,184 full-time learners 34 full-time learners
Provision for adult learners: Further education (19+)	20 full-time learners 199 part-time learners

Summary report

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

Overall effectiveness of provision	Grade 4
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Capacity to improve	Grade 4
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	Grade
Outcomes for learners	4
Quality of provision	3
Leadership and management	4
Safeguarding	3
Equality and diversity	3

Subject Areas

Science and mathematics	4
Arts, media and publishing	2
Humanities and social sciences	4
English and modern foreign languages	3

Overall effectiveness

- The college provides unsatisfactory provision for too many students, particularly those on GCSE and AS-level courses. Since the last inspection the proportions of students completing their qualifications successfully have declined on all types of qualifications. Students on A-level courses make satisfactory progress. In some subjects they achieve very high grades and progress to prestigious universities, securing places on highly selective courses. For other students the variability in the progress they make across their subjects has a negative impact on their chances to progress further.
- On AS-level courses students do not make sufficient progress and the low levels of success in many subjects limits the choices they have for their A-level options. On advanced-level vocational courses the proportions of students completing their courses successfully are satisfactory, but they are very low at intermediate level. Too few students achieve GCSEs at grades A* to C.

Managers and teachers have not had sufficiently high expectations of their students in, for example, their engagement in lessons, attendance at additional subject workshops, the standards of work they produce and the organisation of their files.

8. The Principal, who took up post a year ago, is setting an agenda for change. A reduction in senior managers has provided funding to increase the number of staff supporting students identified as being at risk of underperforming. In previous years too many AS-level students left early as a result of not being able to cope with the demands of their chosen options. The college has implemented effective strategies this year to resolve this issue but it is too early to measure the impact on students' success.
9. Quality assurance procedures have not been effective in securing improvement. Arrangements for observing teaching and learning are not focused sufficiently on identifying and improving teaching which is not good or better. Arrangements for sharing good practice between high-performing subjects and those where standards are low are not systematic. The self-assessment report produced for the inspection over-graded the provision significantly and did not rigorously identify the underlying causes of low levels of success.

Main findings

- Since the last inspection the proportions of students completing their courses successfully have declined at all levels to below the most recent national averages for sixth form colleges. At A level they have been sustained at very high levels in some subjects but in others they are low. Too many AS-level students do not complete their courses successfully. The numbers completing successfully on advanced-level vocational qualifications are satisfactory. At intermediate level they are very low. Too few GCSE students achieve grades A* to C.
- Too many students make slow progress and do not achieve the grades of which they are capable. At A level students make the progress expected. At AS level students do not make sufficient progress. On national certificate courses students make good progress but this is not replicated on diplomas and awards. The standard of students' work is satisfactory overall.
- Most students enjoy college and arrive punctually to lessons. Although attendance was satisfactory last year there are signs that more rigorous monitoring is improving the number of students attending classes this year. The college's target to improve attendance during 2011/12 is too low and does not place high enough expectations on students.
- Teaching and learning are broadly satisfactory. The quality of the learning experience provided for students varies too much across the college. Systems for identifying and sharing good practice in teaching and learning are not effective enough in improving teachers' practice where lessons are judged to be

satisfactory. In self-assessment, both across the college and within individual subject areas, the quality of teaching and learning has been over-graded.

- Assessment is satisfactory. In the better lessons teachers provide students with detailed feedback that helps them to understand how to improve their work. Teachers' use of the outcomes of assessment to inform their planning of appropriate learning activities and to structure academic support sessions is inconsistent and in some areas is weak. Arrangements to identify and support students with specific learning difficulties are effective.
- Students informed inspectors that they feel safe at college. They receive good advice to help them make choices about their health and well-being. Students benefit from good opportunities to make a contribution to the community, from being ambassadors for the college and from acting as peer mentors. They are also able to participate in an extensive range of enrichment programmes.
- This year the college has improved the arrangements for guiding students on how to make appropriate choices from the extensive range of subjects that are available at A and AS level, and GCSE. Students are also able to choose from a small range of vocational programmes introduced in response to the growth in this type of provision in feeder schools. Low levels of success at AS level limit the choices students have at A level.
- Guidance and support to help students to progress to university are effective in helping some secure places on highly selective courses at prestigious establishments. Advice for students wishing to progress to employment is more limited. The college does not analyse progression between levels of study systematically to evaluate how effectively the provision contributes to students' economic well-being.
- Students value the individual support they receive from their teachers and tutors. Tutorial support, which is provided mainly through one-to-one reviews, helps students to reflect on their performance. However, the targets set during reviews often lack the precision needed to give students the direction they need to take responsibility for their own learning and to help them achieve the highest grades.
- Governors and managers have established a strategic direction for the college that is based upon being inclusive and responsive to the needs of the community. They have monitored the college's finances well but until recently have not placed sufficient priority on improving students' performance. The Principal has established a clear agenda for improvement but it is too early to measure the impact of new strategies designed to reverse declining success rates.
- Arrangements for quality assurance have not been effective in securing consistent improvements in students' success. The quality of the provision varies significantly. Not all managers have the skills needed to analyse data on students' performance. The self-assessment report produced for the inspection does not focus sufficiently on the quality of teaching and learning, and is inaccurate in most of the grades awarded.

What does John Leggott College need to do to improve further?

- Reverse the declining trends in success rates by improving the analysis and evaluation of data on students' attainment and progress in comparison to the national averages for sixth form colleges. Identify the underlying causes of low success rates and use this information to set ambitious targets and actions for improvement. Monitor progress regularly, focusing on subjects that have underperformed for several years.
- Improve the rigour of lesson observations so that satisfactory teaching is identified. Provide clear guidance to teachers on the aspects of their lessons that they need to improve. Develop and implement systematic arrangements for identifying the best teachers so that their practice can be celebrated and used to improve the quality and consistency of the learning experience for all students.
- Review and evaluate the changes to enrolment advice and guidance that have been implemented this year to ensure that current and future students have the ability to succeed in the options they choose. Ensure that students at risk of not meeting their target grades are provided with the academic support they need through the provision of well-planned additional sessions.
- Provide teachers and tutors with training on how to set precise learning targets for students that will raise their aspirations and expectations of achieving higher grades. Ensure that teachers and tutors monitor students' progress regularly so that they make good or better progress in all subjects.
- Develop and embed a self-critical self-assessment process that raises expectations and levels of accountability at all levels of the college. Ensure that managers and teaching teams work together to identify what needs to be done, and by whom, to secure rapid and sustainable improvement.
- Improve the quality of provision in science and mathematics, and in humanities and social sciences by responding promptly to the recommendations in the subject area reports.

Summary of the views of users as confirmed by inspectors

What students like:

- the approachability and strong support they receive from most members of staff
- that everyone is treated equally and as an adult
- that it is easy to make friends with other students from a wide range of backgrounds
- the wide range of courses from which they can choose
- the good learning resources and the amount of time to study
- the computers in study areas
- feeling safe at college
- that the college takes account of their views.

What students would like to see improved:

- the difference in the quality of teaching within subjects
- the amount of time given by teachers to individual students to help them to improve
- the promptness with which teachers return marked work
- the support for applying to university
- the overcrowding in the canteen and the limited social space
- the limited time to move between lessons in different parts of the campus
- the high levels of noise and lack of discipline in the library
- the availability of computers at peak times, which does not allow students to complete short tasks such as printing work.

Main inspection report

Capacity to make and sustain improvement

Grade 4

10. Since the last inspection the quality of the experience provided for students has deteriorated from good to inadequate. Success rates have declined and are below the most recent national averages for sixth form colleges. Governors and managers have been slow to address persistent underperformance in a number of subjects. The Principal, who took up post just over a year ago, has brought a clear vision and an agenda for improvement. Significant change has resulted in the new management structure and improved curriculum pathways. New posts have been introduced to provide improved guidance and support for students. Governors' and senior managers' strong financial management has secured the college's future stability and development. Together with the Principal, governors have set a clear strategic direction for the college that is based upon being an inclusive organisation that responds to the needs of the community.
11. Quality assurance processes and self-assessment have not brought about an incisive or rigorous understanding of the strengths and areas for improvement in the provision. Not all middle managers are able to analyse and evaluate data on students' performance to identify the underlying causes of low success rates and to inform curriculum development plans. The self-assessment report produced for the inspection is insufficiently self-critical and is inaccurate. The whole college development plan identifies accurately a number of areas for improvement. Of the four subject areas inspected, provision is good in one, satisfactory in one and inadequate in two.

Outcomes for learners

Grade 4

12. Success rates have declined since the last inspection and are below the most recent national averages for sixth form colleges. Most students study at advanced level and the college recruits students for these courses with prior attainment that is similar to the average for sixth form colleges. However, the success rate on A-level courses has declined over the last four years to just below the national average. At subject level, success rates vary significantly. The rates are very high in subjects such as electronics, business, physics and history. In other subjects such as mathematics, computing, leisure studies, health and social care, and travel and tourism, success rates are low.
13. At AS level too many students do not complete their courses successfully. Although there are examples of high levels of students' attainment on courses such as dance, physics, history and geography, on most courses success rates are low. Overall success rates on advanced-level vocational courses are also just below the national average.
14. Students make the progress expected from their qualifications on entry at A level. At AS level students do not make sufficient progress. On advanced-level

vocational programmes students on national certificate courses make good progress. They do not make sufficient progress on national diplomas and awards.

15. At intermediate level, success rates have also declined since the last inspection and are now well below the most recent national average for sixth form colleges. A large number of students follow GCSE courses and on this provision too few achieve grades A* to C. Success rates on intermediate-level vocational programmes are very low, particularly in areas such as information and communication technology, health and social care, and travel and tourism. Success rates for the small number of students who study at foundation level are satisfactory.
16. The standard of students' work observed during the inspection was satisfactory. In some areas their work is good or better. For example, dance students demonstrate very good technical ability and in physics they develop good practical skills. In art and design students' portfolios are presented well and demonstrate creative use of mixed media. The quality of students' files in applied science is good, but in some subject areas their work is not sufficiently well organised to support their revision.
17. Students enjoy college. Their attendance at lessons is satisfactory. However, the target to improve attendance in the 2011/12 development plan is too low and does not set sufficiently high expectations for students. Students arrive punctually to lessons and more rigorous monitoring of their attendance is helping them to attend more regularly this year. Students in receipt of additional learning support and/or financial support perform better than others. Male students do not perform as well as females.
18. Each year a small number of students are successful in securing places at prestigious universities on highly selective courses. Progression to higher education is satisfactory overall. The college does not analyse and evaluate the progression of students between levels and years of courses, particularly at advanced level, to measure fully the impact of the provision on students' economic and social well-being. In physics, good analysis of data has been used effectively to improve students' ability to progress between levels. Low success rates at AS level limit students' choice of A-level options in many subjects.
19. Students informed inspectors that they feel safe at college. They feel confident that any issues they raise about safeguarding will be addressed and the presence of security staff around the campus reinforces this for them. In lessons they learn to adopt safe working practices that prepare them well for progression to the workplace. For example, in dance, students wear appropriate clothing and they are taught to use the correct warm-up techniques. Provision to help students make informed choices about their health is good. Most students learn to treat each other with respect. In some areas of the college, such as in cafes and social areas, managers do not always ensure that students

comply with codes of conduct. Students benefit from a good range of activities to participate in the community.

The quality of provision

Grade 3

20. Teaching and learning are satisfactory. The quality of the learning experience provided for students varies too much across the college. In arts, publishing and media inspectors judged teaching and learning to be good. In two subject areas teaching and learning are satisfactory, and in science and mathematics they are inadequate.
21. The college's arrangements for analysing, evaluating and improving teaching and learning are not robust. The actions for improvement from observations are not always helpful in providing teachers with clear guidance on what they should do to improve. A new lesson observation system was introduced in September 2011. Although it is too early to measure the impact of the new system, initial subject reviews are not focused sufficiently on identifying teaching which is just satisfactory and the ways and means of making it good. Although teachers in areas such as physics and performing arts work together well, whole-college arrangements for identifying the most skilled teachers and sharing their approaches and strategies are not effective.
22. In the better lessons teachers plan learning activities and resources that challenge the most able and support students who are struggling. Students have appropriate opportunities to air and explore their knowledge, to question, develop reflective skills and progress their understanding. The teachers check learning regularly to reinforce students' knowledge and they use praise and encouragement to promote high expectations.
23. In the less effective lessons, teachers do not use assessment data to plan a variety of activities that meet the needs of all students. Their use of questions to develop students' oracy and to probe their understanding is not well developed. The pace of lessons is slow and too teacher led. Students have too few opportunities to explain or reflect upon their learning and their independent learning skills are not developed. Teachers' conclusions to lessons are weak.
24. Assessment varies across the college. In the better lessons teachers provide good assessment feedback that helps students to understand how to improve further. However, in too many lessons judged to be satisfactory students are given brief and insufficient direction which result in missed opportunities to move them to higher levels of knowledge and understanding. In some areas students do not receive sufficient help in developing good habits in organising their files.
25. The college changed its arrangements for the initial assessment of literacy and numeracy in September 2011. It targets initial assessment and additional learning support to help those in greatest need. The assessment of all students'

learning needs takes too long to be completed. The use of the outcomes of initial and subject-specific diagnostic assessment to inform teachers' planning of appropriate learning activities is inconsistent and in some areas is weak.

26. Although the college offers an extensive range of academic subjects at intermediate and advanced level, the provision does not meet the needs of too many students, particularly at GCSE and AS level. This year the college has taken effective action to resolve this by increasing the range of vocational options and by providing students with better guidance about the demands of academic study. Fewer students are changing their courses than previously. A small number of students follow a foundation-level programme which prepares them well for progression. The college has introduced a new programme recently for those not in education, employment or training.
27. Students benefit from an extensive range of enrichment activities, including work experience, which help them to progress to university. They enjoy taking part in voluntary work, locally and overseas. For example, students participate in a visit to Tanzania to build a classroom, using funds they have raised. Others organise societies and events such as a regional 'Global Student Fair' hosted at the University of Hull.
28. The college has very effective links with many universities. Students receive good advice about progression to higher education but support for those wishing to secure employment is too limited. Partnerships with secondary and primary schools are being developed further in response to the changing curriculum. Headteachers appreciate the significant changes in their collaborative relationships with the college.
29. Students value highly the informal support they receive from their teachers. Managers have taken action this year to improve the subject-specific academic support provided. Changes to the timetable allow students to attend additional workshops. However, the content of these is not sufficiently structured to bridge the gap between GCSE and AS level and the attendance rate is low in some subjects. The college identifies early those students in need of specialist learning support and those who take up the support make good progress. In addition, students receive help with study skills and assignments in the college's 'Learning Zone'.
30. Students have tutorial support through mainly one-to-one reviews. They appreciate the support that their tutors provide. However, the targets resulting from reviews are often vague and are not focused sufficiently on the actions that students need to take to help them to reach their potential.

Leadership and management

Grade 4

31. Governors and senior managers have not taken swift enough action to reverse declining trends in success rates. Staff have not had sufficiently high aspirations and expectations of themselves or for their students. The Principal has

established a clear agenda for change and appropriate strategies for improvement, but it is too soon to measure fully their impact. These have included a management restructure, changes to the curriculum and improvements to guidance and support. Inspectors judged curriculum management to be good in arts, publishing and media. In the other three subject areas inspected, curriculum management was judged to be inadequate.

32. Governors have monitored the college's finances well. Until recently they have not given sufficient priority to monitoring students' performance. They have made a good contribution to the college's current development and risk-management plans and now understand what the college needs to do to improve outcomes for students. Governors fulfil their statutory duties and are taking action to ensure that members of the board reflect the student population and local community. Together with senior managers, governors have successfully implemented improvements to the accommodation for students.
33. Arrangements for quality assurance and self-assessment have not been effective in securing consistent improvements in success rates. The self-assessment report produced for the inspection is insufficiently self-critical and is inaccurate in most of the grades awarded. The judgements made in the report are not supported by enough analysis and evaluation of key evidence, including rigorous comparison of the college's success rates with those of colleges nationally, and data on students' attendance and progression. Not all middle managers have a good understanding of data and as a consequence are not able to support curriculum teams in identifying robustly the underlying causes of low success rates. The college has introduced a new approach this year for the internal inspection of curriculum areas to target the large number of underperforming subjects. Although it is too early to judge the impact of this development, recommendations from inspections that have been completed so far are too vague to inform robust plans for improvement. In self-assessment, both across the college and within individual subject areas, the quality of teaching and learning has been over-graded.
34. Policies and procedures for safeguarding are appropriate. Arrangements for vetting new staff meet guidelines. All staff have received awareness training. The college counsellor, and learning and progression mentors provide good support for vulnerable students. The recently appointed human resources manager is extending training and updating the college's safer-recruitment policy. Health and safety arrangements are managed effectively.
35. Managers actively promote equality and diversity. An equality and diversity forum is well attended by staff and the link governor; plans are in place to establish an equivalent students' forum. The coordinators for equality and diversity have established useful links with external agencies, including those involved in community cohesion. Equality and diversity are promoted satisfactorily through the curriculum. Students in receipt of additional learning

support perform well. Actions to resolve differences in the performance of male and female students have not been sufficiently effective.

36. Students have a good range of opportunities to express their views on the quality of the provision. They feel that their views are valued and, where possible, action is taken to address their concerns. Student governors produce reports regularly for the full governing body. Student ambassadors have effective training and represent the college well in a range of events.
37. The college manages its finances very well, targeting resources to improve the learning experience for students. Teachers and other staff are well qualified and have access to an appropriate range of professional development. In the context of the inadequate outcomes for students, the college offers poor value for money.

Subject areas

Science and mathematics

Grade 4

Context

38. The college offers AS- and A-level physics, chemistry, biology, geology, applied science, mathematics, further mathematics and statistics. This year the subject area introduced a national diploma in applied science. At intermediate level there are GCSE courses in physics, applied science, biology and mathematics. Currently 2,190 students study on science and mathematics courses; 943 are female and 1,247 are male. Almost all are aged 16 to 18.

Key findings

- Outcomes for students are inadequate. Success rates on AS- and A-level physics have improved consistently and are very high. Students on these courses make very good progress based on their qualifications on entry to the college. In applied science success rates are around the national average.
- Success rates on AS- and A-level mathematics, AS-level chemistry, AS-level geology, and AS- and A-level biology are low and significantly below national averages. Students on A-level mathematics, AS-level chemistry and AS- and A-level biology do not make sufficient progress based on their prior attainment. Success rates on GCSE mathematics and science courses are low. Less than half of the students on these courses achieve grades A* to C.
- Teaching, learning and assessment do not meet the needs of all students. Lessons are satisfactory but additional subject-specialist support sessions are not. The better lessons are well structured, with challenging activities that engage all of the students in the class. Teachers use appropriate methods to check students' understanding. Students concentrate and they make good or better progress.
- In the best lessons teachers use good-quality worksheets and electronic resources, including computer presentations and animations, to enhance learning. For example in physics, teachers blend theory and practical activity effectively by using a document camera to highlight important aspects of electrical circuits. Course booklets help students to structure their work.
- Teachers dominate too many lessons and students do not have enough opportunity to work independently, to learn to solve problems for themselves and to develop a deeper understanding. Activities are not carefully matched to the needs of individual students; more able students are not challenged and those who are having difficulty are not supported. Teachers do not always end lessons appropriately by, for example, using exercises that consolidate students' learning.
- Most students receive regular assessment feedback that helps them to improve. However, teachers do not make sufficient use of this information in identifying

and addressing students' support needs through well-planned additional subject sessions. Subject-specific initial assessment is not used effectively to plan bridging programmes in the first few weeks of AS-level and GCSE courses.

- Additional subject-based support is well established and effective in physics and it is becoming more systematic in applied science, mathematics and chemistry. In these areas, heads of department use information from close monitoring of students' performance to inform the planning of appropriate support. In biology, academic support is poor; informal support is available but too many students do not access it.
- The college offers an appropriate range of advanced-level courses. A-level statistics and vocational applied science courses have been introduced to provide good alternatives for students seeking to progress to higher education. The current intermediate-level provision does not meet students' needs. An extensive range of enrichment opportunities provide students with opportunities to widen their knowledge and experience of science-based professions.
- The college has improved its initial advice and guidance this year to help to ensure that students are on courses appropriate to their abilities. Students value the one-to-one discussions they have with their personal tutors. Tutors prioritise meetings appropriately with students identified to be at risk of underperforming. Students have targets for improvement but in many instances these are too general and not time bound.
- Leadership and management in science and mathematics are inadequate. Individual subjects are managed separately and there is insufficient sharing of good practice between areas such as physics, where standards have improved and are high, and biology which performs poorly. The new head of mathematics has initiated many promising initiatives, such as school links and more extensive student support, but it is too early to judge the full impact of these developments.
- Self-assessment is not robust or accurate. Data used to inform subject self-assessment are not always accurate and final grades are often not supported by detailed analysis and evaluation of evidence. The areas for development do not focus sufficiently on improving the quality of teaching, learning and support. Managers do not prioritise underperforming subjects for prompt action and for rigorous monitoring of progress against ambitious targets.
- Staff monitor how well equality and diversity are promoted and this informs self-assessment. They analyse results to identify differences in the performance of groups of students. The department promotes equality and diversity through, for example, women in science displays and in enrichment activities. Insufficient focus has been placed on identifying underperforming students and addressing their needs.
- Attention to health and safety in laboratories is appropriate. Risk assessments for laboratory practical work are in place. Students approach practical work in a careful and methodical way.

What does John Leggott College need to do to improve further?

- Improve success rates, particularly in AS- and A-level mathematics, AS-level chemistry and AS- and A-level biology by improving the quality of teaching and learning and by providing better support for students with lower GCSE scores on entry to the college. Review and revise the curriculum at intermediate level to ensure that a higher proportion of students achieve grades A* to C.
- Improve teaching, learning and assessment so that they meet the individual needs of all students better. Provide support to improve teachers' lesson planning to ensure that they give more attention to the profile of students' abilities in each group. Provide opportunities for more individual and group work in science. Ensure that teachers rely less on all students working through the same set of examples in mathematics.
- Improve academic subject-based support for students. Improve subject diagnostic assessments in the early weeks of courses to identify the specific skills that individual students need to acquire. Structure and target support classes to match them. Ensure that teachers have high expectations that all students will attend support sessions, particularly in biology.
- Improve the way teachers and managers work so that all subjects share good practice in teaching and learning, and in subject-based student support. Place greater focus on improving teaching and learning in course reviews and self-assessment.
- Improve the accuracy and rigour of self-assessment. Ensure that managers have an accurate understanding of data on students' outcomes. Use management information to inform strategies for improvement that are based on a more realistic view of current performance. Implement arrangements for monitoring the impact of actions for improvement more regularly to drive forward improvement at a faster pace.

Arts, media and publishing

Grade 2

Context

39. The college offers a wide range AS- and A-level courses and vocational programmes at intermediate and advanced level. The provision includes art and design, media, music and performing arts. Around 1,200 students enrol on courses in the area. Almost all students are aged 16 to 18.

Key findings

- Outcomes for students are good. Success rates are very high on A-level music, AS-level performance studies, and the national award in media. In 2010/11 success rates declined to below the national averages on AS-level courses in art and design, music, and film. Most students make good progress based on their qualifications on entry. Students in dance, graphics, photography, drama and fine art make very good progress at A level.
- The standard of students' work is high. Visual arts students demonstrate excellent research and evaluation skills, creative approaches to problem solving and good visual skills. Students' analytical skills are developed well. In many lessons they demonstrate good independent learning skills. Students' attendance and punctuality were good during the inspection.
- Students enjoy their studies and feel safe at college. They benefit from positive working relationships with teachers who have high levels of industrial skills and experience. Students develop a very good understanding of how to work safely in studios and workshops, which prepares them appropriately for progression to higher education and employment.
- Teaching and learning are good. In dance, students are stimulated to perform with accuracy and technical precision through the teacher's use of challenging activities. Music teachers make good use of storytelling techniques and their considerable experience and expertise in the music industry is highly regarded by students. In fine art and graphics, students are able to link theory to practical activity very successfully.
- Teachers plan their lessons well. They use a variety of teaching and learning methods that motivate students to learn. Teachers have a very detailed understanding of the individual learning needs of their students and they use this to provide activities and feedback that meet their needs. Teachers make good use of new technologies, such as blogs, to illustrate and explain topics.
- Assessment and verification of students' work are well organised and robust. Students like being able to submit their assignments electronically. They receive timely feedback that contains clear guidance on how they can improve their work. Teachers are skilful in using a range of assessment techniques to test students' knowledge and understanding.

- Support for students is good. Teachers provide students with regular praise and encouragement that raise their aspirations. Media teachers use an innovative traffic lights system to differentiate the support needs of students. Students speak very highly of the quality of the support they receive from teachers and technicians. New arrangements for initial advice and guidance have been implemented this year to improve retention.
- Curriculum management is good. New managers have a clear understanding of the key areas for improvement and a shared vision of what they need to do to deliver high-quality outcomes for all students. However, the self-assessment of the provision is over-generous and is not supported by an accurate understanding of benchmarking data. Arrangements for observing teaching and learning are not sufficiently robust in identifying satisfactory teaching.
- Teachers and other staff are well qualified and benefit from useful professional development. Several share the knowledge they gain from working as moderators for examination boards to help to improve the provision. Students benefit from having access to an impressive range of learning resources and specialist facilities. Teachers use students' work displayed in studios effectively to raise expectations.

What does John Leggott College need to do to improve further?

- Improve teaching and learning further through the use of robust arrangements for observing the quality of the experience provided for students. Use the outcomes from the quality assurance of teaching, learning and assessment to share best practice and to focus on and improve teaching that is satisfactory.
- Review arrangements for initial advice and guidance, particularly on courses that performed poorly in 2010/11, to ensure that all students are enrolled appropriately and that retention improves this year.
- Improve managers' and teachers' understanding and use of the college's success rate data and how these compare to those in similar colleges nationally. Use this analysis to make accurate self-assessed judgements about the effectiveness of the area.

Humanities and social sciences

Grade 4

Context

40. The subject area enrolls around 1,576 students on GCSE, AS- and A-level courses in humanities and social sciences. It offers GCSE psychology and AS and A levels in sociology, psychology, geography, history, religious studies, critical thinking, philosophy, economics, and government and politics. Most students are aged 16 to 18; 940 are female and 636 are male.

Key findings

- Outcomes for students are inadequate. Success rates are very high on A-level history and geography and are also high on these courses at AS level. Students make very good progress on courses in history and geography.
- Success rates and the progress students make are unsatisfactory on most social science courses. Success rates are low on GCSE psychology, on AS-level psychology, government and politics, philosophy and critical thinking, and on AS- and A-level sociology. The proportion of students achieving high grades is low in GCSE psychology.
- The quality of students' work varies considerably. In the better lessons, students are articulate and confident, and present good written work. In other lessons, students are not stretched, their written work is poorly presented and the content is not developed to an appropriate standard. Attendance at lessons during the inspection was satisfactory.
- Teachers are enthusiastic and most have good subject knowledge but many lessons are uninspiring. In the better lessons, such as in history and geography, teachers use imaginative and differentiated activities, and students are challenged and support each other well in their learning. In these lessons students make good progress.
- Many teachers do not use a sufficiently wide range of strategies to address the needs of all students. Their lessons lack structure, pace and direction. They do not check the progress students are making against the learning objectives for the lesson. Many teachers talk for too long and learning activities become rushed and incomplete.
- Assessment is satisfactory. Teachers use appropriate methods to assess students' progress and understanding. They ask questions, but often do not challenge students to develop higher-level analytical and critical skills. The quality of written comments made by teachers on students' work varies considerably. Students value the detailed and constructive advice from some teachers, but much feedback is too brief.
- Learning resources are satisfactory. Classrooms are often crowded but reasonably equipped. Teachers are developing good online resources, for example in sociology. Students value these but are not always able to access online materials at home or in college easily.

- The range of advanced-level academic provision is wide but is not appropriate for all students. Large numbers of students progress from AS to A level in history and geography but the numbers who progress from AS to A level in psychology and sociology are very low.
- Support for students varies considerably and is inadequate. Although students receive specialist subject advice before they enrol many do not have the skills to succeed in their chosen subjects. The college has introduced new advice and guidance arrangements recently to ensure that students are on the correct course this year.
- Students have good access to specialist additional support. Many students receive good informal support from their teachers. Students have individual action plans which are reviewed with subject teachers each term, but many individual targets are not specific or precise enough to enable them to make good progress.
- Leadership and management are inadequate. Managers of geography and history have taken effective action to maintain high success rates and high levels of students' progress. Managers of other subject areas have not addressed persistent and significant underachievement on a number of courses. Teachers have a satisfactory understanding of quantitative data but do not use them rigorously to improve performance.
- Quality assurance of teaching and learning has not been effective in improving standards. Self-assessment does not present a measured and balanced view of the strengths and areas for improvement in the provision. Curriculum area action plans are broad and do not give individual teachers precise direction on how to improve. Good practice is not shared systematically across subject areas.

What does John Leggott College need to do to improve further?

- Improve success rates on underperforming courses by ensuring that students are enrolled on the correct course, that teachers quickly identify those at risk, and that they provide prompt and directed support to help all to reach their potential.
- Improve the quality of lessons and assessment activities to ensure that all students are challenged to make good progress and achieve high grades.
- Extend and improve professional development opportunities between subject teams to ensure that good practice is identified and disseminated more effectively to all teachers.
- Produce more robust self-assessment reports that inform detailed action plans containing specific and ambitious improvement targets. Ensure that managers monitor progress against targets robustly to enable rapid improvement in underperforming courses.

English and modern foreign languages

Grade 3

Context

41. The subject area has enrolled 808 students on courses in English language, English literature, combined English, French, German and Spanish. Around 708 students are studying English and 100 are studying modern foreign languages. Around one third are on A-level courses and just less than half are on AS-level courses. The remainder follow GCSE and functional skills courses. Two thirds of students are female.

Key findings

- Outcomes for students are satisfactory. Success rates on A-level English language are very high. Many students on this course achieve high grades and most make excellent progress based upon their prior qualifications. Success rates on all other AS- and A-level English courses are satisfactory. Students on A-level English literature and combined English courses do not make sufficient progress. Too many GCSE English students do not complete the course.
- Success rates for the small number of modern foreign languages students who study at A level are good, but they are low at AS level. At all levels students achieve very few high grades and they make insufficient progress based upon their qualifications when they enrol. Progress is particularly poor in German.
- Teaching and learning are satisfactory. In the better lessons teachers plan their lessons well, recognising the need for a variety of activities. In these lessons they engage students actively in challenging tasks and as a result students make good progress.
- In the weaker lessons students with low prior attainment do not have appropriate activities to support them and their targets are mainly related to accreditation compliance. They receive insufficient controlled practice in new skill areas and insufficient visual stimulus. In modern foreign language lessons teachers rely on translation to check students' comprehension which detracts from their oral fluency and their ability to remember new language.
- Teachers and students use information and learning technology effectively. Students develop useful skills in using computer software that help them to prepare for progression to employment. Most teachers monitor students' progress closely.
- Revised arrangements for initial advice and guidance have helped to ensure that students enrol on appropriate courses this year. Students understand better the academic demands of the various courses they are considering. This is changing students' perceptions of combined English as a default choice. Although an increasing number of students progress directly from college into employment, very little specific 'into work' support or guidance is available.

- Arrangements for academic support have improved this year. Second-year students provide mentoring support for those in their first year. This helps A-level students to develop additional skills that are useful in applying to university and AS-level students find the support helpful in raising their aspirations.
- The structure for the timetable has been amended to allow students to attend more subject-support sessions, including weekly lunchtime revision groups for modern foreign languages. Students appreciate the introduction of catch-up sessions led by modern foreign language assistants.
- Curriculum management is inadequate. The self-assessment report for the area is not accurate. An internal inspection carried out in March 2011 identified the key strengths and areas for improvement in the provision accurately, but this was not used to inform self-assessment. Managers have been slow in responding to the recommendations in the March report.
- Arrangements for quality assuring and improving teaching and learning are not sufficiently effective. Observation of teaching and learning identifies areas for improvement, but does not provide teachers with specific recommendations on what they should do to improve. Too much time elapses before the performance of teachers who need to improve is reviewed.
- The promotion of equality and diversity is good. Teachers reinforce equality and diversity principles regularly through class topics and activities. They exploit many opportunities to challenge stereotypes and pre-conceived ideas, which lead to lively debates. The presence of students from other European countries in most classes leads to frequent discussion on cultural differences and attitudes, which students recognise as a positive feature of the college.

What does John Leggott College need to do to improve further?

- Improve success rates and the progress students make on underperforming courses by setting challenging and aspirational targets for students with low prior attainment.
- Support teachers in providing more controlled skills practice at AS level to bridge the gap from GCSE. Use the virtual learning environment to extend students' extra-curricular engagement in learning, building on the existing good practice in English language.
- Improve modern foreign languages students' fluency and confidence in speaking by reducing teachers' use of English translation to explain vocabulary and to check their understanding.
- Improve the rigour of self-assessment by ensuring that a wider range of evidence, such as from internal inspections, is used to support the judgements made and by involving all staff in the process.
- Improve the quality of teaching and learning by providing detailed action plans resulting from observations, which provide teachers with clear guidance on what they should do to improve and by when. Monitor the performance of teachers who need to improve more regularly.

Information about the inspection

42. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the college's Deputy Principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report and data on learners and their achievements over the period since the previous inspection.
43. Inspectors used group and individual interviews, and emails to gain the views of learners. They observed lessons, tutorials and support sessions. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)**John Leggott College**

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of enrolled learners	
Full-time learners	2,239
Part-time learners	199
Overall effectiveness	4
Capacity to improve	4
Outcomes for learners	4
How well do learners achieve and enjoy their learning?	4
How well do learners attain their learning goals? How well do learners progress?	4 4
How well do learners improve their economic and social well-being through learning and development?	4
How safe do learners feel?	2
<i>Are learners able to make informed choices about their own health and well being?*</i>	2
<i>How well do learners make a positive contribution to the community?*</i>	2
Quality of provision	3
How effectively do teaching, training and assessment support learning and development?	3
How effectively does the provision meet the needs and interests of users?	3
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3
How effective are the care, guidance and support learners receive in helping them to achieve?	3
Leadership and management	4
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3
How effectively does the provider promote the safeguarding of learners?	3
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
How effectively does the provider engage with users to support and promote improvement?	2
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4
How efficiently and effectively does the provider use its available resources to secure value for money?	4

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