

Shipleigh College

General further education college

Inspection dates		12–15 February 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This college is good because:

- Success rates on most courses and in work-based provision have improved dramatically since the previous inspection and are good. The majority of students stay to complete their courses and achieve very well.
- Teaching and learning are good with much that is lively and well-paced with a good range of activities that students enjoy. Students make good progress in the majority of lessons.
- Students' behaviour is excellent. Relationships between staff and students are a particular strength.
- Leadership and management are good. The Principal and senior leaders have set high expectations for the continued success of the college. Systems to ensure continued improvements, especially to teaching, learning and assessment, are securely in place.
- Strong partnerships with employers and other stakeholders have led to a curriculum which meets the needs of the local community very successfully.
- This is a highly inclusive college that enables those who have been previously unsuccessful to achieve good results and acquire essential employability skills. Students enjoy coming to college and welcome the safe and friendly environment.

This is not yet an outstanding college because:

- Success rates on functional skills qualifications are around average for most students and a few pockets of underperformance in subject areas remain.
- In a minority of lessons students are not sufficiently challenged by the work or encouraged to achieve higher grades. The setting of challenging targets for students is not yet consistent enough to enable more of them to make even better progress.
- Learning support assistants are not deployed effectively in all classrooms.
- Governors are not challenging the college sufficiently on students' achievements and the quality of teaching, learning and assessment.

Full report

What does the college need to do to improve further?

- Increase the success rates on the few underperforming college-based courses and in functional-skills qualifications. Raise the proportion of A* to C grades in GCSE in English and mathematics.
- Ensure that all teaching and learning, in all subjects and during review weeks, are of a consistently high standard and challenge all students.
- Be more consistent in setting more challenging and aspirational targets for students to ensure that they make even better progress.
- Ensure that learning support assistants are deployed to classes where they are most needed and that they are used to maximum effect to benefit students.
- Ensure that governors have the skills and knowledge to be able to challenge more rigorously areas of students' achievement and teaching and learning.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Students make good progress. Nearly all students aged 16 to 18 who enter the college have underachieved at school and have very low levels of prior attainment. Many are from areas of very high social and economic deprivation. Most adults have few, if any, qualifications when starting college courses. From these very low starting points, the vast majority of students achieve good results.
- In 2011/12 almost 90% of all students who started their courses completed them successfully. Since the previous inspection, the overall success rate for students on long courses has improved dramatically. Low performance in a few subject areas is being tackled. The college knows that further improvements are still needed, especially in ensuring that more students achieve higher grades.
- Students are successful on courses at all levels of study, and especially at foundation and intermediate levels which represent the vast majority of the college's work. Success rates on advanced-level courses have improved markedly in recent years. Achievement at advanced level is very high. Retention is around average.
- Success rates on most employer-based courses have shown the same marked improvement as other college programmes and are high. The quality and standard of learners' work are good. In the workplace, learners demonstrate a sound understanding of current practice and are highly regarded by their employers. The majority of workplace learners progress to employment or to the next level of apprenticeship.
- The college has been successful in narrowing achievement gaps between most groups of students. For example, the performance of White working-class males has improved notably following highly individualised support. Students from Indian and from Pakistani heritage achieve well. Success rates for adult Bangladeshi students are lower than for other groups; close scrutiny of the difficulties faced by some of these students has led to more focused actions being taken. Students with learning difficulties and/or disabilities achieve consistently well.
- Results on functional skills programmes in English and mathematics are around average. High-grade pass rates in GCSE English and mathematics were low in 2012. Teachers in many vocational areas pay good attention to correcting students' spelling and punctuation in written work but this practice is not yet sufficiently widespread. Not enough emphasis is given to improving mathematical skills.
- Students' attendance and punctuality are good. Students feel safe and value the friendly and welcoming college environment. The college places high importance on developing students'

personal and social skills and this, together with a good variety of short-course qualifications, supports them in gaining employment. Students' behaviour is exemplary. Students' progression between levels of study and on to employment or other courses is good in most areas.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good as reflected by the rapidly improving success rates and current students' good progress. Students have a positive attitude to learning, apply themselves fully to their studies and work well independently.
- The best classes are planned thoroughly. They are lively and fast paced with a range of activities including quizzes, role plays and online tasks. Learning meets the needs of individual students who are eager to contribute and try out new things. For example, students in English for speakers of other languages (ESOL) lessons, who speak very little English when they start their course, promptly learn to answer questions and describe jobs, and quickly improve their pronunciation and grammar.
- In the better sessions strong use of directed questioning builds on students' experiences and extends their learning. Good links are made with industry and commercial standards. Travel and tourism and administration students demonstrate an in-depth understanding of customer service and marketing. Students are very clear about how to improve their grades and tutors make frequent checks on their learning and understanding.
- In lessons that require improvement, students are not sufficiently encouraged to produce work at a higher level. Tutors tell students the answers to questions, rather than enabling them to work out the answers for themselves. Some assignment briefs do not allow students to achieve higher grades. In class-based review sessions, the tutor sometimes carries out individual reviews at the front of the class without making adequate plans for other students in the class.
- Support for students with learning difficulties and/or disabilities is good and they achieve well. The deployment of learning support assistants requires improvement. For example, one class with five dyslexic students had no learning support assistant. In a few other sessions students had to wait for help from the support assistant and this had a negative impact on their pace of learning.
- Students have a good understanding of what they have achieved and what they must do to improve further. The majority of students receive very good feedback to help them improve their assignment grades and their spelling and grammar are corrected carefully. Assessment for work-based learners is planned thoroughly and leads to timely achievement. However, in a minority of class-based courses feedback is not detailed enough to help students to improve their grades, and the incorrect use of punctuation, capital letters and apostrophes is not corrected.
- Students' and apprentices' progress is carefully monitored and reviewed. Swift intervention effectively resolves issues with behaviour, attendance, missed deadlines and referred work. The introduction of learning coaches together with improvements in the provision and accuracy of the data have helped improve attendance.
- In the best sessions there is good development of functional skills but opportunities are missed to reinforce them in other classes. Support for apprentices taking functional skills is effective.
- Initial assessment is tailored to assess and meet the needs of different groups and individuals. Information, advice and guidance are good. Students feel they are on the correct programme, understand the level of commitment required from them and are clear about progression routes. Apprentices are carefully recruited to match employers' needs. Students following access programmes receive accurate and essential information about financing higher education.
- The promotion of equality and diversity is good in most teaching and learning. For example, Martin Luther King's speeches are used to inspire students to improve their use of the English language. Students treat each other with respect and listen to each other's views. Relationships between tutors and students are mutually respectful.

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

Requires improvement

- Teaching, learning and assessment are improving but are not yet consistently good and this is reflected in the variability in students' outcomes and the need to improve them. In the better lessons, teachers use a good variety of interesting activities which engage and motivate students. However, in the less effective lessons there is insufficient support to meet all students' individual needs and interests, the pace is too slow and teachers do not check that learning is taking place.
- In good lessons teachers bring learning to life through very effective use of role play using scenarios such as prioritising the care needs of hospital patients with dementia and ensuring they remain safe and comfortable. In a sociology lesson students compared liberal feminism with structural functionalism to understand the key aspects of different models of society. In these sessions students recognised and confidently used words such as 'proletariat'.
- Too many lessons are less effective because students do not make sufficient progress, often because arrangements for support are inconsistent. In these sessions teachers do not always inform learning support assistants about the needs of particular students or ensure they understand the lesson objectives. Learning is hindered when learning support assistants are absent.
- Teachers use their vocational knowledge and experience effectively to make sure students understand how to apply theoretical concepts, such as person-centred care, and use these in their work placements. This succeeds in helping students to develop greater awareness of the importance of self-determination, dignity and personalisation in care settings. Support for students in work placements requires improvement.
- Initial assessment is thorough and is used effectively to gather essential background information about individual students. Good use is made of this information to set personal targets, such as to participate more actively in discussions and remembering to check spelling in written work. Students understand their individual targets and review them regularly with their tutor. Some students have their targets printed on the back of their college identity badge and in one lesson students wrote their short-term lesson targets onto hospital-style wristbands.
- Learning opportunities to improve students' understanding and use of English and mathematics are embedded within many courses. However, not all teachers routinely correct spelling and grammar as they mark written work, so students do not always know how their work could be improved. Teachers have a good understanding of the barriers faced by students and respond quickly and effectively to make sure students are safe.
- Teachers promote the development of employability skills such as self-confidence and assertiveness effectively by valuing each individual's contribution and fostering a positive environment of concern and support. Attendance rates are good because students like coming to college and value their learning and development.
- Staff make good use of technology to support and promote learning. Several teachers have developed very useful websites so that students can access a range of relevant resources to support learning, such as video recordings of lessons and activities.
- Services to provide information, advice and guidance are generally adequate. Progression into further learning is good and the majority of students have a clear understanding of what they intend to do once their course has ended. The promotion of equality and diversity is adequate.

Horticulture**Learning programmes for 16-18****Learning programmes for 19+**

Good

- Teaching, learning and assessment are good and contribute significantly to the outcomes for students which in 2011/12 were good for most courses. Students at all levels make good progress relative to their prior achievement and expectations. Attendance and punctuality are good and students have a positive attitude to learning.
- Lessons are planned thoroughly and teachers use learning activities that are carefully matched to students' different needs. The majority of lessons are lively, interactive and enjoyable and often use practical, outdoor activities to create an effective learning environment. Teachers have high but realistic expectations of students; students respect their expertise. A minority of lessons lack pace and challenge and the use of information and learning technology is underdeveloped. In the few weaker lessons planning is brief and shows little evidence of promoting equality and diversity and stretch for more able students.
- In the better lessons, students make good progress. They value learning by doing and enjoy physical activity; for example, the propagation of plants and working in the National Heritage Site parks and gardens. Learning is interactive and students are encouraged to learn from each other. Most students are on the correct course. However those progressing from intermediate to advanced courses do not always receive sufficient additional support to prepare them for the increased academic demands.
- The standard of students' work is good. Assignments are supported by dedicated sessions that are valued by students, with clear targets set and achieved. Teachers give comprehensive oral and written feedback with clear indications of how students can achieve better grades. Spelling and grammar are not always corrected and mathematical skills are not routinely incorporated into lessons. Tracking of assignments, assessments and internal verification are good, although the monitoring of achievement of National Vocational Qualification (NVQ) units is not as fully developed as it is for other courses.
- Links with the community and stakeholders are excellent, including with Jobcentre Plus, agencies dealing with the long-term unemployed, hospitals, probation services and charities. Foundation programmes provide for a wide range of students. For example, opportunities that would otherwise not be available are offered to enhance employability and raise the self-esteem of young people that have spent time in care or have been excluded from school, and to people with severe learning difficulties. There is a productive partnership with The Forest of Bradford, with unemployed students planting trees at a community centre. These students have a guaranteed job interview at the end of the course.
- Students are fully prepared for employment because of the strong emphasis on employability. For example, students show keen awareness of the need to keep the workplace tidy and to clean tools after use. Floristry students spend extra time in the workplace before Valentine's Day, Mothering Sunday and Christmas and gain valuable insights into the variable demands of employment.
- Students feel safe and receive good support, advice and guidance from their teachers. They describe college as a close-knit, friendly community.
- Opportunities to promote equality and diversity are not fully exploited in lessons. However, mutual respect is clearly evident and students' behaviour is very good. Teachers are very aware of students' individual needs in teaching sessions, although this is not always explicit in lesson plans. The college is taking action to tackle the gender and ethnicity imbalances in recruitment to horticultural courses.

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

Good

- Students benefit from good teaching and this is resulting in rapidly improving outcomes across the range of English and Foundation Learning programmes. Most success rates have improved and were at or above national averages in 2011/12. The majority of students make good progress. High grade pass rates on GCSE English were low in 2012; actions are in place to remedy this.
- Lessons are appropriately structured and provide learning activities which enable skills and knowledge to be extended. Teachers effectively use a wide range of resources that capture the students' interests and multi-sensory approaches that develop their enthusiasm for learning. Training is in progress to ensure that all staff fully understand the learning needs of learners with autistic-spectrum disorders.
- Students are enthusiastic in contributing their views and ideas during discussions. They make good progress in lessons when writing for a purpose, producing informative texts in the form of posters advertising college-enrichment activities. Students improve their writing, creating documents with awareness of the intended audience. For example, a student whose speaking and listening skills are already at a high level due to working in a call centre is improving her writing to gain promotion at work and improve her chances of moving into a career as a health professional.
- Initial assessment and achievement of prior learning are used effectively to identify skills gaps. Staff have a very good knowledge of their students and they use this knowledge to provide personalised approaches that promote increased independence in their learning. Teachers keep students fully informed about their assessment schedule and they receive good-quality feedback that helps them to improve their work. Monitoring of progress is strong; internal tracking systems are used rigorously to check students' progress towards predicted outcomes.
- Development of English and functional skills is core to all programmes. The college places strong emphasis on the acquisition of these skills as they are seen as vital to success and progression. There is good development of these skills using practical and real life contexts, to engage students successfully and capture their interest. Once acquired, the skills are practised in preparation for exams. The 'Six Book Challenge' is used extensively to help develop students' reading stamina.
- A successful supported internship programme has extended the range of progression routes available to students, reducing barriers into employment. For example, within a furniture production company the students learned how to move completed pieces into the warehouse safely, enabling the skilled furniture makers to focus on improving their own productivity. Students demonstrate very high levels of health and safety awareness.
- Praise and constructive guidance are used frequently to support learning and students' engagement. Effective deployment of learning support assistants is inconsistent. Students are given timely information about the requirements of each course and this enables them to make well-informed choices about their future paths.
- The promotion of equality and diversity is very good. Resources are wisely selected to relate to the broad range of students' own cultural heritage and that of others. For example, students studying for functional skills in English were encouraged to read biographies about the Dalai Lama, Barak Obama, Coco Chanel, Gok Wan, Rosa Parks and articles on a montage of Olympic athletes to inspire them to raise their own personal aspirations.
- Students feel safe and know where to seek support. Teachers and other staff appropriately challenge students' attitudes, ideas and behaviours. Relationships are good and there is a high level of trust and mutual respect

The effectiveness of leadership and management**Good**

- The Principal and senior leaders have high expectations for the continued success of the college and its future place in providing education within Bradford. They have made good progress in rectifying the areas for improvement from the last inspection and success rates have improved at a rate considerably above the national rate in the last three years. Teaching, learning and assessment have also improved and are now good.
- Governors have a good range of skills and are enthusiastic in their support of the college. Their oversight of finance, estates and IT is very good and they contribute fully to the strategy for the future direction of the college's curriculum. Although they have recently recruited new governors with an educational background, governors' skills in challenging students' achievements and weaknesses in the quality of provision require improvement.
- The college's strategic plan draws together with great clarity the values and direction required for the college to achieve its goals. It is updated regularly and emphasises that improved outcomes and progression for learners are key priorities for the college.
- Self-assessment is robust, detailed and largely accurate, indicating that the college has good knowledge of itself. However, the newly revised format of the report does not always make judgements on strengths and areas for improvement sufficiently explicit. Despite this, the report is linked closely to a detailed quality improvement plan that managers monitor regularly against realistic but challenging timescales.
- A comprehensive and robust system of lesson observations and targeted support has led to improvements in the quality of teaching and learning and to a significant reduction in the amount of inadequate teaching and learning. The outcomes of lesson observations feed into appraisal and professional development and, as a result, support and staff development are targeted to ensure that the quality of teaching and learning continues to improve.
- Very effective performance management strategies, aimed at raising levels of accountability, have improved the consistency of provision across most areas of the college. Regular audits of the online system for monitoring students' progress is enabling teachers and managers to intervene more swiftly where students are at risk of underachieving.
- Data are readily available, accurate and used appropriately to inform actions for improvement. Quality assurance of contracted and work-based provision is thorough, rigorous and leading to good improvements. Middle leaders have received focused training and development to ensure they have the skills and knowledge to drive improvements within their curriculum areas.
- The college has an excellent understanding of the complex needs of the diverse local community. Consequently, the curriculum is very closely matched and highly responsive to those needs. Students, the majority of whom have very low prior achievements, are fully supported to enable them to be successful on their programmes.
- Wide-ranging and productive partnerships with large national companies and other stakeholders enable students to gain a very good understanding of the world of work and to develop high-quality employability skills. Innovative provision, such as the internship programme, helps many students into work, as does the burgeoning 'Centre of Excellence for Business' which provides students with the opportunity to gain paid work experience, with opportunities for further employment, while continuing their studies.
- The college is a very inclusive, vibrant learning environment where equality and diversity are embedded within the values of the organisation. Many programmes are designed to ensure the inclusion of a wide group of hard-to-reach learners. The college's involvement with Bradford's Learning, Employment, Advice, Preparation (LEAP) team, providing individualised support for young people leaving care, is an excellent example of this. Most groups of learners do equally well on programmes. Where a few remaining achievement gaps persist, actions are in place to close them
- The college meets its statutory requirements for safeguarding students. Many aspects of the safeguarding processes are exemplary. Key internal and external staff provide strong and

ongoing support for students. The college has developed exceptionally good working relationships with the local community police officer and a variety of external support agencies.

Record of Main Findings (RMF)

Shipley College					
Inspection grades are based on a college's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Foundation Learning
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	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Horticulture	2
English and Foundation learning	2

Provider details

Shipley College	
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: 714
	Part-time: 2,062
Principal/CEO	Nav Chohan
Date of previous inspection	October 2010
Website address	www.shipley.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	140	9	155	8	356	46	0	0
Part-time	131	956	103	614	4	232	0	22
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	56	13	18	10	0	0		
Number of learners aged 14-16	27							
Number of community learners	776							
Number of employability learners	699							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Additional socio-economic information

Shipley College is a small college situated in the world heritage site of Saltaire, just a few miles from Bradford. Although there are pockets of affluence, the area is one of significant social and economic deprivation. Unemployment, especially among the youth, is high. The local population is culturally and ethnically diverse and this is reflected in the student cohort. A high proportion of adults have either no qualifications or qualifications at foundation level only. The proportion of school pupils attaining five or more A* to C grades at GCSE, including English and mathematics, has increased in recent years but it remains below the local and national averages.

Information about this inspection

Lead inspector

Josephine Nowacki HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal as nominee, carried out the inspection with short notice. Inspectors took account of the college'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 collect 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 college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk or if you have any questions about Learner View please email Ofsted at: learnerview@ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store Street](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013