

Macclesfield College

General further education college

Inspection dates		21–24 May 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Inadequate-4
Outcomes for learners		Requires improvement-3
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:

- The quality of teaching, learning and assessment, and the effectiveness of leadership and management are good. The majority of students make good and better progress in lessons and develop valuable vocational, personal and employability skills that prepare them well for their future careers; their progression into further study or employment is good.
- Governors, leaders and managers have made very rapid progress in tackling areas for improvement from the previous inspection and have been very successful in improving the quality of teaching, learning and assessment through an excellent programme of performance management, continuing professional development and observations of teaching, learning and assessment.

This is not yet an outstanding provider because:

- The quality of lessons and assessment is not yet of a consistently high standard in all areas of the college.
- The development and teaching of functional skills in English and mathematics are not sufficiently consistent to enable all students to benefit and improve their future employment prospects.
- The impact of management in all subject areas across the college is not yet at the level evident in the areas where it has been most effective.

Full report

What does the provider need to do to improve further?

- Accelerate the sharing of best practice in teaching, learning and assessment ensuring that teachers make more consistently effective use of the outcomes of initial assessment to assist them in planning to meet the needs of all students.
- Make sure that all teachers know and understand how to prepare for, and teach, functional skills in English and mathematics so that:
 - students are consistently motivated and interested and can apply their knowledge and practise the techniques in the context of their vocational learning
 - students achieve well and improve their capabilities for gaining employment or progression.
- Apply best practices in setting precise targets for students, so that they all benefit and make good and better progress.
- Increase the capacity of all curriculum managers to challenge weak performance. Provide further training to staff to ensure that all judgements in self-assessment reports are sharply focused, self-critical, and lead to effective actions.
- Evaluate the impact of actions to rectify underperformance in the remaining subjects, ensuring that students' views are incorporated into this. Use this evaluation and the college's rigorous performance management system to effect more rapid and sustained improvements in these areas.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners require improvement. The extent to which students make progress in their learning in advanced level courses, which account for most students, is variable both within and between subject areas, although the majority of students in the current year are on track to achieve or exceed their target grades. ▪ Students develop valuable vocational and personal skills that prepare them well for their next steps into employment or further study, for example customer service and retailing skills in hairdressing and beauty therapy. Teachers frequently make good use of students' work experience in order to illustrate learning in lessons, although work placements are too short in hairdressing to enable students to gain sufficient experience of real-work environments and commercial situations beyond the college salon. In many areas, students take additional qualifications that improve their employability and broaden their range of skills. For example, in childcare, students do courses in paediatric first aid and food hygiene; in engineering, students take an additional qualification to enhance their practical skills. ▪ The standard of students' work and skills usually meets and can exceed industry levels. In fashion, students' work is excellent, and in their work in art and design in both sketchbooks and portfolios it is of high quality. In hairdressing, students' skills in styling are of a very high standard, but their skills in cutting hair are not sufficiently advanced. In engineering, students work on realistic tasks appropriate to their level; however, other tasks are not challenging enough and so students' practical skills development is insufficient. ▪ The proportion of students completing their courses successfully improved substantially for those aged 16 to 18 last year, in particular at advanced level, but was still too low. The college 	

demonstrates that it is tackling successfully the challenge of ensuring that students stay to the end of their course.

- The college's apprenticeship work has grown substantially over the past four years, but outcomes for these learners have declined and require improvement, with too much variation in the level of success between different groups of learners and between subject areas. Apprentices at intermediate level do better than those at advanced level. Those aged 19 to 24 do better than those in the other two age groups. Successful learners achieve by their planned end date. In workplace National Vocational Qualifications (NVQs) too few learners are successful overall. Learners in information technology achieve very well, whereas achievement for those in business management is weak.
- Male and female students aged 16 to 18 achieve equally well, although a persistent gap between male and female achievement for adult students remains. Students who receive additional learning support complete their qualifications successfully at a level at least in line with their peers.
- Students often demonstrate good skills in English and mathematics in lessons; however, this skills development is not always reflected in formal qualifications in these subjects. Students' development of skills and knowledge in English is good in visual arts and media. Students use sophisticated language in analysis and evaluation in critiques of their own and each other's work. In hairdressing and beauty therapy, teachers pay good attention to students' development of correct grammar and punctuation. In engineering, while the development of students' mathematical skills is good, teachers do not routinely and systematically correct students' spelling and grammar and ensure their correct use of technical terms.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. Since the previous inspection the college has improved the quality of provision in most subject areas and as a result the majority of students now make good progress. Managers evaluate accurately the quality of teaching and learning across the college and make the improvements that are needed.
- Most students benefit from teachers' high but realistic expectations and levels of support. As a result, they are highly motivated and successfully improve their skills and extend their understanding. Most students are clear about the progress they make and how they can improve further. Personal tutors provide good individual support to students and monitor their progress towards targets, resolve areas of concern and address any personal issues that may prove barriers to learning. Students speak positively about the support they receive from their personal tutor.
- The large majority of lessons are good or better. Teachers plan their lessons well, successfully engage and motivate their students through dynamic, interesting, and well-paced teaching, and use questions well to consolidate and extend learning. In many lessons, teachers successfully develop students' independent learning and employability skills. For example, a group of students with learning disabilities made significant progress in developing skills in interaction and in body language in the context of a job interview. In the minority of lessons that require improvement, students are insufficiently challenged, teachers spend too long talking, and activities are dull and unimaginative. In a minority of vocational lessons, teachers do not always take action to improve students' practice to bring it in line with industry standards.
- Teachers and students use information and learning technology creatively and extensively. For example, students in an applied science lesson worked in groups using the interactive whiteboard to identify glands and their function. In art and media courses, students use online diaries and social media to work collaboratively and successfully outside their lessons. Students successfully develop independent learning skills through use of the college's virtual learning environment (VLE). However the VLE is not yet used consistently well to enable students to extend their learning outside the classroom.

- Most students benefit from frequent and accurate reviews of their progress which identify specific targets for improvement. Teachers plan assessments well and most assignments are interesting and challenging, enabling teachers to assess accurately students’ progress. Teachers give constructive and detailed feedback that enables students to understand fully the progress they have made, and provide specific examples of what students need to do to improve further. Learners meet regularly with their personal tutor or assessor to discuss progress and identify what else they need to do to achieve their personal targets. Personal tutors also monitor attendance and punctuality closely and take appropriate action to support students at risk of not completing their course. However, on a significant minority of courses teachers and assessors do not use the outcomes of initial assessment successfully to plan learning to meet the needs of individual learners and as a result not all students on these courses make sufficient progress. On a minority of courses, targets set for students are insufficiently specific and teachers do not routinely monitor their progress in meeting them.
- Students who need additional help with their coursework benefit from a wide range of individual support both from their teachers and from other support staff who accurately identify and respond to students’ support needs from the beginning of their courses. Many students successfully progress on to higher level courses as a result of the additional support they receive.
- The level of development of students’ English, mathematics and functional skills is inconsistent. In many vocational subject areas, teachers use a wide range of strategies to develop English and mathematics skills in their lessons and as a result students make good progress in developing and applying skills to their practice. For example, students in an applied science lesson benefited from the innovative use of poetry and stories to enhance their writing skills. However, in other areas, teachers do not assess accurately students’ skills in English and mathematics at the beginning of their course and do not consistently monitor their progress. As a result, a significant minority of students do not make sufficient progress in improving their English and mathematics skills. Teachers in the majority of lessons consistently correct the accuracy of students’ written work, and feedback enables students to improve their writing skills.
- Students benefit from good initial advice and guidance which enable them to join courses that meet their needs and aspirations and are at the appropriate level. The creation of a dedicated specialist central interviewing team and of more comprehensive and supportive induction arrangements have led to improvements in the quality of students’ experience before and at the start of their course.
- The college has successfully created a culture of equality and inclusion. Students speak positively about the promotion of mutual respect and strategies to ensure that they feel fully involved and included in the life of the college. In many subject areas, teachers plan lessons that promote equality and celebrate diversity. For example, in art and media courses, teachers plan lessons and assignments that reflect and celebrate cultural diversity with topics that include feminist art and the comparison of the use of art in festivals celebrated by different faiths. Students on employability and personal development courses develop their skills by exploring themes such as respect and tolerance. However, the promotion of equality and diversity is not yet consistently good across all subject areas.

**Engineering
Learning programmes for 16-18
Learning programmes for 19+
Apprenticeships**

Requires improvement

- Teaching, learning and assessment in engineering require improvement. Learners’ achievements reflect this. Success rates and apprentices’ completion rates have been historically low, declined further in 2011/12 and remain well below the national averages. The college has put in place a number of strategies and initiatives to improve the provision. For example, the introduction of

the NVQ certificate at level 1 in performing engineering operations, as an additional practical qualification, has made a positive impact on learners' retention. Significantly more learners remain on their courses compared to previous years.

- Most teachers are technically competent and use their skills and knowledge effectively to motivate learners. However, they do not make adequate use of learners' initial assessment to inform lesson planning and to identify clearly the support needed for individual learners.
- In the better theory lessons, teachers use directed questions effectively to engage all learners and to check their knowledge and understanding. In the weaker lessons, the pace of work is slow, teachers' input is excessive and classroom tasks and activities are not sufficiently challenging for the more-able learners. As a result, learners in these lessons do not progress well.
- In the better practical lessons, learners develop good industry-level skills and make good progress. In these lessons, learners work productively on realistic engineering tasks. For example, they install domestic appliances to industry standards. In the weaker lessons, practical tasks are very basic and inappropriate for the level of the qualification. Learners' standards of work and the development of their vocational skills in these lessons require improvement.
- Teachers, and where appropriate learning support workers, provide learners with good support. However, teachers do not use individual learning plans effectively to monitor learners' progress. Target-setting is weak, lacks precision and is insufficiently challenging to enable learners to reach their potential.
- In the better theory lessons, teachers use technology successfully to develop students' independent learning. For example, learners on intermediate and advanced level electronics courses use a computer package, which can also be used outside the classrooms, to carry out simulation with virtual electronics instruments.
- On-site reviews are timely and are carried out in conjunction with employers. Most learners write good assignments that are well organised and have good technical content. Teachers' oral and written feedback on this work is inconsistent across the provision. Some teachers provide detailed and constructive feedback but others do not outline clearly enough how learners might improve the quality of their work.
- The development of learners' mathematical skills is good. Task sheets and assignments often require numerical calculations, measurements and the interpretation of engineering drawings, reflecting industry practice. In contrast, the development of learners' English skills requires improvement. Most teachers do not correct learners' technical texts, grammar and spelling mistakes.
- Information, advice and guidance for learners on available courses, progression routes and employment are improving. This is contributing to more learners completing their courses.
- Learners and teachers work within an ethos of mutual respect. Learners speak highly of the welcoming college environment and feel safe in the college and in the workplace. However, teachers' lesson plans and schemes of work show very little planning for the highlighting and promotion of equality and diversity through teaching and learning. They miss many opportunities in lessons and in apprentices' on-site reviews to involve learners in the discussion of naturally occurring and relevant themes.

Hairdressing and beauty therapy
Learning programmes for 16-18
Learning programmes for 19+
Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in the outcomes for learners. Tutors are extremely supportive and effectively help learners to achieve. The department has made significant changes, since the last inspection, which have improved

learners' experience. More learners remain on course, and the majority make good progress within lessons and towards their qualifications.

- Tutors establish purposeful learning environments where learners work independently or as a supportive team member. Learners particularly value how their learning is planned to ensure that related theoretical principles are taught in combination with practical skills. Beauty therapy students use their anatomy and physiology knowledge well when explaining the benefits of massage treatments to clients.
- Most teaching incorporates an appropriate range of activities that help students build on prior learning. The use of probing questions and a varied range of resources help students on theatrical and media make-up courses to reflect on pre-learnt concepts as they increase their understanding of how tonal values and depth influence permanent colour choices. Tutors in hairdressing challenge learners to work more creatively, encouraging them to plan innovative styling that better matches assessment criteria. However, in too many learning sessions, tutors do not sufficiently challenge students when they display techniques and practices that are not comparable to good industrial standards.
- Students' use of the VLE is improving. They download photographs of their completed work, before cropping and pasting them into assignment templates. Learning is enhanced through additional activities, such as photo shoots, visiting speakers and involvement with internal and external competitions. All students attend external placements. Currently, these are particularly short, limiting students' contact with good commercial role models. The college plans to lengthen placement times, particularly for hairdressing students.
- Assessment practices are appropriately rigorous and meet awarding body requirements. Staff effectively record the key elements of the treatments being assessed, then use these as a basis for discussion with learners. Students develop interesting and varied assignment work. Many assignments are well researched, artistically presented and some contain thoughtful evaluations of trends. Tutors' written feedback is too often used to congratulate students with limited feedback on how work could be improved. Similarly, tutors provide learners with comprehensive verbal feedback during practical salon work but do not transfer this into records that allow learners to revisit and reflect on the advice and guidance provided.
- Tutors provide students with clear constructive guidance on what they have achieved and what still needs to be done as part of their ongoing progress reviews. Employers of apprentices join discussions as paperwork is completed and receive detailed feedback on their learner's progress in assessment. Little time is spent capturing the employer's views of their apprentice's progress or the training that has been completed within the salon. Employers are not included in the development of targets, and few targets include salon practice or training.
- All learners complete tests to ascertain their levels of English and mathematics as they start the programme. However, results do not inform effectively the development of personalised learning plans. Students use appropriate levels of language during consultations, demonstrating good customer service skills, and tutors consistently check grammar and spelling as students complete written work.
- Students benefit from good personal support if problems occur. Monthly monitoring of students' attendance, motivation and progress has initiated additional support that includes improved childcare arrangements, allocation of a mentor, and access to additional and more flexible learning sessions. Equality and diversity are integral within the college induction and within the qualifications students complete. College tutorial days include relevant content that widens students' understanding of equality. However, support for the development of apprentices' knowledge and understanding of equality and diversity themes during their progress reviews is insufficient. Scenarios that would help them reflect on how they would respond to situations or on their equality responsibilities are not explored or discussed.

Visual arts and media**Learning programmes for 16-18****Learning programmes for 19+**

Good

- Teaching, learning and assessment are good, leading to the high standards of students' practical work. Many more students are staying to the end of their courses than was the case at the previous inspection, to which a major overhaul of the curriculum has contributed. Students' progress between levels of courses within the college is good and a high proportion secure employment or progress to higher education, often at prestigious institutions.
- Students are very accomplished in the use of a range of quirky techniques including hula-hoop looms, pyrography and zine making. Staff have very high standards and encourage students to think creatively, be reflective and to evaluate their work systematically. As a result, individuals are resourceful and can apply problem-solving skills with poise. They learn effectively because they collaborate and support each other well, whether working in groups or independently. Teachers plan lessons thoroughly and cater for individual students' strengths and areas for development to enable them to produce high-quality work.
- In an outstanding fashion lesson, students designed gorgeous garments influenced by the New Romantics movement with exquisite accessories in the shape of swans, referring to their stunning sketchbooks. Students in media prepared excellent proposals for a media product, and students in textiles produced high-quality experimental pieces on the theme of 'spring into summer'. Pre-degree foundation level students produced impressive large-scale canvases using impasto, scumbling and sgraffito mark-making techniques.
- Mutual respect between staff and students is high with a potent blend of flashes of humour and academic rigour. Students feel that the college is a safe place to study and benefit from rigorous promotion of health and safety in studios. All students complete comprehensive audits of specific hazards and safety procedures relating to materials, equipment and techniques; they devise detailed risk assessments for tasks completed outside the college.
- Assessment is thorough, and innovative assignments develop students' ability to work with increasing independence. Students make imaginative use of digital learning to help them develop and extend their ideas both in and outside college.
- Students have good access to high quality, industry-standard resources for work in areas such as ceramics, fashion, fine art, graphics, media and print. Sparkling displays of current students' work in studios and in public areas provide valuable teaching aids to exemplify techniques and to raise aspirations. Staff are practising designers and artists and use their extensive industrial experience productively to enhance students' employability skills.
- Enrichment activities enliven courses: recent events include 'plein air' painting in Pembrokeshire; a visit to London's Valentino exhibition; creating pop-up shops and entering prestigious competitions. Creative media production students recently won the respected Sale Sharks radio commercial project. Strong links have also been cultivated with Siemens for work experience and employment. Students also demonstrate good knowledge and understanding of community links and sustainable development and they make effective contributions to the Barnaby festival. Furthermore, cutting-edge artists, designers, employers and ex-students visit the college as guest speakers.
- Feedback to students is timely and contains clear guidance on how they may improve their work. Most teachers mark and correct individuals' grammar and spelling on a regular basis. Sometimes this is completed online and highlighted in colour, providing more instant and memorable feedback. Teachers are proficient in using a range of strategies to assess students' knowledge and understanding across all courses. Target-setting is well developed and students are fully briefed on what they need to do to improve their work.
- English is woven into many lessons and significant conceptual insights emerge in group critiques and discussions. For example, in a lively graphics session, students debated the differences in copyright laws in England and America when promoting images of Rihanna and Rap artists on

garments; students in photography analysed powerful monochrome images of displaced African refugees and photo narratives with substantial confidence and aplomb. Foundation students carried out complex mathematical calculations, when constructing chiffon Cossack coats, to ensure that the fabric draped correctly.

- Good guidance and support facilitate successful learning. Teachers provide considerable feedback outside of timetabled lessons and give their time generously to enable students to achieve.
- Inclusive, energising assignment briefs give students ample opportunities to develop their knowledge of equality and diversity. For example, graphic design students worked with primary schools to help improve children's negative body image due to advertising and exposure to digitally enhanced imagery; media students studied marriage, morals and dominant ideology; photography students researched civil partnerships and skinheads; fashion students studied feminist representation, expression and the wearing of red lipstick; and foundation students compared the vibrant 'Holi': Hindu Festival of Colour with Glastonbury.

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

Requires improvement

- Teaching, learning and assessment require improvement, as they are too variable in quality. In visual arts and media, teaching and learning of functional English are good. Similarly, they are mostly good in entry level English. This position correlates well with improved retention rates. However, many lessons do not always challenge higher-level students.
- In the best lessons students are challenged and develop a wide range of skills. In one lesson, strategies to aid spelling were used well to develop students' skills. In another lesson, students demonstrated good skills in using computers and research skills for a 'weekend away' project. Less successful lessons are unimaginative; teachers talk too much and do not take sufficient account of individual students' needs. In a very few lessons, students receive incorrect advice on current best practice when applying for jobs.
- Students significantly develop their confidence in contributing to class discussions and they participate effectively in community settings. Students receive praise when they practise their skills in class. This is particularly important for students who have additional learning difficulties and/or disabilities.
- The incorporation of functional skills in English in some vocational areas has improved teaching and learning, and the standards of students' work. In fashion and creative media, students have produced very good work demonstrating a wide range of skills. These include skills in presentation, research, persuasive and creative writing. One student produced a text on feminism after attending an enrichment activity at an art gallery. In hairdressing and beauty therapy, teachers pay good attention to the development of students' spelling, grammar and punctuation. Students' attendance at these lessons has improved. In other areas, further work is required to improve teaching and learning, and plans for this are not yet fully developed.
- Students benefit from very good written feedback on how to improve their completed work. Comments are detailed and provide specific examples for students to consider, leading to the progressive development of their skills. In classes, verbal feedback is positive and encourages students to try new skills. In a GCSE English revision class, students developed and reinforced their learning through challenging and imaginative learning activities.
- The quality of planning to meet individual needs varies significantly in quality. Some is very detailed and identifies a wide range of skills that students need to improve. Elsewhere, it is poor and insufficiently precise for tutors to measure accurately progress towards successful and timely completion of their qualification, for example, to 'improve spelling and grammar'. Student

progress reviews are equally brief and although they motivate learners to improve they are not specific about progress, for example, simply reporting 'excellent progress'.

- The diagnosis of students' skills and abilities following assessment requires further improvement. This has been recognised by senior managers as an action to be taken for students commencing new learning programmes. A significant minority of students are completing qualifications at a level that does not provide sufficient challenge. In some cases, these students are working towards qualifications at a level they have already successfully achieved.

The effectiveness of leadership and management

Good

- The Principal is unequivocal in his vision for the college to be outstanding, and in this he is well supported by governors, managers and staff. Since his appointment in April 2012, the Principal has changed the culture of the college successfully to one of high aspiration and ambition. His message is simple and resonates throughout every aspect of the college's work: to put learners first. His drive for improvement is relentless and focused. Staff value highly the transparency of communications and the honest and consultative style of senior managers; they feel empowered and supported as they work towards greater levels of accountability.
- The pace of improvement since the last inspection has been rapid. Senior leaders and managers are clear about what is required of them. They work tirelessly with staff to improve provision for all learners. All of the areas for improvement from the last inspection have been tackled successfully and actions taken are beginning to have a positive impact on the quality of experience for college-based learners. For example, many more learners than in previous years are staying to complete their courses, and systems to improve teaching and learning are resulting in a high proportion of lessons being judged good or better. The college knows that areas of underperformance remain and they are tackling these with vigour.
- Governance is strong. Governors have made significant changes to their ways of working since the last inspection. They are ambitious and determined to ensure provision in the college is outstanding in all respects. They have set challenging targets for improvement and receive accurate and timely reports to ensure that they are sufficiently well-informed about current performance. Progress against targets is monitored assiduously. Governors are both supportive and appropriately challenging. They have sound understanding of the college's current strengths and weaknesses and use their broad range of expertise very well to secure further improvements to college provision. Governors' clerking arrangements are very good.
- Arrangements to improve teaching and learning and to manage the performance of staff have improved significantly and they are now robust. A system of unannounced lesson observations, in place since September, is now well-established and welcomed by teachers. Action plans arising from individual lesson observations are linked closely to performance management and are checked routinely. A few action plans are insufficiently detailed or sufficiently precise. Teachers whose lessons are judged to require improvement have good access to high quality support from advanced practitioners and teaching champions. Best practice is shared widely. Managers' expectations are high, and where improvement in the quality of lessons is too slow, they have implemented competency procedures.
- Self-assessment and quality assurance processes are rigorous and are key drivers for improvement. Timely and accurate data are readily accessible to all users, including governors. The improved use of data and learners' views to underpin judgements on performance, and to inform actions for improvement, have been a focus of the drive to ensure greater accountability at all levels in the college. Curriculum managers are becoming more adept at evaluating performance in their areas, although further development of their skills is needed to ensure consistency of practice.
- The college provides a wide range of vocational courses and an expanding apprenticeship programme that match the needs of the local community. Constant evaluation of provision ensures that the curriculum is both responsive and makes effective use of the college's

expertise. For example, sponsorship of The Macclesfield Academy has resulted in the college taking responsibility for the AS- and A-level provision to enable the academy to focus on improving outcomes for pupils aged 11 to 16.

- Good partnership arrangements and very effective use of labour market information have enabled the college to plan strategically to meet employers' needs. The college is seen as an important participant in local economic development. For example, through the well-considered expansion of its construction provision in order to meet the local authority's ambitious plans for the regeneration of the town centre and the construction of 3,000 new homes. Employers are overwhelmingly positive about the services the college provides.
- Equality and diversity are central to the college's work and their promotion is managed very well. An atmosphere of tolerance and mutual respect pervades the college and students value this highly. Staff are very responsive to the needs of vulnerable learners and work effectively to help them overcome personal and financial barriers so that they can reach their goals. The college makes strenuous efforts to increase participation rates of learners in subjects where gender stereotyping is common; recruiting females into engineering and science subjects, and males into primary teaching or caring professions are good examples of this. The interrogation of performance data to identify achievement gaps is rigorous, and where these exist, the college implements actions to close them.
- The college meets its statutory requirements for safeguarding learners. Safeguarding arrangements are comprehensive, thorough and applied rigorously. Effective systems lead to the identification and monitoring of vulnerable learners or those at risk. Good relationships with local agencies support the college's work very well. The college's safe recruitment procedure is a model of good practice. Learners say they feel very safe. They value the college's zero tolerance of bullying and know that any incidents of inappropriate behaviour are dealt with swiftly, although such incidents are rare. Health and safety practices are thorough. Learners often carry out the risk assessments in their vocational areas and develop good employability skills as a result of this. A high priority is given to e-safety, including courses to raise parents' awareness.

Record of Main Findings (RMF)

Macclesfield College					
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning
Overall effectiveness	2	2	2	2	2
Outcomes for learners	3	3	3	3	3
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and Assessment	Grade
Engineering	3
Hairdressing and beauty therapy	3
Visual Arts	2
Media and communication	2
Foundation English	3

Provider details

Macclesfield 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: 1223
	Part-time: 4544
Principal/CEO	Simon Andrews
Date of previous inspection	February 2012
Website address	www.macclesfield.ac.uk.

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	76	31	210	61	676	128	2	39
Part-time	152	1676	267	863	65	537	29	308
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	40	44	34	66	1	14		
Number of learners aged 14-16	128							
Number of community learners	213							
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:	N/A							

Additional socio-economic information

Macclesfield College is a medium-sized further education college located in East Cheshire. It is situated in a 'Learning Zone' campus alongside an academy for students aged 11 to 16 which it sponsors, and a special school. The college offers courses from entry level and into higher education. The area is mainly rural but borders to the north on the Greater Manchester conurbation. The large majority of learners are aged 16 to 18. Students at the end of their GCSE courses have a wide range of choices for post-16 study. Although the proportion of students gaining five A* to C grades, including English and mathematics, in the area is above the national average, the proportion of students entering the college with these achievements is very much lower. Numbers of learners from minority ethnic groups are low, and broadly in line with the local average.

Information about this inspection

Lead inspector

Russell Jordan HMI

Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the vice-principal for curriculum and quality 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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