

# Worthing College

## General further education college

|  |                         |                               |
|--|-------------------------|-------------------------------|
| <b>Inspection dates</b>                      |                         | 23–26 April 2013              |
| <b>Overall effectiveness</b>                 | <b>This inspection:</b> | <b>Requires improvement-3</b> |
|  | Previous inspection:    | Satisfactory-3                |
| 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:

- Outcomes for students, although improving, are still broadly at national averages.
- Not enough lessons have been judged to be good or better.
- Not all teachers use differentiated learning activities to meet the full range of students' needs.
- College managers have implemented strategies to bring about improvements that are beginning to raise standards in teaching, learning and assessment.
- Professional development, performance management and self-assessment have yet to bring about sustained improvements across the college.

#### This provider has the following strengths:

- Good outcomes for students on long vocational courses and students in the care of local authorities.
- Students benefit from good and well-developed sporting, cultural, recreational and subject-based enrichment activities.
- Good teaching and learning in sports, public services and visual and performing arts and media.
- A secure environment in which students feel safe and behaviour is respectful.
- Self-assessment that is beginning to raise standards through more focus on improving teaching, learning and assessment and the implementation of processes to support improvement.
- Good partnership working to meet the needs of the local community including those under-represented in learning.

## Full report

### What does the provider need to do to improve further?

- Improve outcomes for students by making sure that teachers plan and develop differentiated activities in lessons that meet the full range of needs and abilities of students.
- Make sure that all teachers have high expectations of their students, no matter what their backgrounds or circumstances.
- Improve students' progress and achievements by making sure that their targets are realistic and focus on specific actions which are regularly monitored and reviewed.
- So that every student can achieve their full potential, ensure that all assessment is thorough, sufficiently regular and provides appropriate challenge. In addition, provide students with comprehensive guidance and feedback on what they should do to improve.
- To increase the proportion of good or better teaching and learning, use the lesson observation system more effectively to identify, develop and monitor practices that characterise good or better teaching, learning and assessment.
- Ensure that teachers successfully plan and promote equality and diversity in their lessons, and deepen their understanding so that they can develop diverse methods and materials to prepare students better for the cultural complexities of the modern world.

### Inspection judgements

| Outcomes for learners  | Requires improvement |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▪ Outcomes for learners require improvement. The proportion of students successfully completing their courses in 2011/12 was slightly above national average for sixth form colleges, the benchmark to which the college compares itself. Success rates for students on AS programmes improved to national averages, while those for A level declined slightly, to just below average.</li> <li>▪ Students' achievements were good in a number of subject areas such as sports, visual and performing arts and languages. However, AS level pass rates in subjects such as psychology, sociology, health and social care and ICT were much lower, some well below national averages. Managers and teachers are well aware of this and have put in place strategies to bring about improvements.</li> <li>▪ For example, as a result of concerted efforts by managers, teachers and support staff, students' attendance has improved. More significantly, the proportion of students completing their courses also improved over the past three years. Close attention to accurate recording, swifter communication with parents and better coordinated individual support for students have brought about this improvement.</li> <li>▪ Adult students achieve slightly lower outcomes in national tests and examinations when compared to their 16- to 18-year-old peers. Similarly, male students' achievements are slightly lower than those of female students. Overall, there are no significant differences in outcomes for students with declared disabilities or those from particular ethnic backgrounds.</li> <li>▪ In 2012, students' A* to C grade pass rates for GCSE mathematics, photography, Italian and science were around national averages. However, those for English, film studies and psychology were below national averages. Students' attainments in functional skills mathematics, ICT and English were better, and higher than the low national averages.</li> <li>▪ The progress made by students, as measured by added value indices, is satisfactory. In 2012, students taking A-level and AS programmes achieved outcomes broadly around those predicted from their prior attainment. Disappointingly, a minority of AS- and A-level subjects showed a marked decline in added value. Students on vocational programmes make better progress and indices were at, or above, that predicted from their prior attainment.</li> </ul> |                      |

- Around 30 students in the care of local authorities currently attend the college. In 2011/12, students in care or those leaving care showed creditable achievement rates. Many of these young people progressed either to further study or employment, and around two thirds successfully achieved passes in a range of national examinations.
- Staff work hard to encourage students to apply to higher education and further training, especially those from relatively deprived backgrounds. A high proportion of the students who left college in 2012 successfully progressed on to higher education, further education or employment. Almost two thirds of those students applying for undergraduate places in 2011/12 were successful and around one in 10 went on to prestigious universities.
- Many students develop personal and employability skills by taking part in social, recreational and sports activities. They take part in a wide range of competitive sporting activities and regularly achieve both regional and national successes.
- Students made significant contributions to managers' and teachers' understanding of key issues amongst the student body, through a forum known as the Teaching and Learning Academy. Other students achieved successes in subject 'Olympiads' and a small group of science and mathematics students developed an innovative and practical solution to the quality assurance of plastic mouldings for a local manufacturing company.
- Students regularly join together to raise money for charities and many volunteer in a range of local settings. Inspectors observed safe working practices in laboratories, workshops and studios.

### **The quality of teaching, learning and assessment**

Requires improvement

- Teaching, learning and assessment require improvement because too many lessons are no better than satisfactory, and recent improvements to teaching and learning are inconsistent across the college.
- Where students make good progress, well-qualified and experienced teachers prepare well and support students effectively, both during and after lessons. As a result, students are highly motivated and work well together. They achieve success because the lessons include interesting starters, a variety of learning activities and relevant and directed questions that probe and develop their understanding.
- For example, public services students, while preparing for a residential course, successfully gained the practical skills of how to pitch and strike tents as well as developing their numeracy by estimating areas and accurately measuring angles. In an English class, the teacher used an engaging and effective starter activity to explore with students ideas about literature during the Renaissance.
- Teachers in visual and performing arts make good use of probing and searching questions to check learning and develop students' analytical skills, which results in high levels of achievement and high expectations from both teachers and students. However, in other subjects such as social sciences and psychology, teachers do not always have high expectations of their students and do not encourage them to achieve their full potential.
- In a significant minority of lessons, teachers take insufficient account of students' needs and abilities. They plan learning activities focused on whole classes, rather than preparing differentiated tasks to meet the range of students' abilities. As a result, both the most able and those who find the work difficult do not always make enough progress and skills such as independent learning are not developed.
- Unreliable information technology results, on occasion, in delays for students. For example, students using the internet to undertake research tasks or those involved in independent study can be delayed for some time while PCs load programs. Inspectors observed teachers changing the focus of their lessons owing to computer delays during the inspection week.
- The quality and frequency of assessment varies significantly across the college. Most students receive detailed and accurate written feedback and have a clear understanding of what they

need to do to improve. However, in a significant minority of courses, students complete very few written assessments and feedback is limited and superficial. Spelling, grammar and punctuation are mainly, but not consistently, highlighted in students' written work.

- The introduction of an electronic tracking system has improved monitoring of students' progress. While this system is easy to use and has improved the quality and speed by which teachers and managers respond to under performance, many students' targets are generic and not measurable. However, students' targets in visual and performing arts are clear, detailed and provide appropriate challenge to help them improve.
- Students benefit from a range of support including good access to advice and guidance, specialist study support sessions, help with UCAS applications and targeted revision sessions in holiday time. Students appreciate this level of support.
- The promotion of equality and diversity in lessons is satisfactory. All staff have recently completed equality and diversity training, but this has yet to have a significant impact in students' experience of day-to-day lessons.
- The college has invested in a development programme to support teachers in raising standards in teaching, learning and assessment. This initiative is beginning to have an impact and leaders and managers are now better able to judge the quality of teaching and learning, and teachers are more confident in trying new approaches. The findings arising from the lesson observation system are broadly consistent with inspection judgements.

## Science and mathematics

### Learning programmes for 16-18

### Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment in science and mathematics require improvement, which is reflected in success rates for students which are broadly around national averages. Not enough AS-level students make the progress expected of them.
- Most teachers are enthusiastic and well qualified. They know their students well and effectively support and encourage them to gain scientific and mathematical knowledge and skills.
- A minority of teachers takes insufficient account of students' needs and starting points. They plan lessons and activities for the whole class and do not use differentiated activities that take into account the full range of students' abilities and interests.
- Where students make the most progress, a good variety of teaching and learning strategies are used to maintain students' interest. Teachers skilfully use questioning techniques to consolidate and extend learning. For example, in an A-level biology lesson, students were able to combine their knowledge of DNA with that of the behaviour of chromosomes in reduction division to explain the implications of genetic recombination.
- In a minority of lessons the teachers talk for too long and the activities are superficial and do not give the students the opportunity to deepen their understanding and develop evaluative and analytical skills. Science students do not always work with sufficient urgency and the teachers do not make enough checks on learning.
- In A-level mathematics, students present their work well and demonstrate good skills with graphical calculators. They sequence and set out their mathematical solutions clearly and logically, which helps them clarify their thinking and algebraic accuracy. In the sciences, students develop satisfactory practical laboratory skills and use chemicals, glassware and microscopes confidently and safely.
- Teachers commonly use information technology in lessons to display objectives and to introduce concepts and vocabulary. However, the technology is rarely used to present images or videos that show learning in practical and industrial contexts. In addition, teachers rarely refer to the

good range of materials available on the intranet and do not routinely encourage students to research beyond their textbooks. They do not always encourage the more able students to complete extension activities.

- Students regularly carry out appropriate assessment tasks based on examination questions. The standard of their written work varies, with some particularly good work in mathematics. Teachers mark assignments promptly and accurately and usually provide constructive and supportive feedback. However, grammatical errors are not always identified to help students improve.
- Students who are not making enough progress receive good support, mainly focusing on examination preparation through subject-specific sessions at lunchtimes and during vacations. All students are set target grades to aim for, but they do not always receive sufficient guidance on the actions needed to improve their performance. Students, however, value the individual support they receive and their attendance is good.
- Students support each other well in lessons through a well-established peer mentoring scheme which was developed in mathematics and has now been successfully adopted in science. In an A-level mathematics lesson, students successfully assessed each other's work using mark schemes. This resulted in some rich discussions around mark allocation and methodologies used.
- Teachers and guidance staff now put greater emphasis on ensuring that students are on the right courses through closer monitoring during the induction period. As a result some AS students successfully changed to vocational course science courses this year. The proportion of students progressing from AS programmes to A2 is satisfactory. A high proportion of science and mathematics students progress to higher education each year.
- Students and teachers work collaboratively to provide enrichment opportunities, for example through the college's mathematics academy and science society. Groups meet weekly and also take part in regional and national competitions, trips to universities and other places of interest, as well as linking with local secondary schools. However, students on vocational science courses do not benefit from well-developed employer links and visits.
- The promotion of equality and diversity is insufficient. Teachers do not always plan to use opportunities arising naturally within the curriculum to discuss equality and diversity.

## Visual, performing arts and media

### Learning programmes for 16-18

### Learning programmes for 19+

Good

- Teaching, learning and assessment are good and reflect the good outcomes on most visual and performing arts courses. However, in the recent past, insufficient numbers of students achieve high grades.
- Well-motivated and enthusiastic teachers encourage students to achieve to high levels. They plan their lessons well to ensure that students enjoy their learning and participate in a range of stimulating activities. In a revision lesson, students extended their knowledge of musical eras productively by using a 'speed dating' activity where they rapidly interrogated each other.
- However, in a minority of lessons, teachers do not challenge students' ideas sufficiently thoroughly and reward satisfactory responses with excessive praise. Overall, students enjoy their studies, appreciate the care and support that teachers provide and work in an adult, mutually respectful relationship.
- Teachers pose challenging questions to students to develop their knowledge and to check learning. However, in a minority of lessons they do not allow students sufficient time to reflect or to discuss ideas with their peers before moving on to new topics.

- The standard of students' work is good. Students make good progress in their studies and develop a wide range of employability skills. They integrate technology into their work confidently and imaginatively.
- Teachers very effectively incorporate a range of extra workshops into their courses and, as a result, students confidently explore a wide range of media and techniques to enhance their work. Textile students produce highly sensitive work of an excellent standard. Performing arts students develop professional work practices by sharing responsibilities during production and performance. One media studies student produced a thought-provoking film on the dangers of smoking which is now used by the health service.
- Teachers monitor students' progress well against their target grades, and currently most students are on track to meet or exceed their predicted grades. An electronic progress tracker automatically informs students and parents of particular successes, or of areas of concern prompting students to improve their work. Teachers address areas of concern swiftly.
- Assessment and feedback are fair and in the majority of cases inform students effectively about their progress. In performing arts, teachers monitor progress well through the use of interactive blogs and provide frequent, detailed feedback which students appreciate and respond to promptly.
- During discussions, students use technical language with clarity and growing confidence. Most teachers assiduously correct spelling and grammar on students' written work, but a minority do not pay sufficient attention to developing students' fluency in writing.
- Informative talks from professional organisations paint a realistic picture for students of the opportunities, strengths and pitfalls of careers in the arts and media. Students participate in visits to performances, exhibitions and higher education which broaden their horizons and help inform their future career choices.
- Students' understanding of equality and diversity is satisfactory through working on diverse projects that explore a wide range of cultural and social themes. However, teachers do not always relate these aspects sufficiently well to students' current and future lives.

## Social sciences and psychology

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

Inadequate

- Teaching, learning and assessment are inadequate which is reflected in poor outcomes for students, especially for AS level. Teachers' expectations are too low and, as a result, students are not encouraged and challenged enough in lessons to achieve their full potential. Many students do not aspire to achieve the highest grades and the standard of many students' work is low.
- In too many lessons the teachers talk for too long and the students are passive. While teachers have good subject knowledge, they often make insufficient checks on students' learning and understanding. Students do not develop the analytical thinking skills and detailed subject knowledge required to be successful in examinations. In these lessons, students make slow progress.
- In a minority of lessons, teachers plan well for their students. They use a range of well-designed activities to enthuse and sustain students' interests. These activities include card sorting exercises, starter quizzes and examination question practice using mark schemes. Students' learning is regularly checked through the use of mini-whiteboards and in these lessons students make good progress and develop relevant skills and subject knowledge.
- Teachers are inconsistent in their use of directed questions. In some lessons, appropriate and demanding questioning challenges and extends students' knowledge and understanding. In



many lessons, however, teachers ask superficial questions and do not probe or extend students' learning.

- Many students do not develop effective organisational skills. Their subject files are disorganised and do not provide a suitable basis for effective learning or revision. Students take few notes in lessons and have little permanent record of their activities and learning.
- Teachers provide a good range of subject support for students, including individual help after college, subject support workshops and remedial sessions. Students know their target grades, use peer- and self-assessment in lessons and plan actions to bring about improvement. However, many of their plans are not specific or detailed enough to bring about improvements successfully.
- Assessment practice, including the marking of students' work, varies across subject teams. In geography, students complete regular, assessed written work, whilst in other subjects, students complete too little written work.
- Teachers' written feedback on marked work is often superficial and not specific enough to enable students to improve. Practice here is also variable, and some teachers do provide students with careful and helpful comments in marked work on how to improve.
- In lessons, teachers remind students about the importance of spelling and grammar and, where written feedback is given, errors are corrected in written work. However, few teachers plan in schemes of work or lesson plans to develop students' mathematical skills. In a minority of lessons, activities relating to data analysis help students develop their numerical and analytical skills.
- Teachers do not always exploit naturally occurring opportunities to discuss cultural diversity in lessons. Lesson plans do not contain prompts for teachers to develop equality or diversity themes. However, in one lesson, the role of females in psychological research was used successfully as a discussion point with students.

## **Business, accounting and law**

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

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in the outcomes for students. Too few students achieve high grades at advanced level and overall success rates are around national averages.
- Students enjoy their studies and attendance rates are high. They value highly the support they receive from their teachers. They also respond well to the tasks they are given in lessons and most are able to work quickly and confidently. Most students make progress broadly in line with their prior attainment and go on to further learning.
- The majority of teachers plan their lessons and programmes of study well. Where students make best progress, teachers clearly explain learning outcomes and assessments and give the students comprehensive support. Teachers use relevant, short starter activities which help students reflect on previous learning and also introduce new material.
- In the best lessons, students acquire good understanding of business and legal concepts through an appropriate range of teaching strategies and learning activities. These help students to apply theoretical insights to practical situations in, for example, marketing or contract law. Students work well in small groups, and where the activities are differentiated to meet individual needs, progress is good. For instance, business students successfully constructed arguments for and against the proposed expansion of an international company out of its niche market.
- In the less successful lessons, teachers' weak planning means that activities do not take sufficient account of the wide range of students' abilities. As a result, not all students participate

effectively in the learning activities which, for example, do not always meet the needs of the most able students.

- Teachers make satisfactory use of assessments, such as written assignments, tests and examination question practice. Many teachers use directed questions to stimulate discussion and to check students' learning. However, a minority of teachers do not use questions skilfully enough to achieve this.
- A-level students complete regular homework which is sometimes targeted to meet individual needs. They receive helpful written and verbal feedback which enables them to improve the analysis and evaluation of their work. Written feedback gives students an accurate indication of how these skills attract marks in examinations. Teachers often, but not always, correct spelling and grammatical errors.
- Students use good quality learning resources effectively, many of which are devised by their teachers. All classrooms have interactive whiteboards which teachers use well to present information or show videos. Students have good access to learning materials on the college intranet, many of which can be used easily from home.
- Students enjoy their studies and benefit from the wide range of enrichment activities available. Teachers provide good personal support for students applying for higher education or employment. However, targets agreed with students during their twice-yearly reviews are often not specific enough to help the students improve.
- Teachers promote equality and diversity appropriately. For example, business students analysed the effect of the masculine culture on the decline of a telecommunications company. In law lessons, the students discuss relevant issues arising naturally from analysis of legislation and case law.

### **The effectiveness of leadership and management**

Requires improvement

- Leadership and management require improvement. The Principal and governors provide a clear vision and the resolve to raise standards. However, progress is slow and recent initiatives have yet to bring about consistent improvements to outcomes for students. A key initiative focusing on improving teaching, learning and assessment is beginning to bring about improvements.
- A core of senior managers has the passion and drive to bring about change and has, for example, introduced a more rigorous tracking system to monitor students' performance. More tenacious monitoring, together with better guidance and interventions for students, have brought about improved attendance and retention.
- Senior leaders have begun to hold managers and teachers to account for the raising of standards through a more detailed interrogation and review of performance data. Its introduction has been a little slow and its implementation recent. The full impact of this more focused approach has yet to be seen.
- Governors are well aware of the need for change and improvement. Since the last inspection, they have been prepared to challenge senior leaders rigorously. They contributed to the development of more thorough scrutiny of performance, including insisting on receiving clearer and more reliable data and reports in order to understand the college's strengths and areas for development.
- Managers now put more emphasis on supporting students to reach their full potential. Teachers provide extra support for students outside lessons and, in the main, this results in more confident and articulate students. However, some of the extra support put in place compensates for weak teaching, lack of progress in lessons and insufficient homework in a minority of curriculum areas.
- The Worthing College Development Programme, introduced since the last inspection, has placed increased attention on raising standards and teachers have welcomed this support. In some curriculum areas, targeted training for teachers has resulted in more interesting beginnings to



lessons and better checks on learning. Outcomes from the lesson observation system are more analytical and identify both good practice and areas for development more precisely.

- Managers have recently put in place comprehensive performance management arrangements for staff, and teachers' appraisals now focus more on teaching and students' attainments. Overall, the initiatives to develop and support staff have improved the quality of teaching, learning and assessment in some curriculum areas, but too much teaching still requires improvement.
- The college self-assessment report is evaluative and accurate in its judgements and draws on an appropriate and detailed range of evidence. In recognising that teaching, learning and assessment require improvement, managers and governors have updated policies and changed systems to raise standards.
- In order to bring about improvement in teaching and learning and to better meet the needs of students, teachers and managers have introduced innovative strategies to consult students. The student-led Teaching and Learning Academy brings students' opinions, canvassed by the students themselves, directly to bear on the outcomes of curriculum lesson observations. Students' views are actively sought and acted upon in a variety of other ways.
- The college works well with local partners in meeting the needs of the community. Curriculum developments in collaboration with the local council, schools and other colleges have brought about new learning and training opportunities for local communities. Teachers have, for example, developed community learning opportunities in sports, work skills and volunteering.
- Managers are effective in ensuring that the range, content and flexibility of the curriculum provide students with choice and progression opportunities. The new college building, which opens at the start of the next academic year, has been designed to support a curriculum that better meets the needs of local employers, and more innovative teaching using the latest technologies.
- Students from a wide range of backgrounds study at the college. Recently the college has attracted increased numbers of students who are looked after by local authorities, from minority ethnic backgrounds and those from areas of relative deprivation. Not all students are yet sufficiently aware of the importance of equality and diversity. Leaders and managers have endorsed the promotion of these themes at strategic level, but have not been successful in encouraging teachers to promote equality and diversity enough in lessons.
- The college is a secure environment and students confirm they feel safe and that behaviour is respectful. Policies for safeguarding are wide ranging and managers ensure prompt resolution of any safeguarding incidents. The arrangements for safeguarding students meet statutory requirements and risk is managed appropriately.

## Record of Main Findings (RMF)

### Worthing College

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade    |
|---|----------|
| Science and mathematics   | <b>3</b> |
| Arts, media and publishing  | <b>2</b> |
| Social sciences   | <b>4</b> |
| Business, administration and law  | <b>3</b> |

| 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+ |
| <b>Full-time</b>  | 17   | 0   | 105             | 8   | 1232          | 42  | 0                 | 0   |
| <b>Part-time</b>  | 0  | 2   | 6               | 10  | 38            | 15  | 0                 | 0   |
|   |  |     |                 |     |               |     |                   |     |
| <b>Number of apprentices by Apprenticeship level and age</b>                                    | <b>Intermediate</b>                                |     | <b>Advanced</b> |     | <b>Higher</b> |     |                   |     |
|   | 16-18  | 19+ | 16-18           | 19+ | 16-18         | 19+ |                   |     |
|   | 12   | 2   | 7               | 1   | 0             | 0   |                   |     |
|   |  |     |                 |     |               |     |                   |     |
| <b>Number of learners aged 14-16</b>  | 1  |     |                 |     |               |     |                   |     |
| <b>Number of community learners</b>   | N/A  |     |                 |     |               |     |                   |     |
| <b>Number of employability learners</b>   | N/A  |     |                 |     |               |     |                   |     |
| <b>Funding received from</b>  | Education Funding Agency and Skills Funding Agency |     |                 |     |               |     |                   |     |
| <b>At the time of inspection the provider contracts with the following main subcontractors:</b> | N/A  |     |                 |     |               |     |                   |     |

## Additional socio-economic information

Worthing College is a designated general further education college in Worthing, West Sussex. However, the college has many of the characteristics of a sixth form college. Worthing has another general further education college and five 11 to 16 schools from which Worthing College recruits most of its students. A number of schools with sixth forms and three recently designated academies exist around Worthing. The college has grown significantly over the last five years; in the current year it provides for around 1,450 full-time students aged 16 to 18 and just over 60 learners aged 19 or over. Most students take advanced-level courses. However, the college has recently expanded its vocational provision at both advanced and intermediate levels. The proportion of students from minority ethnic backgrounds is 14%, compared to 5% in the local population. Around 57% of Year 11 pupils in West Sussex achieve five A\* to C grades at GCSE, including English and mathematics, a proportion slightly below the national average.

## Information about this inspection

### Lead inspector

Alex Falconer HMI

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

## What inspection judgements mean

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

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

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

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