

Knowsley Community College

General further education college

Inspection dates		15–19 April 2013
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		Good-2

Summary of key findings for learners

This college is good because:

- Teaching, learning and assessment have improved significantly and are now consistently good.
- Most students make good progress, achieve their qualifications, and progress to relevant further study or employment.
- A strong focus on improving students' English and mathematics is helping students to improve both their self-confidence and their opportunities for success.
- Much progress has been made in establishing a culture of learning throughout the college that promotes high standards.
- The introduction of 'progress coaches' has strengthened significantly the effectiveness of personal and academic support for students.
- College leaders and governors have taken swift and successful actions to remedy the significant weaknesses reported at the last inspection and, crucially, have raised the expectations and aspirations of both staff and students.
- Leaders' and managers' assessment of the college's progress and performance is self-critical, accurate, based on a thorough analysis of data, and does not shirk from recognising the future challenges it faces.

This is not yet an outstanding college because:

- Although teaching is consistently good, not enough lessons are outstanding.
- A significant minority of students leave their courses before they have completed them, and efforts to ensure students remain on their programmes are not always successful.
- Managers have not ensured that all students following GCE A/AS-level courses follow a full programme of study that prepares them well for their futures.
- In a minority of teaching areas, managers and teachers have been less successful in promoting the high standards, and the purposeful learning environments, that are evident in most areas.

Full report

What does the college need to do to improve further?

- Raise the proportion of outstanding lessons by ensuring that lesson observers are trained to identify the precise characteristics of the very best teaching and learning, and work with teachers to share such practice across the college.
- Review the curriculum offer in the sixth form, and strengthen advice and guidance, to ensure that all students on A/AS-level courses follow full programmes that match both their prior achievements and their aspirations.
- Raise standards further by ensuring that all teachers have the highest expectations of students and reinforce these expectations as soon as students arrive at lessons. Ensure that classrooms are equipped to promote an attractive and professional learning environment that reflects the subjects being taught in them.
- Collect information on students' destinations more assiduously so that college managers can assess more accurately the impact the college has on students' progression to employment, further education or training.
- Ensure that the strategy to tackle the college's fall in enrolments and secure its viability leaves local people of all ages with clear and coherent curriculum choices designed to widen, rather than narrow, opportunities.

Inspection judgements

Outcomes for learners	Good
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- Since the last inspection, college staff have taken effective steps to ensure that most students are on appropriate courses that prepare them well for further education, training or employment. The proportion of students who complete their courses successfully has risen significantly over the last two years, and this improvement is evident in nearly all subject areas. Evidence collected during the inspection points to a further improvement in the current academic year.
- A large majority of students make good progress during their course. A strong focus on helping students to improve their English and mathematics has led to a notable improvement in this aspect since the last inspection, and is instrumental in preparing students more effectively for their futures. On vocational courses, most students are developing quickly both their practical and theoretical skills. For example, engineering students are adept at using industry-standard tools and machinery, and sports students develop high-level coaching skills.
- Students' results on academic courses have improved significantly since the last inspection and most students, particularly on AS-level courses, make good progress from their low prior attainment. Students who complete a full A-level programme are usually successful, and many progress to university. However, too many students in the sixth form do not take a sufficiently broad range of courses, particularly in their second year of study, and this limits their opportunities for successful progression. Results on GCSE courses are mixed, but are good in English and improving in mathematics.
- Much has been done to improve the culture of learning at the college, and the impact of this is evident in students' improved attendance at, and punctuality to, lessons. In most subjects, students arrive on time and are keen to learn. However, in a small minority of areas teachers are too tolerant of some students' casual attitudes and do not do enough to promote the high standards that will help students to prepare for their future.
- The proportion of apprentices who achieve their qualification has improved over the last three years, although too many take too long in doing so. The number of apprentices who progress from intermediate to advanced level is improving, although it is low for those following

programmes in health and social care. Learners on other training programmes in the workplace achieve well.

- Most apprentices benefit from their programme, both in developing their work-related skills and the broader attributes of good employees. The training improves apprentices' ability to reflect on their performance at work, to identify how they can improve, and to use these insights to benefit both their own confidence and their employer's faith in their abilities; in some cases, this has led to rapid promotion at work.
- Most students at the college come from areas of Merseyside that are characterised by relative economic deprivation, and the college does much to help these students to achieve as well as those from more affluent areas. Students who need extra help with their studies achieve at least as well as others. Although female students are slightly more likely to succeed than males, the difference is not significant in most subject areas.
- College staff are highly effective in focusing on helping students not just to achieve their qualifications, but also to develop broader personal, social and employment-related skills that can help them to secure prosperous futures. Many students progress to appropriate employment or further training, but college leaders recognise that they do not know the destination of too many learners.
- The standard of students' work is improving, and since the previous inspection teachers and students have collaborated in raising expectations of what students can achieve. Although there is more to do, much progress has been made in establishing a culture where barriers to achievement are not regarded as insurmountable.

The quality of teaching, learning and assessment

Good

- Students benefit from teaching, learning and assessment that are much improved since the previous inspection. As a result, students' achievements, and the quality of provision in subject areas and in work-based learning, have improved significantly. Most lessons at the college are good, as is individual coaching of apprentices in the workplace. A small minority of lessons are outstanding, for example in practical sports. The proportion of lessons that require improvement has diminished rapidly since the last inspection.
- Teachers have high expectations of their students, and deploy a range of techniques to motivate and interest them. Significant investment in staff development to improve teaching and learning has improved teachers' confidence and broadened their repertoire of teaching strategies. As a result, most teachers ensure that the activities and tasks that students participate in promote effective learning by maintaining students' interest and encouraging them to think for themselves. In the minority of lessons that are less successful, teachers are inclined to talk for long periods without checking that students are learning effectively.
- Teachers and trainers, in both college and work-based settings, have good expertise in their vocational subjects. Most teachers plan their lessons carefully to take into account the varying abilities and dispositions of the students in the group; for example, in both English and mathematics teaching materials are designed to suit different levels of aptitude. However, on occasions more-able students are not challenged sufficiently to work at a higher level, and work-based learners do not always develop independent learning skills. Additional support staff are deployed well by teachers to help individual students.
- Many teachers and trainers make good use of new technologies to help students to learn. Interactive whiteboards are often used adeptly to extend and enliven learning. The college's virtual learning environment (VLE) is used well by students, both as a repository of teaching materials and, increasingly, as a resource for extended study. Resources generally are good, although classrooms in some areas of the college are uncared for and do not provide an attractive learning environment.

- Assessment of students' work is good. Teachers and trainers usually give detailed and accurate feedback on learners' work, and students and apprentices are clear about what they need to do to improve and achieve their targets. Grammatical and spelling errors are usually corrected.
- A determined effort to help students and apprentices to improve their English and mathematics is having an impact. Most teachers take every opportunity they can to reinforce the importance of the accurate use of language, and to help students to develop their confidence in doing basic calculations. Teachers and trainers are increasingly skilful at persuading students and apprentices of the vocational relevance of being competent in English and mathematics.
- The college's internal mechanisms for assuring the quality of teaching are largely effective in identifying the characteristics of lessons that are good or better, and those that require improvement. However, the proportion of lessons judged to be outstanding by college observers is significantly higher than inspection evidence suggests is the case.
- Students and apprentices receive good support and guidance throughout their engagement with the college. A strong emphasis on ensuring that learners are on the right course has been effective, with the exception of a minority of students on A-level programmes. Students and apprentices who are likely to need extra help with their studies are identified at the start of their course and receive good support thereafter. Recently introduced 'progress coaches' play a pivotal role in supporting students to achieve, setting them challenging targets, and monitoring their progress; their work is highly effective in improving attendance and raising students' aspirations. Good communications between assessors and employers in work-based learning ensure that apprentices' classroom training is integrated well with what they do at work.
- The ability of teachers and trainers to promote equality and diversity in lessons is inconsistent. Many teachers are skilful at exploiting opportunities to raise students' awareness and understanding of the diversity of modern Britain, for example through challenging stereotypical preconceptions and promoting discussion. A minority, however, do not recognise such opportunities. Nevertheless, as a whole, college staff have engendered a culture of mutual respect and tolerance of cultural differences.

Engineering

Learning programmes for 16-18

Learning programmes for 19+

Good

- Students benefit from good teaching, learning and assessment; as a consequence, the proportion of students achieving their qualifications has improved and is high. Although in the past too many students have left college before completing their course, management actions have improved the retention rate in the current year.
- Teaching and learning in the majority of lessons are well planned. Students participate in a range of activities that challenge and motivate them. Interactive learning technology is used imaginatively to aid understanding; for example, through video clips showing animated electrical circuits and moving vehicle transmission systems. In a motor vehicle workshop session, students carried out brake checks and replaced parts on cars with confidence. In electrical engineering, students interpreted wiring diagrams to construct working single and double domestic electrical switch circuits to industry best practice.
- Students use a range of good industry standard tools and equipment in well-organised and maintained workshops. Motor vehicle workshops are equipped to a standard comparable with a modern garage; in engineering there is a range of turning and milling machines with a separate area for bench fitting; and in electrical engineering the workshops are arranged into individual booths to simulate domestic and commercial wiring installations. Students are taught industry best practice by teachers who are experienced ex-practitioners, with emphasis placed on health and safety, risk assessment and hazard identification.

- In the majority of lessons effective use is made of question and answer techniques, including quizzes, to check students' progress. However, the lack of directed questioning in a few lessons means that teachers cannot be sure that all students have understood.
- Students' prior abilities and needs are assessed at the beginning of their course and their progress is closely monitored. Teachers agree actions with students to improve their work; these are recorded online and reviewed during tutorials. Students receive good pastoral support throughout and a series of themed tutorials help students to develop wider life skills. For example, in one tutorial session, students focused on how to promote themselves to a potential employer through curriculum vitae writing.
- Assessments are frequent, rigorous and well organised. Teachers return marked material promptly with any grammatical errors identified and with written comments that are helpful and lead to improvement. Students access a range of good learning materials from home through the college's on-line resources to extend their knowledge, and the resource centre at the college is well stocked.
- All students attend classes which improve their prospects of employment by developing their English and mathematics. Functional skills are further developed in lessons, where students are required to complete work specification records and quantify material costs on completion of a task.
- Students work collaboratively in groups and pairs, are respectful, share ideas and help each other. However, teachers do not do enough to help students to understand the diversity of customers they will encounter at work, and how to respect and respond to the needs of those from different cultural groups.

Sport and public services

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment in sport and public services are good, despite the poor results achieved by students in 2011/12. In the current academic year, management actions to improve the quality of provision, including staffing changes, have had a positive impact on the quality of teaching. Students enjoy their lessons and the majority make good progress.
- Teachers plan lessons well and include interactive activities that link effectively to industry. In the majority of sessions teachers use effective questioning strategies to develop higher-level thinking skills. For example, public services students evaluated their performance well in a simulation of a 'Falkland Islands incident'; individual students were able to identify which skills they needed to improve and what they would do next time.
- In a small number of lessons teachers do not challenge students sufficiently to make enough progress. Teachers do not always use information about students' prior attainment to plan lessons to meet students' varying abilities. These lessons include interesting group activities, but on occasions the tasks set are not sufficiently challenging for more-able students.
- Students are very willing to contribute in lessons. They take responsibility to lead, coach and organise sports sessions. For example, students led a well-planned strength and conditioning session, creating good working relationships and mutual respect. Effective use of filming supports students to evaluate their personal strengths and weaknesses.
- Students demonstrate good employability skills including leadership, confidence, the ability to communicate well, teamwork and organisation. Opportunities for voluntary work with the local community and schools benefit students and support their personal development. For example, sports injury students provide a weekly service at Wigan Warriors Rugby Club.
- Very good links with employers help to improve learning activities and students' acquisition of vocational skills. For example, in public services a variety of serving members of the uniformed services attend the college regularly as guest speakers, and their input benefits students' understanding of the world of work.

- Students use a wide array of modern sports equipment to improve their learning and support their career aspirations. Resources include a sports injury clinic, sports halls, an industry-standard fitness centre and climbing wall. Students use leading-edge video analysis software to improve their coaching skills. They develop their leadership skills through access to a wide variety of outdoor venues.
- Students' development of literacy, language and numeracy in lessons is good. For example, students were awarded points for correct spelling in an activity in which they had to label the bones in the lower leg. Teachers correct grammar and spelling errors in marked work and students use this to improve their grades. Many students use the drop-in support service for help in checking their work.
- Assessment of work is good. Written feedback on work is prompt, identifies clearly the reasons for good performance and explains carefully how students can improve. The monitoring of students' progress is very good and teachers update progress records promptly. The support from the 'progress coach' is highly regarded by students in helping them to understand how they are doing and what they need to do to improve.
- The promotion of equality and diversity is good. An understanding of diversity is integrated into students' courses and the teaching of the subject is stimulating. For example, sports students had their awareness of disability heightened by being involved directly in the planning and implementation of a day involving children with learning difficulties and/or disabilities, and organising events for the homeless to improve their health.

Foundation English

Learning programmes for 16-18

Learning programmes for 19+

Good

- The quality of teaching, learning and assessment is good; as a consequence, the proportion of students achieving their qualifications in English has improved and was high in 2011/12. Students' progress in lessons is good. All students are making at least the progress expected of them and many are working above the standard expected for their stage and level of programme. For example, in an entry-level lesson the students found 10 new, powerful words from a selection of leaflets and successfully incorporated them in context into a personalised promotional leaflet.
- Good levels of commitment, care and support from staff during individual and group work create a positive learning environment which fosters a culture of high aspirations. This supports the students' development of language skills as well as building their confidence and ability to work effectively in a team. Students enjoy their lessons and are enthusiastic and positive about their learning experience at the college.
- Teachers use their skills and expertise well to plan a wide range of contextualised and innovative activities in lessons. These activities are well crafted to motivate students and build upon their strengths and interests to maximise their progress. For example, teachers used tattoos to show students the potential impact of mistakes with apostrophes, and unforgettable song lyrics to reinforce key grammar points.
- In most lessons teachers reinforce routinely the link between lesson content and assessment and give students relevant hints on examinations to ensure that they perform their best. In GCSE English the teacher's impressively expert knowledge of Shakespeare's key characters and their relationships in his plays provided an excellent resource to support, enrich and reinforce students' preparation for assessment.
- In a small minority of lessons teachers do not give students enough to do; they spend most of their time listening to the teacher. As a result, students do not make sufficient progress in developing their English. Students do exactly the same work regardless of the differences in their abilities.

- Students benefit from teachers’ imaginative use of information and learning technology to deepen their knowledge and understanding of key learning points. In one functional skills lesson a group game on the interactive whiteboard successfully reinforced the difference between the language of informative and persuasive writing styles.
- Initial assessment is now in place for all students on foundation-level English programmes to establish their starting point and ensure they are on the right level of course. However, too often students do not know exactly what they need to improve their written or spoken English, because they do not agree clear targets with their teachers. Teachers give students detailed and helpful written feedback on their work in many instances; however, a minority of teachers annotate students’ work with brief, unhelpful comments.
- Oral feedback from teachers is good. Teachers use questioning techniques effectively. In an adult literacy class, teachers created highly effective promotional leaflets through good individual question and answer which supported students to develop their thinking skills.
- Activities and teaching methods encourage positive relationships and mutual respect between diverse groups of students and staff. In one lesson a discussion on gun crime evoked stereotyping of those involved in this type of criminal activity by students. The teacher successfully explored the potential damaging effects of this type of stereotyping with the students.

Foundation mathematics Learning programmes for 16-18 Learning programmes for 19+	Good
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- Teaching, learning and assessment have improved and are good. This improvement is reflected in the high proportion of students achieving their qualifications on most functional skills mathematics and discrete numeracy courses. Although GCSE mathematics results were disappointing in 2011/12, module results in the current year are much improved. The improvement in the quality of teaching has been brought about by improved performance management combined with effective professional development for teachers.
- Most students make good progress in comparison with their mathematical ability on entering the college, which is often low. In lessons, students successfully develop numeracy skills relevant both to their everyday lives and the skills needed on their vocational courses. Students’ attendance at a minority of lessons is low.
- Teachers provide students with effective individual support and interesting learning activities. Well-planned activities and relevant, interesting learning materials help learners to overcome barriers to learning and develop their basic numeracy skills. In one lesson, health and social care students accurately used their numeracy skills in a task based on planning a holiday within a budget. They solved problems confidently using skills in estimation, multiplication and subtraction.
- Most teachers ensure numeracy activities are related to vocational or real-life contexts; as a result, students gain in confidence and see the relevance of mathematics. For example, motor vehicle learners successfully used basic arithmetical operations and the calculation of mean, median and mode when completing a task on the average profit of a self-employed motor vehicle technician.
- Teachers successfully plan learning to meet the range of abilities of the students; their plans include a range of activities at different levels to help students to improve. This is particularly effective in functional skills sessions where students are of mixed ability. Extension activities challenge those students working at a higher level.
- Most teachers present explanations clearly, and make good use of directed questions to check and develop students’ understanding of mathematical methodology. In the most successful lessons, teachers link activities together well so that learners see clearly the way in which

developing sound underpinning numeracy skills can lead on to applying them to more complex calculations.

- Students cooperate well in small groups or in pairs to consolidate their learning and to recognise and record the progress they are making. Teachers prepare students well for examinations by providing clear feedback, practical advice and tips on examination requirements and opportunities to practise under test conditions.
- Teachers mark students’ work regularly and provide helpful written and verbal feedback. Students know what they have achieved and what they need to do to improve. In class, regular verbal feedback and praise motivate students and encourage them to aspire to higher standards. Both students and teachers use the college individual learning plan system to record progress. However, there is insufficient use of personalised learning targets in sessions to monitor the progress of individual students.
- Teachers use a good variety of learning materials to support students to develop their numeracy skills. The VLE contains a useful range of numeracy-related learning materials and teachers actively encourage students to use the on-line resources to extend and consolidate their skills. Short video clips, songs and rhymes are used well to help students to remember the language of mathematics.
- An atmosphere of mutual respect is evident in lessons. Students enjoy their sessions and feel supported to overcome barriers to the individual acquisition of mathematical skills.

Business studies and law

Learning programmes for 16-18

Learning programmes for 19+

Good

- The quality of teaching, learning and assessment is good and this is reflected in the significantly increased number of students who achieved their qualifications in 2011/12. A range of management strategies have contributed to a vastly improved student experience and students now make good progress. Many students perform at a level higher than expected.
- In the majority of lessons, students acquire knowledge, understanding and skills that enable them to participate confidently in specialised discussion, and successfully undertake practical, commercial tasks. Examples include applying case law to events in the news such as gay marriage, and preparing to stock and promote a small retail outlet.
- Most lessons are lively and students find them interesting. Teachers use an imaginative and wide range of activities to interest students; for example, mind-mapping of different recruitment triggers, and paired analysis of a hypothetical new statute. On-line timers are used in many lessons to maintain a good pace.
- Assessment is good. Teachers regularly check if students are learning using a variety of methods including quizzes, past exam papers and targeted questioning. Students receive prompt feedback on written work and this helps them to identify what they need to improve. Spelling, punctuation and grammatical errors are usually pointed out. In a minority of cases, written feedback is not sufficiently detailed.
- Teachers and personal tutors know how well students are doing. Students are aware of their targets, and are encouraged to strive for high grades and not to settle for ‘being average’. One teacher has introduced objectives cards which students use to identify what they need to achieve in the lesson and self-assess their progress.
- Independent and peer learning are used effectively in most sessions. Many lessons begin with a dynamic starter activity to stimulate thinking and encourage punctuality. Information and learning technology are often used effectively, but more could be done to enhance learning, for example by using mobile phone technology. The VLE is used and valued by students.
- The development of students’ English and mathematics is consistently of a high standard. Spelling exercises and key business terminology tests are a regular feature in many lessons.

Most teachers expect students to take written notes, and they correct pronunciation, spelling and grammatical errors as they arise.

- In a small minority of sessions, students spend too much time listening to the teacher's explanations and consequently do not have to think for themselves. In weaker lessons, activities and questioning are not used well enough to develop students' higher-level thinking and analytical skills.
- Students develop a good understanding of the world of commerce and business, together with practical skills that prepare them well for employment. Many activities promote independent or collaborative working. Students speak highly of their increased confidence and are well-prepared for examinations. The recent introduction of a college shop which is to be run by business and accounting students offers an exciting opportunity for skill development and independent learning.
- Students are prepared well for higher education and employment by their personal tutors. Behaviour, attendance and punctuality are good. A culture of mutual respect and support for each other is promoted well in lessons, and rare instances of inappropriate comments are challenged immediately.

The effectiveness of leadership and management

Good

- Since the previous inspection, college leaders have pursued a determined and successful strategy to improve the quality of provision for students. A culture change is evident in the organisation that is based on raising the expectations of staff and students. This is well supported by staff. Targets set are more challenging and success rates for students have improved significantly.
- Governance of the college has improved significantly and is now good. Following the previous inspection, the board carried out a fundamental review of its effectiveness. The ability of the board to monitor the work of the college effectively has been strengthened by new appointments and training for governors. The quality of information received by members to assist their monitoring role is now good and is enabling them to provide effective challenge to senior leaders.
- The views of students are listened to well by both governors and managers to gauge the effectiveness of measures taken to improve their courses. Students' views are gathered through formal mechanisms, including through student governors and course representatives, as well as more informal visits to curriculum areas by governors and managers.
- Quality assurance systems have been strengthened since the previous inspection and are effective in bringing about improvements. Monitoring of the quality of teaching and learning is more rigorous and has led to an increase in the proportion of lessons that are good or better. In work-based provision, the college is changing the criteria used in the observation of sessions to better match that type of learning.
- Performance management is now strongly linked to the outcomes of the monitoring of teaching and learning. A shorter timescale is in place for staff to improve where underperformance has been identified and there are clearer links with the capability procedure if the required improvements do not take place.
- A new appraisal system is being piloted, but this is not yet used for all staff and there is inconsistency in the rigour with which the new system is being applied. For example, actions recorded for further improvement are not always specific enough.
- Management of the curriculum areas is good. Major improvements in the quality of data available to managers have strengthened their ability to monitor the courses they are responsible for, and regular meetings with senior managers ensure targets for improvement are reviewed regularly. The management of work-based learning and subcontracted work has improved since the inspection and effective systems are in place to monitor these aspects of the college's work.

- The self-assessment report for 2011/12 provided a clear and honest account of strengths and areas for improvement in the college, and makes good use of a comprehensive suite of data. Further work has taken place in the current year to continue to improve self-evaluation; inspection evidence shows that the college's analysis of the quality of its provision is accurate.
- In response to a significant fall in student numbers in recent years, the college is undertaking a major strategic review of its curriculum and the new strategic plan sets out a clear vision for the future. It is working effectively with key strategic partners to strengthen the emphasis on employability skills and ensure courses are linked clearly to identified job opportunities. Links with employers are being strengthened, for example through the employer forums. The college works effectively with JobCentre Plus to provide successful courses for unemployed adults at its Workworld centre.
- The impact of the fall in student numbers on the college's financial situation resulted in an urgent need for action to tackle this. Measures already taken have led to a reduction in expenditure and governors have approved draft proposals for significant further cost reductions. At the time of the inspection, consultation was taking place on some of these proposals. It is too early to judge the impact of the measures being taken.
- Resources to support learning are generally good, including specialist vocational equipment. Some general classrooms lack ownership by curriculum areas and do not provide a stimulating learning environment.
- The promotion of equality and diversity is good. The college monitors well the achievement of different groups of students and has successfully narrowed gaps in success rates; for example, success rates for adult students improved significantly in 2011/12. Staff are skilful at promoting a culture of respect for others within the college and many use opportunities within the curriculum to deepen students' understanding of equality and diversity.
- The college has appropriate measures in place for the safeguarding of students, including effective links with external agencies, and fulfils all its statutory obligations in this respect.

Record of Main Findings (RMF)

Knowsley Community College					
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
Overall effectiveness	2	2	2	2	2
Outcomes for learners	2	2	2	3	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
Engineering	2
Motor Vehicle	2
Sport	2
Public Services	2
Foundation English	2
Foundation mathematics	2
Business	2
Law and legal services	2

Provider details

Knowsley Community 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: 2,316
	Part-time: 5,277
Principal/CEO	Steve Logan
Date of previous inspection	February 2013
Website address	www.knowsleycollege.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	302	112	372	178	936	386	N/A	N/A
Part-time	163	1,081	146	1,450	54	253	N/A	97
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	328	383	86	506	N/A	61		
Number of learners aged 14-16	184							
Number of community learners	605							
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"> ■ Develop-U ■ Elliott Clarke ■ Group Horizon ■ Liverpool Media Academy 							

Additional socio-economic information

Knowsley Community College has two main sites, in Roby and Kirkby. The college attracts students from the Borough of Knowsley and from other parts of Merseyside. Knowsley is one of the most deprived areas of England, with residents facing significant social and economic disadvantages, including high rates of unemployment and high proportions of households dependent on benefits. Attainment at age 16 in local schools is poor, with only 41% of school leavers achieving five or more GCSEs at grades A* to C, including English and mathematics, in 2012.

Information about this inspection

Lead inspector

Alan Hinchliffe HMI

Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the deputy 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 on-line 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 college. Inspectors looked at the quality of teaching, learning and assessment across all of the college 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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