

Doncaster College

General further education college

Inspection dates		29 April–3 May 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Success rates for all students have consistently and significantly improved over the last four years. A strong culture of achievement and endeavour has been promoted and rooted in practice and students have responded with enthusiasm and effort. Apprenticeship provision has improved significantly.
- Teaching is good. Students are making good progress across courses. The majority of lessons are well planned and pacy and promote independent learning skills. Teachers are confident in sharing with each other their approaches and in seeking to better their practice. An enthusiasm for learning abounds throughout the college.
- Support for learning is very strong. Those accessing additional learning support make good and often very good progress. Gaps in achievement between groups of students have significantly narrowed.
- The Principal has promoted a highly effective coaching approach to instil and embed a strong improvement and aspirational culture throughout the college. Managers and staff are motivated to raise their aspirations and skills. Governors are knowledgeable about the college and hold senior leaders to account for the quality of their work.

This is not yet an outstanding provider because:

- Success rates require further improvement on a small number of courses.
- Students are not consistently stretched and challenged on all courses. There is too little outstanding teaching.
- The staff appraisal process is not sufficiently linked to the outcomes of internal lesson observations. All improvement plans need to have clear, specific and measurable actions.
- There are missed opportunities in some lesson planning and practice to enhance students' understanding of equality and diversity.

Full report

What does the provider need to do to improve further?

- Improve success rates further and particularly on those small number of courses currently underperforming by:
 - maintaining and accelerating the focus on improving retention
 - continuing to improve attendance rates
 - ensuring that students in all subjects receive sufficient challenge to enable them to meet their full potential.
- Share good and outstanding practice across the college so that all:
 - students benefit from high quality aspirational teaching and learning
 - staff know and understand what outstanding teaching looks like
 - staff recognise and take advantage of opportunities to promote equality and diversity.
- Improve performance management further by:
 - ensuring that the outcomes of the internal lesson observation process are more clearly integrated into performance-management reviews so that the quality of teaching and learning is more fully reviewed in the appraisal process
 - ensuring that improvement plans associated with self-assessment have clear, specific and measureable actions in all curriculum areas.

Inspection judgements

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

- Student outcomes are good. Success rates for students across courses are now at least at the national average with the majority above. This builds upon a pattern of continued and accelerated improvement over a four year period: this rate of improvement has been significantly faster than that nationally.
- The college has successfully tackled historically low retention across courses. Retention rates have been improving year on year and current in-year data shows a significant further improvement. Systems to tackle retention issues are now fully embedded across all courses.
- Those students who are retained do well. Most students aged 16 to 18 enter the college with below average prior attainment at GCSE, and many students over 19 years of age have few qualifications on entry. However, pass rates are high. There remains some variability across a small minority of provision.
- Gaps in achievement between different groups of students have narrowed. Students who have previously underachieved at school make good progress. There is effective tracking of students' progress and quick intervention if any are falling behind.
- Success rates on apprenticeships from 2009 to 2011 were variable. A re-organisation and refocusing of apprenticeship provision has brought about improvements in tracking, monitoring and speedy intervention. Retention rates have significantly improved and current assessment tracking evidence, as well as inspection evidence, indicates substantially improved student progress.
- The progress made by students who are disabled or with special educational needs is good. Highly effective support both in the classroom and in support sessions enables these students to do well. A strong philosophy of independent learning and planning characterises the Life Skills area which has high course success rates and excellent planning for post-college life.

- Pass rates on functional skills programmes are improving. Re-organization of provision has led to improving trends in achievement rates on English and mathematics courses. Progress for adult students in literacy is strong. The college recognises that literacy and numeracy needs to be more fully embedded across all college provision.
- The overall standard of students' work seen during the inspection was good. Students across a range of courses are now making good progress. Students in receipt of additional learning support achieve better than their peers.
- The majority of students develop good personal, social and employability skills. Many students gain positive workplace experience and obtain useful additional qualifications. Students' behaviour is good and their attitudes to learning very positive. An increasing number of students progress to employment and higher education and a significant proportion of students move from intermediate to advanced courses within the college.

The quality of teaching, learning and assessment	Good
---	------

- The quality of teaching, learning and assessment is good. Enthusiastic and well-motivated teachers plan and implement challenging activities that stimulate and accelerate students' learning. Teachers have high aspirations for their students and encourage them to succeed.
- In the best lessons teachers use resources effectively to extend students' learning and help them to consolidate and stretch their understanding. Students develop confidence through very effective questioning and through understanding the relevance of their learning to employment or continued education. Students' independent thinking skills are well developed. Students make good progress and many exceed their expectations.
- Work-based assessors plan coaching and learning well, leading to the good development of skills. Trainees' progress in gaining qualifications is tracked and monitored effectively. For example, workplace assessors challenge apprentices to achieve by effective use of email contact to help them actively apply their learning to their next progress steps.
- In the less effective lessons, teachers do not ensure that all students are challenged and motivated to achieve their full potential. These sessions are too teacher led. Teachers do not always use an appropriate range of activities to engage students. Opportunities to work collaboratively or reinforce learning are limited. Questions lack depth and do not ensure that students' learning is reinforced and challenged.
- Teachers have benefitted from well-planned training that has improved the range of their approaches to teaching and learning. However, while the proportion of good lessons have increased inspectors observed few outstanding lessons. The college recognises that increasing the percentage of outstanding lessons is a next step in their upward trend of improvement.
- Attendance is improving because of effective tracking and monitoring strategies. In a minority of areas learning is impaired by low attendance rates. Punctuality is good. Monitoring of students' progress, such as tracking against targets and expectations is very effective.
- In the better lessons teachers make very good use of information and learning technology (ILT) to enhance learning. Many students are confident in their use of technology to improve the quality of their work and enhance employability skills. Excellent use of ILT was seen in engineering. However, the use of ILT is variable across provision and the college acknowledges the need to develop the use of the virtual learning environment more fully.
- Assessment and feedback are good; students know and understand what to do to improve their work through effective marking. Teachers regularly correct spelling and punctuation errors. For a minority of students, insufficiently detailed feedback on written work fails to motivate them to improve.
- The development of English and mathematics skills is good in many sessions. Lesson planning details approaches which enable students to identify and use the skills they have developed in writing and the application of numeracy. The use of realistic employment scenarios enhances students' understanding of the application of functional skills to life and work. Some teachers do

not always use opportunities to allow students to build their confidence in English and mathematics or relate these to routine tasks or correction of common errors.

- Support for students is outstanding, and forms a central pillar in the college's strategy to improve the students' learning experience. Pre-course information and initial diagnostic testing informs learning plans. Integrated pastoral care allows students to benefit from tailored support and welfare. Staff provide outstanding welfare support and track students' academic progress very carefully. For example, looked after children are particularly well cared for and make good progress.
- Staff across the college contribute very effectively in creating an inclusive and positive learning environment. Students benefit from the college's successful strategies to reinforce respect and dignity. Some students are encouraged to take part in community activities which extend their wider learning; however, in some areas this remains underdeveloped. Students feel safe and enjoy their learning. In a few areas, further promotion of equality and diversity and the use of naturally occurring opportunities to extend learning around these areas are missed.

Health, social care and child care

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching learning and assessment are good. Success rates are at or above the national average and are improving. Students set themselves high expectations and are ambitious: they make good progress.
- In the better sessions teachers use effective questioning techniques to challenge and develop students' knowledge. Teaching and learning is lively and purposeful. A variety of teaching methods and learning resources are employed effectively to interest and engage students in their learning and most students respond enthusiastically. In these sessions students have opportunities to develop independent learning skills.
- Relationship between teachers and students are very good and this gives students confidence to participate in class. Class debates and group discussions are well used to explore relevant subject related topics. Subject-specific terminology is well developed at all levels. For example, foundation students in one session were able to accurately explain the definition of euthanasia and explore current controversy surrounding the topic during a lively and focused debate.
- In the few weaker sessions, progress is limited by too much teacher talk. There is limited development of independent learning. The more-able students are not sufficiently stretched and challenged.
- Students' additional support needs are quickly identified. Those who have additional support achieve very well. Target setting on individual learning plans (ILPs) is variable. The better ILPs are electronic and have specific targets and comments that can be set by the student, personal tutor and the pastoral support worker.
- Students appreciate the assessment feedback they receive both verbal and written. Feedback on assessed work is generally good. Feedback is substantive and constructive and demonstrates what students need to do to improve. Where it is weaker it fails to identify what was done well or what could be improved further.
- Students make good progress in developing their English and mathematics skills. Staff support students by identifying errors within their work. There is clear evidence of a strong focus on the correction of spelling and grammatical errors and they are guided to make the necessary amendments.
- Students are cared for, guided and supported well. The tracking and monitoring of students' progress is effective. Where students fall behind there are swift intervention strategies to enable them to catch-up. Students say they feel very safe.
- Appropriate and timely information, advice and guidance are good. The majority of students are supported well to meet or exceed their potential, many from low initial starting points. They

receive on-going information and guidance on their next steps in training. Students are well prepared for university or future employment. The area acknowledges the need to set higher expectations and aspirational targets for advanced level students from the start of their programmes.

- Equality and diversity are promoted extremely well. Students are highly respectful of each other and teachers. Lessons and wider opportunities help students to appreciate and develop the inter-personal skills required in health and social care and child-care settings. For example, an exchange trip to Finland widens students' perspectives by introducing a different culture and care setting.

Engineering

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Success rates reflect this and are above the national average across the provision.
- In the more effective lessons teachers have high expectations of students and use their knowledge and experience effectively to relate theory to practice. Teachers make very effective reference to current industry practice to interest students, extend their awareness and to ensure they make good progress. For example, in one lesson, motor vehicle students gained a good understanding of the function of unit injector systems and how to measure wear against car manufacturers' current data.
- Teachers plan their practical lessons well and use students' profiles effectively to identify support needs. Teachers use directed and probing questions to check students' knowledge and understanding. In some of the less effective theory lessons, planned activities are not always sufficiently challenging for the more-able students.
- Teachers use technology imaginatively to promote and encourage learning. Students improve their learning by frequent use of specialist computer equipment and software. For example, students used the virtual welding simulator to practise and develop their welding skills.
- The emphasis on health and safety in the classrooms and in the workshops is good. Students feel safe working in college workshops. They carry out risk assessments, report potentially hazardous incidents and act promptly to minimise risks.
- ILPs are used effectively to monitor students' progress. Target setting is inconsistent across the provision. Some targets are not sufficiently focused and challenging, and do not adequately tackle issues and concerns that have been identified.
- The development of students' employability skills is good. Students work productively and safely on realistic engineering tasks that provide sufficient stimulus and challenge for the more-able students. Students develop employment related skills. For example, in one lesson, students manufactured a variety of good engineering components that met industry standards.
- Assessment of students' work is timely, consistent and accurate. Students are clear about assessment requirements and deadlines. They write good assignments that are well-structured and have good technical contents. Teachers' verbal feedback is good. Feedback identifies clearly how well students are doing and what they have to do to improve. As a result students make good progress. Written feedback is variable across the provision but some teachers provide students with detailed and constructive comments.
- Students develop good mathematics skills. Teachers prepare appropriate numerical tasks to develop students' skills. Students use mathematical formulae and notation confidently. In contrast the development of English skills requires improvement. Too many teachers miss the opportunity to embed appropriate tasks to develop students' English skills. Teachers do not routinely correct students' grammar and spelling mistakes.

- Information, advice and guidance are good. Initial assessment is thorough and ensures that students are on the right courses. Learning support assistants work well with teachers and provide good support for students with learning difficulties and/or disabilities.
- Equality and diversity issues are understood well by teachers and students. Students demonstrate high levels of respect for each other and for their teachers. Behaviour in the lessons is very good. Where opportunities exist, teachers promote equality and diversity through teaching and learning.

Sport, travel and public services

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Outcomes are good with significant and sustained trends of improvement. Most students are now making good progress and many are achieving high grades.
- In the better lessons teachers are enthusiastic and have high expectations of all students. Teachers use their vocational experience effectively to ensure students are aware of good professional standards. Theory and practical aspects are integrated well in lessons. In travel and tourism a multi-functional open plan teaching area incorporating an aircraft fuselage, travel agency, learning resource centre and classroom space, enables students to work fluidly between theory and practice.
- In practical lessons attention to health and safety by teachers and students is excellent. For example, there was good use of internet video clips in sport to show the cardiac cycle and the function of the heart valves. There is good use of focused enrichment activities to enhance the curriculum and further develop employability skills.
- In the minority of less effective lessons, teachers do not ensure that questioning adequately challenges all students. Teachers' use of a narrower range of learning strategies limits students' further development and progress. ILT is not used creatively to further develop learning.
- Students improve English and mathematics skills. In sport, teachers effectively improve students' mathematical skills during fitness testing, estimating pace and distance and by calculating average heart rates. Travel students handled complex air ticketing calculations very well and in public services student oracy skills were developed well through assessment activities.
- Assessment is well planned. Teachers use a range of assessment methods well. In a public services lesson the teacher made good use of professional discussion to extend students' thinking and test higher levels of understanding of event stewarding. Teachers provide good written feedback on assessed work, correcting spelling and grammar.
- All students receive good information, advice and guidance, which helps them select a college programme that matches their interests and ability. Improvements to the initial assessment arrangements and pre-course assessment days have resulted in much improved retention. Formal progression events ensure that all students are informed about their options at the end of their course.
- Students benefit from high levels of specialist and pastoral support. Initial assessment identifies students in need of learning support. Pastoral tutors ensure that attendance at support sessions is good. Subject specialists also offer flexible support both formally through one-to-one tutorial sessions and informally. Students speak highly of the support they receive.
- The monitoring of students' progress towards their learning goals is good, and improving. An effective tracking system monitors students' progress, allowing early intervention for students at risk of underperforming, which are effectively followed up in individual tutorials.
- The promotion of equality and diversity is underdeveloped. Some teachers miss opportunities to promote and reinforce equality and diversity in lessons. For example, in some lessons teachers

do not adequately reflect upon the impact students with physical disabilities would have when planning practical activities and fitness assessments.

Visual and performing arts

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Very effective actions to improve retention have tackled historical underperformance on some advanced courses. Outcomes at intermediate level are very good. Current students, across all courses, make good progress relative to their starting points.
- In the better lessons students develop good practical and vocational skills particularly in photography, music and games development. Teachers are good at building students' confidence through well planned and relevant assignments. For example, foundation level visual arts students gained an understanding of the creative design process when they were challenged to use simple techniques to create a significant piece of group work.
- Students are encouraged to work independently and direct their own learning. Teachers set high aspirations for them. For example, advanced-level students on a final major project showed they could organise their own research and develop initial ideas with energy and enthusiasm using a wide range of media.
- Enrichment and community projects enhance the learning of students. Carefully selected arts projects in the community add to students' learning and achievement outside the classroom. In one instance photography students are working with the local libraries service to develop a digital photographic archive of recently discovered photographs of Victorian life in Doncaster.
- In the few weaker lessons students were given too many tasks and not enough imagery, inspiration and contextual references to support them in developing ideas to their full potential. In these sessions students do not have the opportunity to reflect on their work and refine their ideas.
- The quality of assessment is good. Students receive a useful range of feedback to support their learning from teachers, peers and external visitors. Most feedback is consistently detailed and most students are clear about what they need to do to improve. Students are encouraged to aim for the highest grades in their assessments. In a very few lessons feedback is insufficiently focused.
- Initial assessment of literacy and numeracy is effective and leads to appropriate learning support. Subject teachers and students understand the importance of functional skills and frequently refer to them and build references and challenges into assignments. However, spelling mistakes are not always corrected.
- Effective tracking and monitoring systems enable teachers to chart students' progress well and implement speedy intervention to support learning where necessary. Teachers hold extensive and detailed profiles of their students but a minority of teachers do not use this information effectively to plan learning.
- Students receive comprehensive advice and guidance before entering the college and while on course. Progression to further study in the arts is good. Students are very well supported at college and value highly the additional support from tutors in lessons, the learning resource centre and individual tutorials to enable effective progress. Absence is closely monitored and concerns about students effectively tackled.
- Equality and diversity are built in to assignments and well promoted. For example, students in visual arts work on community linked projects and explore the role of art in protest movements.

Basic Skills for Life: literacy and numeracy**Learning programmes for 16-18****Learning programmes for 19+**

Good

- Teaching, learning and assessment are good. Changes in the management and coordination of English, mathematics and functional skills have resulted in significantly improved success rates for key skills and functional skills. Students now make good progress.
- Much teaching by specialist functional skills teachers is lively and imaginative, using highly structured approaches and effective questioning. In mathematics, teaching of estimation skills encourages students to develop mental mathematics, and not rely overly on calculators. In English, self- and peer-assessment against criteria is used effectively. There are instances of outstanding practice using paired work in role play to build confidence of entry-level adult students.
- A minority of functional skills sessions taught by non-specialist teachers tend to be overly teacher led, with weaker questioning and checking skills. Mathematics teaching is sometimes pitched too high for the level being taught. Some activities in English contain too much teacher talk. Attendance is poor in some functional skills sessions.
- Effective ILPs are in place for adult students. Targets are well used to check progress and set aspirations. Adult students know their individual targets, and how much progress they have made towards meeting them. Teacher feedback is succinct and motivational. ILPs contain clear evidence of a learning dialogue between teacher and student.
- Marking, assessment and feedback are effective. In English, good levels of annotation and helpful comments signpost next steps. Students develop self-assessment practices which encourage independence. For entry level students, feedback comments are motivational and supportive. In mathematics, marking helpfully reinforces the need to explain working out. Students understand the benefits and relevance of mathematics and English skills to their vocational programmes.
- Initial and diagnostic assessment is used well to ensure that learning support needs for English and mathematics are effectively identified and appropriate additional learning support provided. Where deployed, learning support assistants are responsive to the needs of all students in the classroom.
- Effective monitoring and tracking of students' progress enhances learning. Close monitoring of progress and achievement for functional skills students has been recently enhanced by the introduction of a cross-college tracking system, enabling staff to more easily and accurately track students' progress through the functional skills elements.
- Adult students are particularly well supported to succeed in functional skills. For many of them, it is the first time mathematics has made sense; a number of them can now help their children with mathematics. Students have specific learning and career aims in mind and are confident that the course is helping them to progress to the next stage of employment or education.
- Equality and diversity are well promoted through the college's approaches to supporting and promoting reading for learning and pleasure. An interactive e-resource encourages students to blog about books they have read and share their experiences with others. This is well used in particular by English speakers of other language students. Linking DVDs to books is encouraging more young male students into reading. National reading initiatives are prominently publicised and are part of a whole-college approach to developing literacy skills and promoting social inclusion

Administration, accounts and finance**Apprenticeships****Other work based learning**

Good

- Teaching, learning and assessment are good. Retention is high and tracking of in-year progress indicates that success rates will be significantly improved, particularly for intermediate administration apprenticeships. Students make good progress and many achieve within the timeframe.
- Tutors and assessors demonstrate high expectations of their students who are motivated and have clear expectations to succeed. Progression rates within apprenticeship programmes are good. The pace of delivery of classroom-based learning is brisk and challenging. In an intermediate level accounting session students successfully kept pace with the tutor's demonstration of a computerised accountancy package using features of the interactive whiteboard to good effect. In a few college and workplace sessions there is insufficient challenge and questioning to check understanding.
- Assessors and reviewers support students well through regular reviews and tutorials in the workplace, which are effective in keeping apprentices and workplace students on target to achieve. In the more effective reviews apprentices are set additional targets which relate to the development of their job role. Employers contribute constructive feedback about their development at work and are involved in the target-setting process.
- Students enjoy their training and appreciate the expertise and support from their tutors and assessors. Between workplace visits and learning sessions in college students are encouraged to ask questions and submit completed work via email. Students appreciate speedy responses and helpful advice and support from their tutors and assessors.
- Accountancy apprentices benefit from access to a range of online activities developed by the tutor which they regularly complete at home and at work to promote consolidation of their learning. The college recognise the need for a dedicated workplace virtual learning environment site.
- There is good communication between assessors and tutors to check that students are attending and actively progressing. Assessors and their line managers regularly and systematically track individual student performance through effective monitoring and reporting systems. Assessors work flexibly with apprentices and their employers to accommodate personal and business needs while still maintaining a strong focus on timely outcomes.
- Assessment of students' work is good. Assessors regularly assess students in the workplace and provide detailed and positive feedback on skills performance and underpinning knowledge, including attention to spellings and punctuation. There is some variability in the quality of written feedback.
- Students receive good support to develop their literacy and numeracy skills through additional learning materials at work and targeted one-to-one support in mathematics, English and ILT from specialist tutors at college or at their own workplace. Students benefit from additional functional skills support at college.
- Apprentices and employers receive good pre-course advice and guidance and are aware of next steps, including options to progress to higher education. All students undergo a thorough initial assessment of their needs to ensure they are on the right training programme.
- Progress review forms include questions about safeguarding and equality and diversity and lesson plan templates prompt teachers to consider the promotion of equality and diversity. However, opportunities are not always used to recognise difference relevant to the context of their employment within questioning, scenarios and discussions.

The effectiveness of leadership and management

Good

- The Principal, ably supported by senior managers and governors, has shown excellent leadership and has successfully established a college culture based on trust and mutual respect. He has promoted a calm coaching style of management that embraces the college's core values and ethos and which has led to sustained improvements in teaching and learning and student outcomes.
- The college works extremely effectively with external stakeholders. Key partners report that cooperation is deep and strong. The college contributes effectively to widen participation, raise aspirations and promote ambition in the area.
- The college strategic plan is clearly linked to local and national priorities, reflecting its commitment to inclusion. The college makes a real difference to people's lives and is having a measurable impact on the education of young care leavers, and in its contribution to reducing the numbers of people not in education, employment or training.
- Performance management is tight and rigorous. A management development and coaching programme undertaken by all senior and middle managers has been instrumental in developing their confidence and competence in tackling performance issues and in supporting their staff to improve. Human resource specialists work closely with curriculum managers to support them in their roles.
- The college has taken appropriate action in areas that were underperforming, including providing intensive support and challenge where courses were deemed to need 'special measures'. Key performance indicators are set for all courses and progress is monitored through regular performance-management reviews which focus on monitoring quality improvement plans, progress, teaching and learning and student surveys.
- Processes to evaluate and improve the quality of teaching and learning are successful. The internal lesson observation process is designed to bring about objectivity, consistency and dissemination of good practice. Advanced teaching practitioners support teachers where necessary. The outcomes of observations are used well to inform staff development activities and are linked appropriately to the capability procedure for teachers who regularly underperform. Although the outcomes of lesson observations form part of teachers' appraisals the link is not clear or specific enough.
- Quality assurance and self-assessment processes are well-developed and have led to significant improvements. Self-assessment reports are honest and broadly accurate, helping the college to understand its strengths and areas for improvement. They make effective use of data to inform judgements. The quality improvement plans are linked well to the self-assessment reports, but actions required to bring about improvements are not always sufficiently specific.
- Governors have a good understanding of the role of the college in its economic and social environment. They possess a good range of experience and expertise which they use well to monitor the educational performance of the college, and to provide appropriate support and challenge to managers. Governors carry out their statutory duties well and assist in validating the self-assessment report, which enables them to further their knowledge and understanding of students' experiences in the college.
- The college listens carefully and responds well to students' views. Students are represented on a range of bodies including student parliament and the governing body. They speak very highly of the safe, supportive environment, where they experience mutual respect and zero tolerance for bullying. They also value the opportunities, ambition and direction which the college has given them. Students with learning difficulties are supported to express their views as are quieter students, through cyber-mentoring.
- The college offers a wide range of courses from entry level to higher education which provides good progression opportunities for students. In response to the social and economic environment, managers have developed more provision focusing on employability and enterprise skills. The college carries out much excellent work in the community, widening participation,

supporting business development, leading on enterprise projects and developing employability skills in students.

- The college is an inclusive and harmonious community, which actively promotes equality and diversity. Students feel equally valued. There are no significant gaps in performance between groups of students. However, further work is required to develop the promotion of equality and diversity in learning for some students. Students are actively involved in anti-bullying campaigns and a number have been trained as cyber-bullying mentors to support their peers. The college has developed a bullying reporting mechanism 'Push the Button' and students report that they feel very safe in the college. The college places high priority on safeguarding and the welfare of students. The college meets its statutory requirements for safeguarding students.

Record of Main Findings (RMF)

Doncaster 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	Employability
Overall effectiveness	2	2	2	2	2	2
Outcomes for learners	2	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Public Services	2
Engineering	2
Sport, leisure and recreation	2
Travel and tourism	2
Performing arts	2
Visual Arts	2

Foundation English and mathematics	2
Accounting and finance	2
Administration	2

Provider details

Doncaster College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 2,699
	Part-time: 7,319
Principal/CEO	George Trow
Date of previous inspection	December 2008
Website address	George.trow@don.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)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	519	69	638	109	1618	191	N/A	6
Part-time	148	1,174	164	2,199	174	615	N/A	330
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	87	288	142	223	N/A	16		
Number of learners aged 14-16	86							
Number of community learners	N/A							
Number of employability learners	900							
Funding received from	Education Funding Agency and Skills Funding Agency							

At the time of inspection the provider contracts with the following main subcontractors:

- DYHP
- DETA2000
- NDS Fleet
- Free to Learn
- Aspect Training Ltd
- Pathway First
- GB Training UK Ltd
- Learning Skills Partnership

Additional socio-economic information

Doncaster College is the only general Further Education and Higher Education College in the Metropolitan Borough of Doncaster. The borough has a population of 303,400. Doncaster as a borough has a large number of secondary schools with sixth forms. The College offers programmes from entry to post-graduate level across a wide range of subject areas. It is the main provider of post-compulsory education in Doncaster, which is one of the most deprived local authorities in England with considerable social and economic deprivation. Unemployment in Doncaster is above the national average as is the percentage of young people not in employment, education or training. The number of school leavers gaining five or more GCSEs, including English and mathematics, at grades A* to C in 2012 was 55%.

Information about this inspection

Lead inspector

Patrick Geraghty HMI

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

What inspection judgements mean

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

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

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

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



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

To find out more go to www.learnerview.ofsted.gov.uk

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

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

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

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

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013