

Leeds College of Building

General further education college

| | | |
|--|-------------------------|----------------------------|
| Inspection dates | | 28 January–1 February 2013 |
| Overall effectiveness | This inspection: | Requires improvement-3 |
| | Previous inspection: | Good-2 |
| Outcomes for learners | | Requires improvement-3 |
| Quality of teaching, learning and assessment | | Good-2 |
| Effectiveness of leadership and management | | Requires improvement-3 |

Summary of key findings for learners

This provider requires improvement because:

- Success rates at all levels have been significantly and consistently low over the last three years. Too many learners are not completing their courses.
- Teachers miss too many opportunities to develop the literacy skills of learners. They do not correct spelling and grammatical errors in too much written work.
- A minority of lessons, particularly in theory sessions at foundation level, are too teacher led and do not sufficiently engage students in learning.
- Actions resulting from arrangements to manage and assess the performance of staff are too vague. Course review targets do not have sharp goals to focus on improvement.
- Equality and diversity are not fully integrated into the curriculum.

This provider has the following strengths:

- Those learners who are retained do well. Pass rates are consistently high across a significant majority of courses.
- Successful learners develop good personal, social and employability skills. A high proportion of these learners progress to employment. The college provides a friendly, respectful and supportive environment for all learners.
- Good teaching, especially in practical lessons, enables learners to develop good practical skills and produce work of a high standard.
- Partnerships are strong. Good links with industry and subcontractors enhance the learners' experience.

Full report

What does the provider need to do to improve further?

- Increase success rates across all levels by:
 - maintaining and accelerating the focus on improving retention
 - ensuring the frequent monitoring of retention
 - ensuring that targets for learners' attendance are specific to each course, that frequent monitoring takes place to check they are being met and that prompt action is taken where this is not the case.
- Raise the profile of functional skills in English and create frequent and better opportunities for all learners to improve their literacy skills. Ensure that errors in spelling and grammar are regularly corrected.
- Further improve the quality of teaching and learning in theory lessons so that learners of all ability levels are motivated and engaged to make good progress. Make sure that activities are planned to meet all learners' needs and that targets set are sufficiently specific and challenging.
- Ensure that action planning arising from course reviews has specific targets for improvement with clear timescales and milestones to measure progress at regular intervals.
- Integrate more effectively equality and diversity into the curriculum. Ensure that opportunities to develop learners' understanding of equality and diversity are taken.
- Improve the arrangements to manage and assess the performance of staff. Make sure that staff appraisals have clear and measurable targets for improvement.

Inspection judgements

| Outcomes for learners | Requires improvement |
|---|----------------------|
| <ul style="list-style-type: none"> ■ Learner outcomes require improvement. Success rates for learners on long courses have been consistently and significantly below the national average for three years, declining further in 2011/12. Retention rates are often well below national averages while pass rates are above. ■ Apprenticeship success rates, traditionally high, declined significantly in 2011/12. Recession and consequent employment patterns have affected some completion rates within the construction, engineering and building trades both locally and across the larger region. The college is beginning to respond to these challenging circumstances. ■ Retention rates show a year-on-year decline. The college has begun to tackle low retention on some courses but strategies remain at a preliminary stage and it is too early to assess the impact and sustainability. However, an early analysis of impact demonstrates an improving trend. Retention was identified as an area for improvement at the previous inspection. ■ Those students who are retained do well. Pass rates are better than national averages across most courses. 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 are high. There remain some gaps in achievement between different groups of learners; females aged 16 to 18 achieve less well than their male counterparts. ■ Pass rates on functional skills programmes are above the national average. Progress in mathematics is particularly marked with good linkage between theoretical and practical applications. However, in too many assignments across courses spelling and grammatical errors are uncorrected and consequently opportunities to develop literacy skills are not strong enough. ■ Learners who complete additional learning support programmes achieve better than their peers. However, not all learning skills needs are followed up through regular appointments and improvement sessions and some students consequently do not make the progress that they should. | |

- The majority of learners develop good personal, social and employability skills. However, attendance across some courses remains too variable.
- Many learners obtain useful additional qualifications and most gain positive workplace experience. They enter local and prestigious national and international skills competitions and do very well. One learner, who had won several national skill prizes, noted how competition had focused and sharpened his abilities through imposing, 'strict time limits on the completion of the task with the requirement for excellence in technical skill and precision in the finished product'.
- A high proportion of successful learners progress to employment. A significant proportion of learners move from intermediate to advanced level courses within the college.

The quality of teaching, learning and assessment

Good

- Good teaching, especially in practical lessons, enables learners who are successfully retained on courses to make good progress and achieve well.
- Teachers use their industrial experience and expertise successfully to enhance students' learning. In practical lessons teachers use demonstrations very effectively to enable learners to acquire different techniques and apply diverse approaches to completing tasks. In theory lessons teachers draw on their own industrial experience and provide useful examples to help learners link theory to practice and to understand theoretical concepts.
- Learners quickly develop good practical skills related to their course and use tools and equipment competently and confidently. Health and safety are promoted well in lessons and the workplace. Learners have a thorough understanding of their rights and responsibilities.
- Teachers have good working relationships with learners and provide good support to help them make progress and achieve. Initial assessment is thorough and accurately identifies learners' support needs. Learners are set targets to help them progress and achieve although these are not always suitably specific and in a minority of cases are not sufficiently challenging.
- The quality of teaching and learning in theory lessons is variable. Teaching in theory lessons equips learners with the required knowledge and understanding to enable them to complete practical tasks, although this is more effective on higher level courses and in classes for apprentices. In the best lessons teachers use a wide variety of techniques to motivate and engage learners including discussion and debate, targeted questioning, and the use of information learning technologies (ILT).
- In less effective lessons, usually at entry and foundation level and in classes for full-time learners, teachers do not always plan lessons to meet individual needs. A minority of lessons at foundation level are too teacher centred and learners are not sufficiently motivated or engaged in learning.
- High quality resources support teaching and learning effectively. Learners benefit from realistic working environments in many practical workshops. Classrooms are well equipped with ILT. The college's virtual learning environment (VLE) is a valuable resource that enhances learning and encourages students to learn independently. The VLE is used well by teachers and learners on building services programmes and on construction management courses but is not yet used to its full potential to support learning and development on several construction craft courses.
- Teaching in vocational lessons supports the development of learners' mathematical skills very well. Teachers emphasise the importance of mathematics and frequently set tasks that require learners to calculate solutions to construction related scenarios. However, the development of learners' literacy skills requires improvement. Teachers do not routinely correct spelling and grammatical errors in learners' work and do not promote the importance of developing literacy skills sufficiently well.
- Assessment practices are good. Assessment is frequent and fair with assignment briefs and assessment tasks having clearly defined criteria that specify what learners need to do to achieve. Teachers use assessment adeptly to track and monitor learners' progress in both practical and theory lessons. Teachers provide good verbal feedback to learners following the

completion of practical task and many provide useful written feedback that details what learners could do to improve assignment work or evidence portfolios.

- The promotion of equality and diversity through teaching and learning requires improvement. While equality and diversity themes are explored as part of the tutorial programme opportunities are frequently missed in lessons to promote and reinforce equality and diversity. Lesson planning to ensure equality and diversity are promoted within the curriculum is underdeveloped.

Engineering and manufacturing

Learning programmes for 16-18

Learning programmes for 19+

Apprenticeships

Good

- Good teaching, learning and assessment enable the vast majority of apprentices who remain in employment to achieve successfully. Pass rates on most courses are high.
- In the most effective theory sessions activities are well planned by knowledgeable and experienced teachers. They use varied questioning techniques well to check understanding. In a small minority of the less effective theory sessions, teaching was uninspiring, lacked pace and not all learners were fully engaged. In the majority of theory sessions ILT is used appropriately and effectively to enhance the learners' experience.
- In practical sessions most learners develop good teamwork, high level skills and knowledge through challenging tasks that are relevant to workplace practice. For example, in a heating and ventilation practical session after completing a complex pipe layout task one learner assisted others with some basic pipe work techniques.
- Learners have timely and appropriate progress reviews at the start of the course and every 10 weeks thereafter. These involve a review of their timekeeping and progress at the college and performance in the workplace. They include contributions from their workplace supervisors. However, too many reviews lack clear and challenging short-term targets to inform and aid progress.
- Regular and timely assessment in the workplace is good. Practice involves on-site visits by experienced assessors. Verbal feedback is supportive and constructive but in a small minority of cases target-setting is vague and does not provide sufficient challenge.
- Assessment and verification meet awarding body requirements across all programmes. Health and safety are strongly promoted and reinforced both in college and in the workplace. For example, learners working on-site using access equipment in order to wire a lighting network were required to risk assess the job and run through a series of safety checks prior to starting work. Practical workshop areas are equipped with machine tools and facilities to a high standard.
- Induction programmes are thorough. Good monitoring and tracking arrangements identify those learners at risk of not completing their course. All learners are regularly interviewed to discuss their progress and performance within the initial weeks of the programme.
- Initial assessment, advice and guidance are effective in ensuring learners are placed on the appropriate course and level. The college provides good and speedy identification of those who require additional learning support to improve their literacy and numeracy.
- Information, advice and guidance are thorough. Learners receive details about the programmes, college life, employers' expectations and progression opportunities. Advice is given in both group and individual sessions. Schools references are taken up and where appropriate used to identify 'at risk' learners who are allocated a personal adviser. Employers are fully involved at the outset with the apprenticeship programmes and made aware of their role and responsibilities.

- The promotion and integration of equality and diversity in lesson planning requires improvement. Equality and diversity are discussed at induction and briefly at progress reviews. However, opportunities to promote equality and diversity in the classroom and workshops are not routinely or adequately exploited.

Construction crafts

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement. Success rates reflect this and are at or below the national average on the majority of courses. The college has put in place a number of strategies and initiatives to improve retention although it is too early to judge their impact.
- In most practical lessons, teachers have high expectations of learners. They use their knowledge and experience to develop learners' employability skills well. For example, in one lesson, carpentry and joinery learners constructed traditional hip and valley roof structures to a good standard.
- Learners participate in regional and national competitions and several of them have won prestigious prizes. These competitions allow learners to develop their practical skills at a high level and help to increase their confidence.
- Many lesson plans are too general. Teachers do not outline what is intended for their sessions in terms of vocationally-related teaching and learning activities. In theory lessons, teachers make insufficient checks on learners' knowledge and understanding. In one uninspiring lesson, there was too much input from the teacher and most learners remained passive and disengaged.
- The use of technology to support teaching and learning requires improvement. Too few learners use ILT and the college's VLE to broaden approaches to their learning and to develop independent study.
- Partnerships with employers are strong. Local companies participate in a range of courses offered by the college. For example, provision has been developed with the support of a local roofing company to offer training for the installation of solar collectors. Local companies donate consumable materials that benefit learners in their practical activities.
- Teachers promote good health and safety practice, particularly in workshops. Health and safety issues are covered in group tutorials and risk assessments are carried out on hazardous materials and equipment. Hazard training checklists have been introduced to ensure learners are aware of the risks involved in using them.
- The monitoring of learners' progress is effective and target-setting is used well in tutorials. Assessment is timely and thorough. In workshops, assessment is carried out against specified criteria for each task. Written feedback on learners' work shows clearly what learners need to do to improve the quality of their work. Attendance is low and in a few lessons was very poor.
- The development of learners' mathematics skills is good. Vocational teachers integrate basic mathematics into assignments and workshop tasks well. Learners develop numerical skills through accurately measuring, scaling and drawing the components that they intend to construct. In contrast, the development of literacy skills requires improvement. Most teachers do not correct learners' text, grammar and spelling.
- Good initial assessment ensures that learners are on the appropriate-level course. Learners are well supported by their vocational teachers and workshop facilitators. They value the help and guidance they receive.

- The promotion of equality and diversity requires improvement. Detailed analyses of performance are carried out in construction crafts by gender, ethnicity and disability. However, teachers do not promote equality and diversity through teaching and learning.

Building services

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good. While success rates declined to below the national average in 2011/12, significant changes to the curriculum offer in the current year are having a beneficial impact on learners' outcomes. Current retention rates are much improved. Pass rates have been consistently above national rates for the last three years.
- Learners develop good vocational skills. Attention to safe working practices and procedures are good. Learners quickly become competent at assessing safety risks and understanding safety standards. Staff apply their knowledge and vocational experience to encourage high expectations and develop learners' understanding.
- Most lessons are well planned. The development of independent learning is good. Links between theory and practice are particularly effective. For example, in one gas theory lesson learners acquired understanding about the safety requirements of gas-flue flow testing and then effectively practiced the technique within a realistic household environment.
- During theory lessons, good use is made of component parts and materials to reinforce learning. In one plumbing session on materials selection learners identified valves, fittings and different pipe materials to establish the most appropriate and cost effective selection of central heating components to meet customers' specifications.
- In most lessons questioning techniques are used effectively to check understanding. In a minority of lessons the checking and development of learners' understanding lacks sufficient depth.
- Learners benefit from the excellent resources that support industry accredited provision in gas and electrical installation. Facilities in plumbing and heating and ventilation are of a good standard. Many learners develop their individual customer skills well when working in simulated domestic premises.
- Theory lessons provide many opportunities to check and reinforce learners' understanding of functional skills. While a few staff use these sessions to check and advance numeracy knowledge, too many miss opportunities to develop and extend the learners' understanding further. They do not check and correct spelling and grammar sufficiently.
- Assessment is good, thorough and frequent. Verbal feedback is prompt and constructive; however, some written assessed work is not returned to learners and this restricts their opportunities to revise. Written work in some areas is returned without comments on how to improve.
- Monitoring of progress is good and particularly effective during practical sessions where teachers review learners' progress during every session. They use one-to-one tutorials effectively to check many aspects of the learners' experience.
- Initial advice, guidance and assessment are good and thorough. Initial assessment results are used to identify any support needs, which are quickly followed-up. Learners identified with additional needs are given appropriate guidance and very effective individual support.
- The promotion of health and safety, equality and diversity and safeguarding during induction is good. The college successfully promotes a friendly and inclusive working environment. However, the planning for and subsequent reinforcement and development of equality and diversity are not sufficiently comprehensive.

Building and construction

Good

Apprenticeships

- The quality of teaching, learning and assessment are good. High outcomes reflect this on workplace learning programmes and for apprentices who complete their programme. Where retention is low, the college has implemented appropriate strategies and initiatives to elicit improvement.
- Learners develop good vocational skills in college and in the workplace and produce work of a good standard. They are motivated, quickly make progress and develop their skills to industry standards.
- In the most effective lessons teachers draw on their industrial experience and effectively link theory to industrial practice. In a small minority of lessons teachers do not plan sufficiently to meet individual learners' needs and consequently some learners do not always make the progress they are capable of.
- The majority of learners are challenged and encouraged to work independently. For example, in one session, advanced plumbing apprentices were encouraged to work independently installing first-fix pipework to a new property. In a small minority of lessons questioning fails to stretch and challenge the more-able learners.
- Learners benefit from safe and outstanding workshop facilities which are very well resourced. In roofing, learners benefit from full-scale roof rigs to ensure a realistic working environment.
- Individual learning plans and reviews are of good quality and inform the assessment process. Knowledgeable assessors set challenging targets, enabling learners to know exactly what they have to do to improve further. While the contribution of employers, learners and assessors to the review process is highly effective, employers and learners do not always receive the completed review in a timely fashion.
- Assessment of work is frequent and written and verbal feedback is prompt. Work-based learning portfolios are good. In technical and professional apprenticeships, written feedback on assignments is very good and gives clear direction to learners about how they can further improve their work.
- Assessment and verification meet awarding body requirements across all programmes. Internal verification files are well organised and up-to-date. Feedback from the internal verifier to the assessor is constructive with recommendations to help improvement; actions are tackled by assessors quickly.
- Learners develop their mathematics skills by being able to measure, gauge, quantify and calculate through a range of tasks which are integrated into their programme. Apprentices understand the importance of English and mathematics and how they can enhance their employability skills. However, teachers do not effectively correct mistakes in learners' spelling and grammar.
- Learners receive effective information and guidance prior to enrolment and throughout the course. Learners speak highly of the support services in the college, citing financial advice and support in particular. Prior to enrolment learners undertake a searching interview, initial assessment and skill scan to ensure they are on the right course and supported effectively. Teachers and assessors are proactive and use their industry contacts well in trying to find alternative work placements to support displaced apprentices.
- Equality and diversity are promoted very effectively through the review process. While teaching materials are free from stereotyping, the promotion of equality and diversity in lessons is insufficient. Teachers frequently miss opportunities to promote equality and diversity.

Foundation English and mathematics

Learning programmes for 16-18 Learning programmes for 19+ Foundation Learning

Requires improvement

- The quality of teaching, learning and assessment requires improvement. Whilst functional skills success rates have improved and are above national averages the development of literacy skills are under-developed. Teachers do not pay sufficient attention to the promotion and development of literacy skills.
- Staff effectively engage and motivate learners who have a diverse range of challenging learning needs. Prior attainment in English and mathematics is low. Learners appreciate the importance of these skills for their future job aspirations. Attendance is good.
- The teaching of mathematics is good and motivates learners to develop and extend their skills and relate these to their vocational studies. Lessons are varied and challenging, and learners' involvement and interest are maintained. For example, learners develop skills through practical measuring activities and ILT is used well to collate results. Teachers enhance the delivery of mathematic skills by good collaboration with specialist vocational tutors.
- Taught sessions in English vary in their quality and most are in need of improvement. The weaker lessons are characterised by poor planning and behaviour management, ineffective use of technology, and insufficient resources. Learning aids such as lists of commonly occurring words were not available in observed sessions. Consequently, spelling and the development of vocabulary were not incorporated. In a minority of sessions staff use imaginative and creative activities to engage students and this results in good written work.
- The initial assessment for learners provides an accurate basis from which programmes are planned. Learners with functional skills at one level are encouraged to achieve at a higher level. Systems to track learners' progress are comprehensive. Teachers closely monitor learners' achievement of different topics, assessment activities and practice tests. Skills tests are used well to demonstrate learners' current progress against initial starting points.
- Feedback on learners' written work in order to help them improve their English is ineffective. Teachers do not correct spelling and grammatical errors. They give very encouraging and positive feedback regardless of the standard of learners' work.
- Target-setting is not fully effective. Some targets are too broad to provide learners with sufficient detail of actions needed to progress. Progress reviews focus on previous work completed and do not set challenging personalised targets to inform next step improvements.
- The promotion and integration of English in vocational theory sessions requires improvement. Teachers do not always check that their own spelling, grammar and text are correct. Teachers take insufficient advantage of opportunities to reinforce good English and in particular speaking and listening skills.
- The provision of advice, guidance and additional learning support are good. Learners receive a detailed assessment of their support needs which includes involvement from parents and schools who contribute to the support package. However, referral to support activities takes too long for some learners.
- Learners support each other and show respect to staff. Integration of minority groups with the wider population of learners is good. Students feel safe and protected from bullying and harassment. However, teachers sometimes neglect quieter learners in classes and they do not actively promote equality and diversity in sessions.

The effectiveness of leadership and management**Requires improvement**

- Leadership and management require improvement. Leaders and managers provide a clear vision of high expectations, but performance targets are not always met. The college is conducting an appropriate review of its mission and strategic plan to take account of changes in the local and national context as well as declining retention on some programmes.
- Governors are actively involved in reviewing the college's key priorities. They receive detailed reports on all aspects of the college's work and provide an appropriate level of challenge for the senior executive team. Governors have developed a sharper focus on the reasons for declining retention and actions being taken to tackle it. Governors fulfil their statutory duties well.
- Performance management is improving. Curriculum managers now attend monitoring meetings with the executive team three times a year, which is strengthening accountability. Individual appraisals have an appropriate focus on teaching and learner outcomes. However, the objectives set as a result of this process are sometimes too vague, or repeat objectives that were not achieved in the previous year. Some course review targets also lack sharp goals. Appropriate arrangements are in place to monitor the college's subcontracted work.
- Self-assessment is comprehensive and inspectors agreed with many of the college's judgements. However, the college over-estimated some strengths in teaching and learning. Monitoring of teaching and learning is being enhanced in the current year. Managers have started to undertake regular 'walk-through' visits to lessons to gauge the learners' everyday experience. This is in addition to the formal graded observations that were already in place, where teachers receive advance notification of the timing of an observation.
- The views of learners are valued and acted upon. Employers' views are gathered through formal and informal mechanisms, and contribute to the self-assessment process.
- The college has been too slow to address the decline in retention but several initiatives now in place are starting to have a positive effect. Data management is improving so that senior managers have a more accurate view of in-year retention. Attendance monitoring has been strengthened and the college places a greater emphasis on identifying learners at risk of leaving courses early. However, attendance targets are too general and improvements in attendance are happening at a faster rate on some courses than others.
- Recent curriculum changes are designed to ensure learners are on an appropriate course. For example, there are now more entry-level opportunities and some foundation courses have been redesigned to better meet learners' needs. The college provides good progression opportunities for learners onto higher-level courses. The college works closely with employers and national awarding bodies in the development of qualifications for the industry.
- Partnership working is very strong. The college has very good links with industry and with its subcontractor partners. Employers and schools speak highly of the responsiveness and flexibility of the college in meeting their needs.
- Promotion of equality and diversity is satisfactory. The college works effectively to promote a culture of respect amongst learners from different backgrounds. Data are analysed carefully to identify gaps in outcomes for different groups of learners. Research is taking place with groups of learners in an attempt to identify reasons for the lower achievement of some female students. However, in lessons, staff do not make enough use of opportunities to develop learners' understanding of equality issues.
- The college places a high priority on learners' safety and appropriate systems are in place to deal with bullying, and to monitor health and safety in the workshops. Good links exist with external agencies to help safeguard learners. The provider meets its statutory requirements to safeguard learners.

Record of Main Findings (RMF)

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|---|-------|
| Engineering and manufacturing | 2 |
| Construction crafts | 3 |
| Building services | 2 |
| Building and construction | 2 |
| Foundation English and mathematics | 3 |

Provider details

| Leeds College of Building | |
|---|-----------------------------------|
| Type of provider | General further education college |
| Age range of learners | 16+ |
| Approximate number of all learners over the previous full contract year | Full-time: 1,664 |
| | Part-time: 3,710 |
| Principal/CEO | Ian Billyard |
| Date of previous inspection | November 2010 |
| Website address | www.lcb.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 | 562 | 278 | 269 | 267 | 81 | 146 | 4 | 36 |
| Part-time | 159 | 449 | 176 | 770 | 94 | 749 | 7 | 211 |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| | 202 | 196 | 140 | 398 | 2 | | 26 | |
| Number of learners aged 14-16 | 171 | | | | | | | |
| Number of community learners | 273 | | | | | | | |
| Number of employability learners | N/A | | | | | | | |
| 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"> ■ ATT ■ Brookhouse Training ■ C+G Assessments ■ OLCI | | | | | | | |

Additional socio-economic information

Leeds College of Building specialises in construction education and training. It is the only specialist construction college in England. It is based on six main sites. Most learners are white males. The highest proportion of learners come from the Leeds area, but the remainder come from a much broader catchment area. Provision is offered from entry level through to higher education, with the

majority of learners on programmes at entry, foundation and intermediate levels. Unemployment in Leeds is above the national average, as is the number of young people not in employment, education or training. The number of school leavers gaining five or more GCSEs, including English and mathematics, at grades A* to C in 2012 was 55%, just below the national average. Data indicates that a significant proportion of college learners are recruited from areas of socio-economic disadvantage.

Information about this inspection

Lead inspector

Patrick Geraghty HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the deputy principal 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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