

Kirklees College

General further education college

Inspection dates		5–9 November 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Inadequate-4
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Most learners achieve high levels of success. They stay to the end of their courses and more than average proportions pass their examinations; this represents a big improvement since the previous inspection in April 2011.
- Learners develop good skills, knowledge and understanding that make a big difference to their employment prospects, career success and chances of moving on to university. Teachers are vocational experts and learners benefit greatly from their first-hand industrial knowledge.
- Learners who are disadvantaged or who have been less successful at school make great progress due to the excellent support they receive. All ethnic groups succeed equally well.
- The principal has spearheaded a remarkable change in the culture of the college; now only the best is good enough. Other leaders, managers and staff have risen to the challenge and they feel more accountable and valued.

This is not yet an outstanding provider because:

- Although the proportion of apprentices who achieve qualifications is in line with the national average, it often takes too long for them to complete their courses. Many more learners aged 16 to 18 on advanced courses stay to the end of their courses than was the case in previous years, but there is still room for improvement.
- Pockets of mediocre teaching still exist and inspectors saw few outstanding lessons. In a minority of cases, teachers did not challenge and motivate the more-able learners by providing them with appropriate activities at the right level.
- Although learners' success in functional skills in English and mathematics is good overall, the proportion of students gaining high grades in English at GCSE is too low. Teachers do not always mark spelling and presentation well enough to help learners improve their literacy.

Full report

What does the provider need to do to improve further?

- Increase the proportion of learners aged 16 to 18 on advanced courses who stay to the end of their courses, by ensuring that teaching, training and assessment on these programmes are always of the highest quality. Build on the work that has started to ensure that learners are always enrolled on the right courses. Ensure the steep rise in retention rates across the college is replicated on advanced courses for learners aged 16 to 18 by ensuring that staff share best practice.
- Improve apprenticeship training by ensuring that staff and employers understand the need for apprentices to complete their qualifications on time. Ensure that apprentices receive clear advice and guidance regarding targets for completing different aspects of their programme. Use data more effectively to identify areas where training is taking too long and take urgent remedial action if apprentices are falling behind.
- Consolidate the improvements made to the quality of teaching, learning and assessment by ensuring that teaching always challenges the more-able learners. Ensure that all teachers use lesson plans to personalise the work they set for learners and take into account their prior attainment and abilities. Focus staff development for teachers on sharing good practice in developing robust questioning techniques and marking. Ensure that teachers set high aspirational targets for all learners no matter what their prior educational experience has been.
- Develop the skills of teachers across all curriculum areas to enable them to provide better support for learners who need to improve their literacy skills. Enhance the links between specialist functional skills teachers and teachers in vocational subjects to ensure an effective approach to the marking and assessment of spelling, presentation and grammar. Increase the proportion of learners who gain high grades in GCSE English by ensuring that specialist referrals for literacy support are made swiftly and that the use of independent learning and homework give learners more time to practise written English.

Inspection judgements

Outcomes for learners	Good
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- In 2011/12, nearly 90% of learners who started qualifications completed them successfully. The overall success rate of learners on long courses has improved by nearly 20 percentage points in recent years. In all the subject areas inspected, learners made good progress in developing vocational skills, knowledge and understanding.
- There has been a steep rise in success rates for all groups of learners since the previous inspection. In the main, this is because retention rates have improved very markedly. Almost all learners achieve well and make good progress taking into account their starting points and learning goals.
- Despite the high overall success rate, a few areas for improvement remain. For example, the retention rate of learners aged 16 to 18 on advanced courses, although much improved, is still slightly lower than the national average.
- Most apprentices are in construction, engineering, hairdressing and beauty therapy; success rates have improved and are in line with, or better than, national averages. However, too many apprentices fail to complete their qualification within the planned timescale.
- Overall results on functional skills programmes in English and mathematics are good, although the proportion who gain high grades in English at GCSE is low and declined significantly in 2012. Learners in receipt of additional learning support achieve at least as well as their peers and often better.

- The college has addressed successfully the large gaps in achievement between different groups of learners identified at the time of the previous inspection. A high proportion of learners are of Pakistani heritage and for this group, success rates rose significantly in 2011/12 and became closely aligned with, or better than, those of their fellow learners.
- Learners who have previously underachieved at school or who are disadvantaged, make particularly good progress. Most learners aged 16 to 18 enter the college with below average prior attainment at GCSE, and most adult learners have few qualifications on entry. Despite this, pass rates, particularly on advanced courses, are high.
- Learners develop good personal, social and employability skills. Almost all attend well and are punctual. Many obtain useful additional qualifications and most gain useful workplace experience.
- A high proportion of learners progress to employment or gain places at higher education institutions as a result of their time at the college. A large proportion of learners move from intermediate to advanced courses within the college.

The quality of teaching, learning and assessment

Good

- A relentless focus on improving teaching, learning and assessment is having a very positive impact on improving success rates. Frequent and thorough lesson observations, coupled with effective coaching and support for staff is instrumental in bringing about a change of culture to the benefit of all learners.
- Teachers are well qualified and learners benefit from their vocational and professional expertise. Good use is made of a wide range of learning resources to support teaching; for example, in a foundation-level mathematics lesson high-quality resources helped learners understand how to do fractions. Teachers use a good range of online resources including the virtual learning environment (VLE) which is frequently effective in improving learning.
- The majority of learning activities are interesting and support the development of good professional and vocational skills. Learners develop in confidence and motivation. For example, in an English lesson a whole range of short exercises and sharp incisive questions ensured that learners knew how to apply their knowledge. However, in a minority of lessons teachers do not ask challenging enough questions to test understanding, particularly to those learners who find learning easy.
- Staff pay close attention to those learners identified as being at risk of not completing successfully and an effective package of additional support ensures that these learners stay on track. The support that learners receive, including help with finances, help them to stay on their programmes and make the necessary progress.
- Good initial assessment for all learners ensures that they understand the areas they need to focus on. The recently introduced electronic individual learning plan (eILP) helps learners and staff to monitor progress and set challenging targets. Work-based learners, particularly on engineering programmes, benefit from frequent and well-planned assessment.
- Assessment is frequent and fair, and supports learning. Good in-class assessment provides learners with frequent feedback on their progress and development. Learners speak confidently about their assessment tasks and appreciate the feedback they receive from teachers. However, for the more-able learners a minority of assessment and feedback lacks challenge.
- Not all teachers check spelling and grammar consistently well. Learners understand very well the need to develop their English, mathematics and communication skills and most lessons observed showed very good integration of these skills within vocationally relevant activities. However, teachers do not always take opportunities to highlight these systematically in lessons. The separate teaching of functional skills is well received by learners but is not always made vocationally relevant.
- Excellent initial advice and guidance supports most learners to choose appropriate programmes. This system is much improved, following the introduction of pre-course interviews and early

review dates to ensure that learners are on the correct programme. This has led to retention rates that are much better now than at the time of the previous inspection.

- Teachers promote equality and diversity well in lessons and most learners have a well-developed understanding of their rights and responsibilities towards each other. High levels of respect permeate across the college and learners' views are valued and taken seriously. Inspectors observed particularly good examples of promoting equality and diversity, for example, in a professional cookery class good attention was paid to ensuring that learners understood the importance of catering for different dietary needs.

Health and social care	Good
Learning programmes for 16-18	
Learning programmes for 19+	

- Good teaching, learning and assessment contribute to the very high success rates on most courses. The great majority of learners gain employment in health and social care or go on to further study, eventually becoming care workers, nurses, social workers or teachers.
- Learners are ambitious and have high expectations of themselves and their teachers. Many say they are more confident and better able to think for themselves. Learners work hard and are keen to learn.
- Lessons are well planned and the quality of care, support and guidance is excellent. This means that a high proportion of learners stay on their course to the end and maintain high levels of motivation. Learners who need extra support do as well or better than those who do not.
- In the majority of lessons, learners develop good skills, understanding and knowledge and make good progress. They pick up the skills needed to work well as part of a team and carry out effective analysis. Teachers often ask probing questions like, 'Tell me more about how you would keep a vulnerable adult safe?' to test understanding.
- In the fewer weaker lessons, progress is not as fast or sustained. Learners are not as stimulated by their learning and teachers ask questions that are too easy. Teachers provide good feedback to learners on how they can make their work better. Learners understand how to improve their work as a result of good marking.
- The teaching of English and mathematics to support the achievement of learning goals and career aims is not always good enough. At its best, it links learning to real vocational examples, like calculating the risks of taking vulnerable learners out on a shopping trip. However, this is not always the case and the marking of spelling, handwriting and grammar varies widely among vocational staff.
- Most teachers use technology well to bring learning to life, for example by showing a video clip on how to develop interview skills. However, this is not always the case and the VLE is not used consistently well to extend learning or gain information on topics such as health and safety.
- Teachers and support staff are vocational experts and provide useful information, advice and guidance to learners drawn from their first-hand experience in working in this area. Learners appreciate the expertise of staff, which enhances their learning.
- Learners show a high degree of respect for each other and their teachers. Lessons help them to understand the importance of treating people fairly, particularly in health and social care settings. Equality and diversity have a high profile and teachers promote them well in lessons.

Early Years and playwork	Good
Learning programmes for 16-18	
Learning programmes for 19+	

- Teaching, learning and assessment are good as is shown by the high success rates. In particular, the proportion of learners remaining on programme to the end has improved markedly, because of better teaching and support.
- Learners develop a very good knowledge of child development and high levels of understanding of what to do to keep children healthy and safe. However, in a few lessons the more-able learners do not have enough opportunity to learn independently and develop ideas that are more complex.
- Learners make good progress in English and mathematics and their teachers support this by correcting spelling and grammar. Learners understand that it is important for those working with children to have good levels of English and mathematics. However, in childhood studies lessons teachers do not always emphasise this sufficiently.
- Learners have excellent work placements in a wide variety of local nurseries and schools. Teachers are very good at linking this practical experience with theory. Very good support in placements thoroughly prepares learners to work with children.
- Teachers are highly qualified with a good range of experience of working in different children’s settings such as schools, nurseries and children’s services. They are able to use this experience to help learners develop good levels of understanding of the challenges faced in the real world of work.
- Teachers give very clear advice and support after assessment to help learners improve their work. Staff provide a very high standard of individual support to adult learners who volunteer in local schools. This helps them to feel more confident and supports them to return to employment.
- Assessment is good and this means that learners can identify clearly what they need to do to improve. Learners are ambitious and develop confidence. Most move successfully into employment or to university.
- Staff identify quickly learners who are at risk of making poor progress and all of the staff team work well together to put the correct support in place. As a result these learners stay on their courses and gain the qualifications they need to work with children.
- Teachers provide very good support for learners who need extra help with their academic work. This helps them to develop confidence and to learn for themselves. Foundation learners often move on to the intermediate and advanced qualifications that are needed to get jobs in the children’s workforce.
- Learners have a good understanding of how to treat others with respect and of the need to value individual rights and needs. Teachers promote equality and diversity very actively and encourage learners to do the same in lessons and in work placements.

Engineering	Good
Apprenticeships	

- Teaching, training and learning are good and this correlates well with the high proportion of apprentices who achieve their framework qualification. In well-managed teaching sessions, apprentices benefit from the good range of activities and knowledgeable staff who maintain their interest. However, question and answer activities sometimes fail to involve all learners, and only the more confident apprentices respond.
- Apprentices make good progress, develop a wide range of skills and work to high standards during their on-the-job training. For example, motor vehicle apprentices work independently on customers’ vehicles, preparing them for bodywork repairs, and fabrication and engineering apprentices work on complex components and assemblies to demanding industrial standards.
- Enthusiastic and experienced teachers work hard at developing the knowledge and understanding of apprentices, who respond well to the challenges and demands of their

programmes. Staff have high expectations of apprentices, engage with them well and provide motivation and good attention to health and safety in workshops.

- The very flexible and well-thought-out engineering programmes meet the needs of local employers. The newly built engineering block has an excellent range of high-quality resources, including those donated through partnership arrangements. Apprentices appreciate the new facility and enjoy their learning.
- Staff ensure that potential apprentices have an appropriate level of education prior to starting on their programmes and are equipped to deal with the demands and challenges of engineering. In classrooms, tutors use relevant information on apprentices' starting points, identified during initial assessment, to support individual learners well. The tracking and monitoring of apprentices' progress in the workshops are very detailed, thorough and accurate.
- Verbal feedback to apprentices is extensive, very useful and clearly supports their learning. However, the quality of written feedback is inconsistent with much of it too descriptive and insufficiently evaluative. For example, much of the work is signed off without an explanation of how to achieve a higher grade.
- Apprentices are well prepared for the detailed, thorough and well-planned workplace assessments and reviews they receive. Reviews cover all aspects of the apprentices' framework requirements. Assessors check previous targets and set further relevant targets for the next steps in training. Employers are well informed about the progress of their apprentices.
- During the teaching of English, a good range of activities build on previous work and support and develop apprentices' understanding. Although the activities are not always related to engineering, the apprentices develop useful writing skills.
- Information, advice and guidance to unemployed potential apprentices are good. They can enrol on a full-time course at the college and have advice and guidance when the college finds them employment; they then transfer to a day release mode on the same course without disruption to their training.
- The promotion of equality and diversity during progress reviews is appropriate. The use of a bank of relevant questions promotes discussion. However, apprentices' comments are not well recorded on progress review forms and fail to test or reflect their knowledge and understanding.

Information and communication technology

Learning programmes for 16-18
Learning programmes for 19+

Good

- Teaching, learning and assessment are good as reflected in improved success rates, which are high across the department. In the better lessons, activities are well planned and develop learners' skills and knowledge to prepare them well for tests. For example, one activity required learners to evaluate the design of a range of posters to help them develop their design skills for their digital graphics module assignment.
- In the less effective lessons, learning activities do not always meet individual learners' needs and, as a result, they do not participate actively as much as they should. A minority of activities lack challenge or interest. Most teachers use questioning skilfully to help learners develop their knowledge and to test understanding.
- Assignments provide learners with real business scenarios that require them to demonstrate they have the knowledge and skills required to provide information technology solutions. For example, in one task the learner is required to produce an interactive menu order form using advanced software skills.
- The VLE is used effectively both during lessons and outside the classroom to promote independent learning skills. Learners develop their knowledge and skills by using the good range of resources available on the VLE, which include guides, quizzes and activity sheets.

- Support for learners is excellent. Their needs are identified early. Learners value and speak positively of the support they receive from their tutors because it focuses on helping learners to make progress and achieve.
- The quality of marking on assessment tasks varies. On occasions, feedback is brief and lacks detail to inform learners about how to make improvements. However, more commonly, feedback on assignments are well annotated and give learners detailed guidance on what they have achieved and what they need to do to improve.
- Activities in lessons and module assignments help learners develop their English and mathematics skills. However, the correction of spelling and punctuation is not done consistently well by vocational teachers.
- Challenging targets help learners become more ambitious and has a positive impact on attendance, which is high. Tutors track learners' progress well using eILPs and monitoring software. This has helped tutors to identify learners who are at risk of not meeting targets and enables earlier intervention.
- Good initial advice and guidance ensures that learners have a detailed understanding of progression opportunities. The department has introduced a one-year, fast-track programme of study for advanced learners to ensure that they can quickly progress to higher education. A high proportion of learners progress to higher levels and programmes.
- Equality and diversity are promoted well by teachers through activities and assignments. In lessons, the use of group work helps foster good relations between learners and encourages them to support one another.

Hairdressing and beauty therapy

Apprenticeships

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good, which is mirrored in the high proportion of learners who achieve their qualification. In the best lessons, varied activities help learners enjoy learning and take part with interest. Most teachers make good use of questions to check learners' understanding and reinforce learning; learners ask sensible questions and answer with confidence.
- Staff are enthusiastic and make good use of their extensive vocational knowledge to enrich the learning experience and inspire learners. They often refer to examples from their own careers in the hair and beauty industries.
- Teachers make good and effective use of the VLE during and outside practical and theory sessions. For example, online clips showing a nationally recognised stylist inspire the development of long-hair work in class. Learners use homework well to research into creative hairstyles using the internet.
- Learners develop good practical skills, particularly in colouring and styling long hair. Beauty therapy learners develop particularly good skills when preparing for electrical body treatments and work independently with confidence preparing their working areas. A high proportion of learners progress from intermediate to advanced courses in hairdressing and beauty.
- In a minority of practical hairdressing lessons, not enough clients are available for the learners to work on. This means that learners have to use head forms on which to practise their skills, resulting in them underachieving.
- The assessment process is fair and rigorous and meets the awarding body requirements. Learners are well briefed before the assessment and understand clearly what is expected of them. Learners and assessors agree targets that are achievable and challenging.

- Employers take an active part in apprentices’ progress reviews carried out in the workplace. Targets are set and agreed which focus on the achievement of National Vocational Qualification units. Apprentices receive good support and encouragement to work on assessments, such as cutting techniques, that progress their learning.
- Learners use good safe-working practices in their practical learning sessions. For example, in a colouring workshop, all learners followed good health and safety requirements by wearing protective gloves and aprons. Learners look and behave professionally when working with clients.
- Good monitoring procedures are in place to make sure learners at risk of leaving their course are identified early. Teachers support effectively any learners who show signs of losing interest; however, attendance is poor in a minority of lessons. Many learners who were in danger of leaving programmes last year stayed on to the end and went on to further study or employment.
- Teachers encourage learners to use good grammar and spelling. The development of mathematics is good, for example, teachers use real-life hairdressing products when learners are working on mathematical ratio calculations. This makes lessons relevant and meaningful to the learners.
- Learners enjoy their studies, respect each other and speak highly of the staff. Teachers are approachable and learners appreciate the good support and encouragement they give. Most learners have a good and thorough understanding of the broader issues relating to equality and diversity.

Sport, recreation and leisure	Good
Learning programmes for 16-18	
Learning programmes for 19+	

- Teaching, learning and assessment are good as reflected in the high success rates. In the best lessons, learners work well in teams and benefit from a range of active learning opportunities. Inspectors observed many examples of good teaching, including one lesson in which learners learnt how to treat and prevent sports injuries.
- Lessons are well designed and include many exciting ‘hands on’ activities. In the better lessons, activities ensure that learning is more challenging for the more-able learners. Inspectors saw no unsatisfactory teaching but in the weaker lessons, teachers provided too few opportunities to develop English and mathematics.
- Knowledgeable and friendly staff develop positive relationships and motivate and inspire learners. Teachers are highly skilled industry professionals and share their own range of sporting experiences to enrich learning. Learners benefit from the expertise of their teachers.
- Feedback on learners’ written work is detailed and provides good guidance on how the work can be improved. Teachers highlight and correct errors in spelling and punctuation to help learners develop their English. They give verbal feedback frequently in a positive and supportive way.
- Approaches to help learners remember the basics are good; however, questions are often too easy for the more-able learners and do not deepen understanding. This means that the more-able learners do not always achieve the highest levels.
- The use of information and learning technology across the area is good; teachers use this to good effect in lessons and to support learning outside of the classroom. The eILP is used well to set targets and monitor progress.
- Learners enjoy a varied enrichment programme that includes ice skating, bowling, team-building activities and charity work. They also benefit from studying additional qualifications such as fitness instructing, sport leader awards and first aid.

- A successful football academy has been set up recently in partnership with Stalybridge Celtic Football Club and recently expanded to include rugby and boxing academies. Good external links with sport and leisure providers such as Kirklees Active Leisure help learners to develop occupational experience.
- Learners value the personalised care they receive from staff. The 'team leader learner success' teacher offers quick and effective support to help learners who are experiencing difficulties in their studies. High-quality advice and guidance improves learning and supports progression.
- Good classroom management supports learning and creates an environment where everyone treats each other with care and respect. Learners work well together and demonstrate very good behaviour. Teaching reflects the diverse nature of the sporting industry and uses good examples to reinforce equality and diversity.

Performing arts

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good, reflected in the positive outcomes for most learners. Strategies to improve retention and attendance are now effective. Most learners are making good progress; for example, in a dance class, they perfected simulated fight moves for a *West Side Story* production.
- Good teaching supports the development of good standards of work in music and performing arts. Learners gain technical skills and have a good understanding of the principles of performance and production, and take part regularly in public shows. Learners gain confidence from their performances at nearby schools and from performances at local football stadiums.
- Lessons are well planned. Teachers use a range of methods to ensure that the individual needs of learners are met. For example, in a music technology class the teacher recorded different music examples for learners across a wide range of ability.
- Teachers are well qualified with extensive vocational expertise and have high expectations of their learners. Assignments have a strong vocational emphasis to prepare learners for the workplace. As a result most learners understand the importance of working to high professional standards and in a music ensemble class learners worked well together in groups.
- Initial assessment is good and teachers use it well to plan learning and identify and provide additional support. Good support, care and guidance for learners help to improve their success and retention. Learners who are not making the progress expected receive close support from 'team leader learner success' tutors, who work closely with them.
- Assessment is thorough with useful written guidance for learners. Learners value the prompt way in which their work is marked and understand what they have to do to improve. However, feedback is not always sufficiently critical enough to ensure that learners are pushed to achieve at a higher level.
- Effective teaching and learning assists learners in improving their communication skills. Clear targets are agreed in tutorials and progress is monitored well. The use of electronic individual learning plans has helped in this process by promoting appropriate targets for learners.
- Good advice and guidance help learners plan effectively for their futures and ensure that a high number progress through the different levels available. The majority of advanced-level learners progress to higher education.
- Specialist accommodation and resources are good and classes take place in a dedicated centre that has spacious studios and a wide range of resources. Editing and sound equipment provide learners with very good opportunities for independent learning. However, some areas make insufficient use of the VLE.

- The promotion of equality and diversity is good. The curriculum is inclusive and staff work hard to remove barriers to learning so that all learners can participate fully. The small numbers of female learners in music technology are treated fairly and previous gaps in the achievement of learners from minority ethnic groups have closed.
- Learners enjoy talks from guest speakers and trips to extend their knowledge. Guest speakers give advice on career progression and raise aspirations. Learners have an appropriate knowledge of safe working practices in studios.

Visual arts

Learning programmes for 16-18 Learning programmes for 19+

Good

- Teaching, learning and assessment are good and mirror the high proportion of learners who achieve their qualification. The pace of lessons is brisk; expectations are high and this leads to the rapid development of learners' skills. Teaching accommodation and resources are excellent; however, the great demand for computers occasionally prevents students from using them outside of their taught sessions.
- High standards of learners' work across all courses are underpinned by good observational drawing including the study of life models. Graphics and photography learners produce striking images using industry-standard equipment and they utilise the VLE's store of teaching resources effectively. However, a few staff do not fully exploit this facility and their learners do not benefit sufficiently from the resource.
- Varied educational visit to galleries and museums help learners to articulate their ideas and intentions more effectively. Theory is taught well and is brought to life with energising topics such as hip hop art and Russian constructivism that develop learners' critical skills.
- Well-qualified and skilful staff have considerable industrial experience that helps learners to develop their own professional practice. Teachers plan lessons thoroughly and use creative displays of learners' work in their studios as effective teaching aids. Much teaching is exciting and vibrant and this inspires learners to experiment and develop their mark-making skills.
- High-quality support ensures that the assessment of needs is accurate and systematic and, as a result, individual learning plans contain specific targets that are realistic and challenging. Good individual learner support ensures that plans are reviewed and progress is monitored regularly; however, a few teams use the eILP less effectively. Feedback from tutors is generous and motivating and helps learners to acquire new knowledge, develop their skills quickly and identify what they need to do to improve.
- English and mathematics are integrated well into coursework through group critiques and innovative assignments and, as a result, learners can articulate their ideas and intentions clearly and with considerable flair. Foundation learners use sacred geometry to decode Renaissance paintings with finesse and learners on 3-D courses use a range of ornithological projection to develop scale drawings of furniture with confidence.
- Skilful classroom management ensures that equality and diversity are well promoted. Teachers are approachable and encouraging and this fosters mutual respect and good working relationships with their learners. Advice and guidance are of high quality and enable learners to prepare thoroughly for progression to higher education and employment.
- Comprehensive references to other cultures such as Tunisian and Lebanese art invigorate teaching and learning and, as a result, learners' course work and sketchbook ideas are rich and often very sophisticated. Assignment briefs are imaginative, well written and give learners many opportunities to develop and apply their knowledge of equality and diversity. For example, textiles learners studied Japanese fashion and shoes made from rice and ice cream; fine art visual communication learners explored cyber bullying; and art and design learners produced strong images combining Islamic art with the work of Banksy.

The effectiveness of leadership and management**Outstanding**

- Outstanding leadership and management have transformed outcomes for learners from inadequate to good in the space of 18 months. The principal has a very clear strategic approach and has introduced an unremitting drive for improvement; his ability to listen and engage staff, coupled with an acute focus on what is best for the learner, has moved the quality of teaching, training and assessment forward decisively. He has enabled staff at all levels to develop and fine tune their skills and embrace the stronger culture of accountability.
- Senior leaders and managers have welcomed the new approach and they, in turn, convey high aspirations and expectations to staff and learners alike. Teachers and support staff have embraced the drive for continuous improvement and this has enabled a quantum leap in the quality of the learners' experience and outcomes.
- Governors have always placed support for learners and staff at the centre of their work. The appointment of several relatively new governors has strengthened the governing body significantly. Governors now offer vigorous and well-informed challenge to senior leaders on performance and the quality of provision.
- Self-assessment and quality-improvement processes are thorough, accurate and have become a key driver of improvement. Senior leaders, external partners and governors scrutinise and moderate self-assessment reports to ensure that they represent an accurate picture. A clear focus has been introduced on the impact that systems have, rather than on mere compliance.
- Target-setting, monitoring and evaluation to improve the quality of provision are sharp and effective. Data management is of high quality and data are used well at all levels to drive improvement. All the areas for improvement identified at the last inspection have been tackled successfully.
- Arrangements to manage and assess the performance of staff are effective, tough and seek to reward and celebrate good and better performance. In cases where performance does not improve, competency procedures are implemented and staff leave the college.
- Highly effective management has improved the quality of teaching, learning and assessment. Teachers identified as requiring improvement have access to excellent professional development. The 'Inspire Centres' provide a range of learning and development opportunities for teachers to refine their skills and share good practice.
- The college provides a wide range of vocational courses carefully matched to the needs of the community. Apprenticeships have expanded significantly to match learners', employers' and community' needs and ambitions better. The college no longer offers A-level courses as many other local opportunities exist. Learners with learning difficulties and disabilities have a wide variety of programmes.
- An extensive building programme is transforming college facilities to ensure that they rank with the best in the country. As a result of the huge investment it has made, leaders recognise that the college is in a weak financial position, but plans are in place to address this. Highly effective management of the older buildings and facilities ensure that current learners do not suffer.
- Staff have made significant improvements in the ways in which the views of learners are used to develop the curriculum and improve teaching, both of which are now good. Detailed feedback is given to learners on how their suggestions have been acted upon. Learners expressed a high degree of confidence in the college, its provision and the quality of teaching and learning.
- The range and quality of partnership work has improved greatly and is very good. Kirklees College is seen as an essential participant in the economic development and regeneration of the local area by employers, the local authority and other key organisations. Employers greatly value the college, citing such characteristics as high-quality provision, responsiveness and flexibility.
- Equality and diversity are promoted extremely well. No significant differences exist between the performances of different groups. Staff are very responsive to the needs of vulnerable learners,

particularly those from more-deprived areas. Learners with specific learning difficulties and/or disabilities are integrated seamlessly into college life.

- The college meets its statutory requirements for safeguarding learners. Appropriate policies are in place. Well-developed links with external agencies ensure that the college is well placed to meet the needs of vulnerable learners and that at-risk learners are monitored closely.

Record of Main Findings (RMF)

Kirklees College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships
Overall effectiveness	2	2	2	2	2
Outcomes for learners	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	1	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Engineering	2
ICT for users	2
Hairdressing and beauty therapy	2
Sport, leisure and recreation	2
Performing arts	2
Visual Arts	2

Provider details

Kirklees College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 4,472
	Part-time: 16,853
Principal/CEO	Peter McCann
Date of previous inspection	3–8 April 2011
Website address	http://www.kirkleescollege.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	998	191	1,024	274	1,325	389	0	2
Part-time	290	1,036	187	3,288	107	947	15	271
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	400	847	170	523	0	12		
Number of learners aged 14-16	201							
Number of community learners	1,349							
Number of employability learners	1,574							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Malvern House Training Solutions ■ DKM Consultants ■ Skills Network ■ Enterprise Partnership ■ Calderford Training ■ CMS ■ KYT ■ Sporting Pride 							

- Woodspeen
- Norton Webb

Additional socio-economic information

The college has two main sites located in Huddersfield and Dewsbury. Although the district has areas of relative affluence, it also has areas of significant deprivation. Around 40% of school pupils in Kirklees are known to be eligible for free school meals. More than half of the college's learners come from disadvantaged areas. The local population is culturally and ethnically diverse and this is reflected in the learner cohort. The unemployment rate at the time of the inspection was 4.8%. Around 28% of working-age adults have either no qualifications or qualifications at foundation level only. The proportion of pupils attaining five or more GCSEs at A* to C including English and mathematics has increased over the last four years and is above the national average. However, the college cohort has a high proportion of learners who did not attain these levels.

Information about this inspection

Lead inspector

Andrew Johnson HMI

Three of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the vice Principal (Curriculum and Quality) as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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