

Joseph Chamberlain Sixth Form College

Sixth form college

Inspection dates		16–19 April 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Outstanding-1
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Success rates have been declining and students' pass rates and levels of progress are too variable across subjects, especially on GCSE and AS level courses.
- Teaching is not consistently good.
- The monitoring of students' progress and achievement is neither rigorous nor effective.
- Recent changes in how the college manages its provision, including improvements in quality arrangements, are not yet implemented consistently and have not yet had sufficient impact.

This provider has the following strengths:

- It provides an inclusive and harmonious environment for students in which they feel very secure and make very good use of the excellent learning spaces.
- The behaviour of students at the college is exemplary and they display very positive attitudes to learning.
- The curriculum is responsive and well matched to the needs of the local community.
- Teaching and learning are consistently good in health, social and child care, visual arts and media, and humanities and social sciences.
- Senior leaders demonstrate a strong commitment to improving the quality of teaching, learning and assessment and outcomes for students.

Full report

What does the provider need to do to improve further?

- Increase students' progress and success rates through improving the quality of teaching and learning so that a greater proportion becomes at least good by promoting the sharing of the best practice between teachers.
- Improve lesson planning so that lessons better meet the needs of all students, ensuring that tasks set are challenging across the ability range and that students' independent learning skills are more keenly developed.
- Develop and support teachers in using questioning more effectively so that all students have good opportunities to extend their thinking and to develop their reasoning and spoken language.
- Devise better arrangements for monitoring students' progress and achievement, so that feedback, marking and target setting informs and supports students in their next steps in learning.
- Improve the consistency, rigour and effectiveness of self assessment and other quality assurance arrangements across all subject areas.
- Implement fully the revised arrangements for performance management of all staff, based on performance objectives which are demanding and measurable.

Inspection judgements

Outcomes for learners	Requires improvement
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- The college provides a more extensive curriculum to meet a broader range of students' needs and interests than most other sixth form colleges. In recent years, success rates have declined and are now below the average for sixth form colleges nationally, although they continue to compare favourably with colleges whose students share similar socio-economic backgrounds.
- Retention is consistently very high for 16 to 18 year old students; but too much satisfactory or poor teaching coupled with considerable staff changes associated with the restructuring of the college had a negative impact on students' achievement last year. For 16 to 18 year old students, previously high pass rates at foundation and intermediate level, including on GCSE courses, declined sharply.
- Success rates on A-level courses and most advanced level vocational courses remain high, but success rates on AS courses are well below the national level. Success rates in social sciences are well above the national level; in health and social care, art and humanities they are broadly in line with national averages; and in science and mathematics, information and communication technology (ICT), English and languages and business success rates are below average.
- For the smaller number of adult students, mostly following courses at community venues in speaking English, previous improvement in success rates was not maintained last year, and success rates are at the national level.
- Students generally make good progress in their second year of A levels and on vocational courses, although again there was some decline last year. They make particularly good progress in physics, media studies, religious studies, geography, sociology, government and politics, French and law. They tend to make much less progress in other science subjects, English and business studies. In AS-level subjects students either make the progress expected or, in too many cases, insufficient progress which results in too many of them leaving at the end of the year.

- Achievement by female students continues to be higher than for male students but, whilst still wider than it is nationally, the gap is narrowing steadily. The college is currently exploring the reasons that students of Bangladeshi origin did not achieve as well as other groups last year.
- Progression between different levels of study within the college is mostly high, with the notable exception of progression from AS courses to A2 courses which is low. The GCSE grades of many students taking advanced level courses are not as high as they are in the majority of sixth form colleges. This partly explains the relatively low achievement of high grades on AS and A level courses. Nevertheless, around 70% of advanced level students go on to university which is a high proportion.
- Students' attendance is good and they attend lessons punctually. They participate in a wide range of college enrichment activities, including the Model United Nations which the college has hosted for the last three years. Students consistently demonstrate exceptionally high standards of behaviour and respect for others.
- Students' functional skills are developed satisfactorily, particularly in literacy. They are articulate and have a good command of subject-specific terminology. This is impressive given the very high proportion of students for whom English is their second language. However, too many students leave the college without having attained at least a grade C in GCSE English and/or mathematics. On vocational courses, time is increasingly spent on activities which extend students' employability skills as well as their independent learning skills, but these are both promoted insufficiently on AS and A-level courses.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement. For the last year the college has placed a strong emphasis on improving teaching and learning. The internal lesson observation process is now more robust. Better focused staff development programmes are tackling identified weaknesses. Discussion about and sharing of good practice is increasing. However there remain too many inconsistencies in the quality of lessons between and within subjects.
- In successful lessons teachers enable greater opportunities for independent learning. Students are better able to give extended responses to questions and feel positive about their achievement. Teachers encourage them to celebrate and build upon their successes. A variety of teaching methods and learning resources are used well to interest and engage students.
- Students' confidence and language skills are developed and questioning encourages deeper thinking. For example, in a child care and early years' lesson students seeking to work within school and care environments considered different safeguarding scenarios to judge correct actions and procedures within specific settings. These scenarios elicited productive debate and discussion on safeguarding and confidentiality rights. Skilful teacher questioning both challenged and developed students' language skills and students made good progress.
- Teachers dominate weaker lessons and students are too passive. These lessons are characterised by a lack of sufficient pace and challenge. Learning activities do not develop higher order thinking skills. In too many lessons teachers do not challenge students sufficiently to provide fuller answers, justify their ideas and use appropriate subject terminology. While some teachers take opportunities to develop literacy and numeracy skills within lessons, too many miss opportunities to develop these skills fully and imaginatively.
- Questioning is shallow preventing too many students from making expected progress. Work is not always well planned and designed to ensure the most able benefit fully and teachers do not check learning regularly. Too few teachers encourage students sufficiently to develop their skills in working independently. Students also believe that the quality of their lessons varies considerably between individual teachers. Not all teachers encourage students sufficiently to be

ambitious and to broaden their horizons. Some lessons fail to meet the needs of the whole ability range.

- Effective strategies observed within most humanities and social science subjects, in child care and early years and visual arts and media are not shared sufficiently across the curriculum to raise standards in other areas. Too much teaching and learning in science, where much student progress is below expectations, requires improvement.
- Too much variation in the quality of written feedback on students' work also restricts their progress. Where assessment is good teachers provide informative feedback that makes clear what students could do to improve their work; but too much marking does not give pointers on how to improve or build upon present progress. Teachers provide many opportunities to practise assessments to ensure that students understand the requirements of the examination. Teachers usually pay attention to spelling, grammar and correcting inaccuracies when marking.
- The quality of resources to support learning is good and successful teachers prepare engaging learning materials. The college's virtual learning environment (VLE) is not yet sufficiently well populated or used to support more independent learning. Inspectors saw few examples in lessons of teachers using the interactive features of information and learning technology (ILT) imaginatively. The library is a hive of silent and well-focused learning activity from early morning until late evening. Students also use the individual and group cluster areas around the college well for discussion and private study.
- Students appreciate the good level of personal support and advice available from teachers that helps them develop their understanding of a range of personal and social issues. Additional support for students with learning difficulties or disabilities is good. Many subject teachers provide a range of extra support and revision sessions to help those who are falling behind with their studies.
- Arrangements for tracking and monitoring students' progress are too variable and not used systematically. Tutorials are not connected strongly enough to systems that record students' achievements to review students' progress rigorously or accurately and where necessary trigger intervention and support. An on-line progress monitoring system is established but is still not effective in promoting a culture of analysis, aspiration and intervention. In some subjects teachers do not update performance data regularly enough to enable the accurate monitoring and tracking of progress. Many student expressed reservations about the relevance and impact of tutorials.
- It is too soon to judge whether students make more informed choices about their courses as a result of more subject specific guidance following the recent reorganisation of the initial advice and guidance system. Students receive good support from staff to help them progress to higher education.
- Most teachers promote equality and diversity well. In many lessons they make good use of opportunities within the curriculum to extend or reinforce students' understanding of equality and diversity themes. In all curriculum areas students show respect for others; they work well together in lessons and there is a harmonious culture in the college.

Visual arts and media**Learning programmes for 16-18**

Good

- Good outcomes for students have resulted from consistently good quality teaching, learning and assessment. Success rates on most courses are above the national averages and particularly high for GCSEs in art, media and film studies, AS media and BTEC subsidiary and extended diplomas in art and design. The proportion of students achieving high grades in GCSE and AS film studies is high, but on other courses high grade achievement is low.
- Students' standard of work is high. In art and design students use both observational drawing and digital images for research, often related to diverse cultural themes. A-level students produce inventive personal work in fine art, printmaking, textiles and photography and are able to relate their work to contemporary artists. In media and film studies students analyse work with confidence and readily transfer theory to new genres. For example, in a lively debate in one lesson students discussed the application of reception theory to video games with great enthusiasm.
- Teachers are well qualified and have high expectations for their students. They create supportive learning environments where students feel safe to examine a wide range of topics and, at times, controversial themes. Respect for personal beliefs and different cultures is paramount and reflected in the teaching and learning. Attendance is high and most students make good progress, particularly in A-level lessons and in GCSE media.
- Good teaching promotes independent learning and students' confidence to discuss and analyse work, particularly in media and film studies. Teachers structure lessons well, enabling students to develop new skills using traditional techniques and new technologies. The most effective teaching is lively and engaging with students prompted to articulate considered responses to both technical and creative questions. However, in some lessons the pace is slow, there is insufficient questioning to engage the entire group and students lose focus and attention.
- Individual support is highly effective. Additional learning support for students who do not speak English as a first language is crucial to their success and progression. Teachers reinforce appropriate vocabulary with all students and there are helpful word lists in the classrooms. Students value highly their individual progress reviews in lessons rather than in tutorials. Regular revision classes, open studios, film and game clubs support students in their learning and offer extension activities.
- Assessment of course work is thorough with swift and detailed feedback, particularly in media where teachers carefully correct spelling, grammar and syntax. Discussions of students' work in art and design lessons are frequent with feedback sheets to keep in students' workbooks. Teachers often use plenary critiques effectively to assess progress in the lesson, but in a few cases these are too rushed and have little impact. Progression to higher education is very high and a small number of students find employment in the creative industries.
- Specialist resources are very good. Art and design classrooms, photography studios and media suites are well equipped and ensure students are able to develop work to a professional standard. All classrooms and corridors display impressive examples of student work which raises the aspirations of current students. Teachers make good use of ILT in most lessons. The VLE is satisfactory overall, but media and film students in particular value the extra resources it provides.
- Enrichment activities, often linked to specific course projects, extend learning beyond the classroom. Many students have limited previous experience of art, design and media and enjoy their visits to museums, galleries and exhibitions. Trade fairs, visiting lecturers and external projects help develop students' vocational perspective. An annual arts festival provides a

valuable opportunity for students to work with visiting artists. A well-considered range of cultural themes and topics help to embed diversity in the curriculum.

Humanities and social sciences

Learning programmes for 16-18

Good

- Teaching, learning and assessment are good which leads to students achieving well. Success rates in many subjects are consistently at, or above, the national average. The overwhelming majority of students complete their course but their pass rate requires improvement in the minority of subjects where success rates are below average. Students make good progress from their various starting points. The strong emphasis placed on helping students develop their literacy skills prepares them well for examination success. Progression to higher education is good.
- Most lessons are well planned, with students moving through a variety of learning activities that require them to engage with ideas and develop their analytical skills. In the best lessons, students respond well to imaginative tasks that involve them in active learning. In a minority of lessons the material does not stretch higher ability students sufficiently. The use of ILT in the classroom is often unimaginative and this limits the opportunity to provide students with a wider range of challenging material.
- In the majority of lessons teachers use good, directed questioning techniques to check and extend learning. Assessment of students' work is good and the quality of teachers' feedback means that the majority of students understand what they need to do to improve their work. In a minority of lessons questioning is less effective in checking learning and teachers do not mark and return homework promptly enough to enable students to make timely improvements in their performance. Targets are set for all students to ensure that they understand what they should be aiming to achieve. The quality of the formal review of student performance in tutorials is inconsistent which results in some students being unclear about where and how they should make more progress.
- Resources are good and students have textbooks, handbooks and a range of good study booklets. Students make good use throughout the day of both the library and the computers available in the resource centre for independent research. The VLE is under-developed for these subjects, which limits students' access to resources which would further extend their ability to work independently.
- Students receive outstanding support from their teachers, both individually and in group sessions, and teachers have high expectations of the students. Extra study workshops and revision support classes are highly valued by students and help improve attainment. Teachers integrate excellent enrichment opportunities into their subjects. The quality of tutorials is too variable and students do not value them much.
- Students receive good initial advice and guidance, especially about the demands of advanced level study. Good use is made of induction to assess the ability of students to cope with the demands of their courses and start to develop their study skills. Teachers have embedded the development of students' literacy skills well into their subjects and effective learning support is available for those with identified specific support needs. However, teachers do not take advantage of opportunities to develop numeracy skills more regularly in lessons.
- The promotion of equality and diversity is excellent. Teachers are sensitive but prepared to challenge the attitudes of students. In a philosophy lesson, for example, the teacher provided challenging case studies to inform a lively debate on tolerance. In government and politics, contemporary global issues around humanitarian aid were related directly to the lives of students.

English**Learning programmes for 16-18**

Requires improvement

- Teaching, learning and assessment require improvement in English as too many students do not make the progress expected of them from their prior attainment. Success rates on A-level courses are high, but success rates at AS are inconsistent and below national average on one of the two courses. The proportion of students achieving high grades at advanced level is low and in GCSE English, the A*-C grade pass rate has declined over three years and is now significantly below the national level.
- The most effective lessons are well planned and taught enthusiastically. Students' attendance is good and they are well behaved and diligent in lessons. Many students can confidently use technical terminology to discuss linguistic and literary features. Questioning is skilful in developing students' responses and teachers use collaborative learning activities in many lessons which develop students' team working skills. In one lesson, students worked on Blake's poem 'Tyger', developing an increasingly sophisticated analysis through building on the comments of other students.
- In less effective lessons, the pace is too slow which leads to some planned activities being rushed or omitted. Teachers do not direct enough of their questions at individuals, which means less confident students do not respond and discussions are too dependent on the teachers' contributions. Some group work does not provide sufficient challenge for higher ability students and teachers miss opportunities to consolidate and check learning through plenary activities.
- Teachers use peer and self assessment effectively to focus students' attention on what they need to do to improve. The quality of written feedback is generally good, providing detailed comments evaluating each student's work against assessment objectives. Occasionally, the feedback is too brief and does not make it clear what the student needs to do to achieve a higher grade.
- Monitoring of overall progress and target setting requires improvement to ensure that early intervention takes place when students are in danger of underperforming. The process of tracking students has changed this year, but it is too early to say whether this will ensure that all students achieve the grades of which they are capable.
- Teachers use a wide range of useful resources including written material such as course guides and projected visual imagery including video clips to stimulate students' interest. In one lesson, students watched a short clip of the film 'King Kong' to help in contextualising the Duffy poem 'Queen Kong' before starting their analysis. The VLE provides material to support and extend learning on most English courses but there is no monitoring of English students' use of the VLE so its impact is unclear. Teachers miss good opportunities to introduce greater variety into lesson activities through the use of ILT.
- Students appreciate the varied subject enrichment activities. Generous subsidies help to reduce financial barriers to participation and most advanced level students take up at least some of the opportunities on offer. Activities include theatre trips, a creative writing residential and visits designed to develop students' understanding of the contextual background to texts such as one to the Imperial War Museum for students studying 'Birdsong'.
- Good advice and guidance encourages progression from AS to A level courses. A high proportion of students move into higher education, well supported by teachers who encourage first generation university applicants to apply, challenge students to acquire the skills of independent study and advise them through the application process.
- Students develop a good understanding of equality and diversity through the choice of literary texts available such as 'Beloved' and 'Much Ado about Nothing', which offer opportunities to

discuss racial and gender attitudes. Students value the way that teachers link themes in literary texts to current issues. One commented that her teacher 'teaches us not just about English but life as well'.

Business and law

Learning programmes for 16-18

Requires improvement

- Success rates have remained below national average for the last three years reflecting teaching, learning and assessment which require improvement. Success rates are high on A-level courses and at or above average on vocational courses, but they are low on AS courses. On the majority of courses female students outperform male students. Teaching and learning do not challenge students sufficiently to achieve to their full potential, which results in too many students making less progress than expected.
- In the better lessons teachers use more innovative learning activities to engage learners and promote their learning. In a rare outstanding lesson in business on production methods, groups of students had to draw the various stages in building and designing a car before comparing and evaluating different methods. Their enjoyment of seeing their own ideas develop from the practical exercise enhanced the quality of the subsequent class discussion. Students' behaviour is very good even in the more mundane lessons. Some teachers make good use of engaging starter activities, for example using mini-whiteboards, to gain learners' interest; but the range of methods is too limited and often the rest of the lesson becomes less engaging.
- On the whole, lessons are too teacher led and lack variety. In most lessons teachers spend too much time imparting knowledge to students which constrains students from taking more control of their own learning and developing higher-level study skills.
- Too much questioning by teachers is at a superficial level and does not support students to develop their analytical or evaluative skills. The more confident students dominate question and answer sessions because questions are not directed or inclusive enough. Teachers use ILT at a basic level to provide presentations but not in more imaginative and interactive ways.
- Short term target setting is weak. The department has this year implemented a more thorough and comprehensive progress tracking system, but it is too early to judge its impact in supporting students to higher levels of achievement. Most students know their target grades in each subject, but the use of more incremental and specific short term targets to help them continually improve their work is underdeveloped.
- Planning for the development of students' employability and enterprise skills within business courses is underdeveloped. Vocational business students benefit from a range of curriculum enrichment activities, such as the Plunge event based on the Dragons' Den scenario. However, AS and A-level business students have limited opportunities to engage with businesses. Students choosing to join one of the many societies offered within the college have opportunities to develop relevant skills; for example, members of the law society conduct a mock trial at the crown court which linked well to a module studied by law students.
- Good feedback on assessment indicates what students have done well and what they need to do to improve. A feedback sheet used in law provides students with comprehensive, formative feedback. Students almost always complete homework on time. They can access and review their grades for each assessment and mock exam they have taken, but are not encouraged enough to do this.
- The department prioritises the development of students' literacy skills. Teachers regularly challenge incorrect spelling and grammar during lessons and correct them when marking students' work. There is less emphasis on developing students' numeracy skills.

- Initial advice and guidance are good and students value the timely support they receive around enrolment. Students who enrol late get prompt and effective support to ensure they did not fall behind others on their courses.
- Teachers do not make the most of the frequent opportunities arising in lessons, for example when studying forms of business communication or case studies involving diverse characters, to discuss equality and diversity themes with students. Female students are less likely to take part in discussions or volunteer answers to questions and some teachers do not encourage them to participate more actively.

The effectiveness of leadership and management

Requires improvement

- Senior leaders and governors have acted decisively to restructure the management of the college to strengthen its capacity to promote improvements. The new structure is helping to drive a range of initiatives to put the student at the heart of the college, to improve the quality of teaching and learning and to improve outcomes for students. Not all staff are yet convinced of the benefits of the new structure and managers will need to consult further and clarify lines of communication and accountability. Some early signs of improvement are evident but it is too soon to demonstrate that initiatives to improve teaching and learning and to arrest the decline in key success rates will be successful.
- The new structure promotes the development of learning communities of staff and better sharing of good practice. It consolidates training carried out by external consultants in 2011. Teachers now have good opportunities for focused professional development specifically aimed at improving features of teaching and learning. In spite of this inspectors found that not all teachers have applied this training to their teaching and too much teaching requires improvement.
- Governors monitor the college's academic performance closely and through subcommittees are well aware of the actions managers are taking to improve underperforming areas. Governors offer a good range of expertise, contribute well to strategic planning and appropriately challenge and question senior leaders. They support strongly the college's vision and commitment to increasing educational opportunity in the local community and ensure it is in good financial health.
- Senior managers have significantly revised quality assurance arrangements but there is some variation in how well systems and processes are applied. Lesson observations now focus sharply on learning and less successful teachers have improved their grades through mentoring and other support. The performance management process now requires teachers to focus more strongly on their targets for students' outcomes; but performance management is not yet fully effective in reducing the variation in the quality of teaching and learning. College leaders recognise that the links between performance management, lesson observations, examination results and professional development need strengthening.
- College self assessment is now much more robust and subject self assessments reflect a wider range of staff views. Inspectors broadly agreed with the college's self-assessment judgements for 2011/12. Managers demonstrate a mostly good understanding of what the college needs to do to improve; but progress in addressing areas for improvement in some subject areas is too slow. Not all improvement plans contain precise and measurable short term targets which better promote improvement. Management information and data are accurate and accessible, but not all subject teams use this information sufficiently well to monitor students' progress.
- Students' views usefully inform course reviews, environmental improvements and enrichment opportunities. Plans to increase the collection of parents' views are in place. Resources are good although not enough use is made of ILT in some areas. The well-designed college buildings

have excellent security and provide an attractive learning environment. Many students benefit from the long opening hours and good study spaces.

- The college curriculum meets the needs of the local community well and enrolments continue to increase. A growing portfolio of vocational courses compliments the good range of A-level subjects. Good links with local universities enables a high proportion of students to progress to higher education and many are the first in their families to achieve this. Courses offered in the community enable many female adult students to improve their English language skills.
- The college celebrates the diversity of its community through a wide range of events and activities. The requirements of students from different faiths are catered for well. The college deals effectively with the very few issues of bullying. There are few gaps in performance between different groups although managers have recognised that Bangladeshi students have recently made slower progress. The values of tolerance and respect feature strongly in the everyday culture of the college. The gender and ethnic profile of staff and governors increasingly reflects the college community.
- The college meets its statutory requirements for safeguarding students. Students understand how to work safely in laboratories and workshops. They receive good guidance on safe use of the internet and social networking sites. Those with concerns feel able to discuss matters confidentially with a college teacher or councillor. College users are required to follow strict guidelines in wearing colour-coded identity lanyards.

Record of Main Findings (RMF)

Joseph Chamberlain Sixth Form 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
Overall effectiveness	3	3	3
Outcomes for learners	3	3	3
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Visual arts	2
Media and communication	2
Humanities	2
Social sciences	2
English	3
Business	3
Law and legal services	3

Provider details

Joseph Chamberlain Sixth Form College	
Type of provider	Sixth form college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 1,610
	Part-time: 877
Principal/CEO	Ms Elly Tobin
Date of previous inspection	January 2006
Website address	www.jcc.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	38	147	226	32	1,321	50	0	0
Part-time	23	533	33	86	81	36	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	0	0	0	0	0	0	0	0
Number of learners aged 14-16	2							
Number of community learners	N/A							
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"> ■ Birmingham Education and Advisory Service ■ Birmingham Theatre School ■ Bordesley Green Girls' School. 							

Additional socio-economic information

The college is located in Highgate, Birmingham. Unemployment in the city is well above the national level and 30% of dependent children live in households with no adults in employment. The percentage of young people in employment is well below regional and national levels. A much higher than average proportion of adults has no formal qualification, nor do one-fifth of 16 to 24 year olds. The proportion of young people in Birmingham gaining five GCSEs at A* to C in 2012, including English and mathematics, remained lower than the national average. The large majority of the college's students live in the most deprived areas of the city and use English as their second language. Just over two-thirds of students are female.

Information about this inspection

Lead inspector

John Evans HMI

Two 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 provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' 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 students 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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