

Weymouth College

General further education college

Inspection dates		4–7 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider requires improvement because:

- Too little teaching and learning are good or better.
- The quality of teaching and learning and outcomes for learners in foundation English provision require improvement.
- Functional skills and equality and diversity are not sufficiently integrated into teaching on vocational programmes.
- The college's lesson observation does not focus on key areas for development to help improve teaching and learning.
- Plans to improve management and quality assurance, to ensure that all curriculum areas achieve the highest standards, are not yet fully implemented.

This provider has the following strengths:

- Students develop high level technical skills, preparing them well for study at a higher level and employment.
- Teaching, learning and assessment in sport are outstanding.
- Highly effective leadership provides the context and college culture to drive forward improvement.
- Staff, managers and governors are highly motivated and determined to work in the best interests of their students.
- Partnerships within the college's local communities are highly successful and add considerable value to the college's work with students.

Full report

What does the provider need to do to improve further?

- Increase the proportion of good and better teaching and learning by:
 - ensuring that teachers clearly understand how to meet the needs of all students in lessons
 - ensuring that assessment activities are challenging and sufficiently detailed to enable all students to meet their targets
 - improving the use of information and learning technology (ILT) in order to involve learners more effectively.
- Focusing lesson observations on key areas for improvement, with the resulting development plans clearly reflecting those areas and linked robustly to professional development.
- Planning lessons that effectively integrate English, mathematics and equality and diversity into vocationally relevant contexts
- Improve the provision in foundation English by:
 - improving outcomes for students by developing the expertise of teachers, helping them to teach English effectively and ensuring that they have suitable specialist qualifications
 - ensuring that teaching meets the varying needs and abilities of all students.
- Fully implement plans to ensure management and quality assurance are of the highest standard in all subject areas.

Inspection judgements

Outcomes for learners	Good
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- Rigorous management support and intervention have ensured significant improvements to the proportion of students completing their courses. Current college data indicate further improvement in the numbers of students remaining on courses and who are likely to complete their qualifications successfully.
- Overall college success rates have improved over the last three academic years to above average for general further education colleges, with further improvements suggested by college data for the current academic year. Students aged 16 to 18, studying on advanced level courses, perform exceptionally well. However, success rates on foundation level courses, although improving for 16- to 18-year-olds, are slightly below the national average.
- Success rates in the vast majority of subject areas have risen over the last three years and most are now above the average. Students succeed particularly well in sport. However, for many students on foundation English programmes, although improving, success rates are below average. Success rates for apprentices in 2011/12 were poor overall, with very few learners completing their qualifications within the time expected. However, current learners have achieved high success rates.
- Students generally make good progress in lessons, although a small minority does not meet their planned targets. Students enjoy the time they spend at college; they are enthusiastic, committed to their courses and to achieving good outcomes. For example, a group of applied science students arrived to class five minutes early and were eager for the teacher to start the lesson.
- The standard of students' work and the technical skills the students develop are good, particularly when completing practical tasks. For example, foundation level hospitality and catering students confidently and proficiently prepared dishes such as cheese soufflés to serve in the training restaurant. In an applied science lesson, students filmed animated clips, making good use of digital cameras and modelling materials to demonstrate sperm fertilising ova.

- Extensive enrichment activities are successful in developing students' personal, social and employability skills. For example, volunteering activities in the local community, the National Citizen Service and very strong links to sporting activities successfully develop students' employability skills and also develop strong links with the local community. Many students benefit from work experience and gain additional qualifications in work skills, employability and enterprise to complement their courses.
- Functional skills success rates across subjects and levels in 2011/12 were significantly below the average for general further education colleges. However, the proportion of students successfully completing functional skills qualifications in the current academic year shows considerable improvement.
- Managers have been successful in identifying and remedying any differences in the achievement of all groups of students.
- Historically, the tracking and analysis of student progression and destination have been weak. Leaders and managers have tackled this weakness and are now able to track accurately the destinations of most students, the majority of whom progress to higher level courses or employment. Most students applying for higher education courses are successful in their applications, including those applying to prestigious and demanding institutions.

The quality of teaching, learning and assessment

Requires improvement

- The new leadership team has a clear focus on improving the quality of provision; but although the quality of teaching, learning and assessment is improving, it is not yet predominantly good. A judgement reflected in the college's own assessment of teaching and learning. Opportunities for staff to improve their teaching and to share good practice are widely and flexibly available through the newly implemented 'Aspire' staff development programme. Although managers have improved the rigour of judgements on the standard of teaching and learning, it is not yet consistently applied across all subject areas.
- A developing understanding by college observers of what is required to ensure an active, enjoyable and effective lesson has been translated into improved interest in learning by both students and teachers. Retention has significantly improved and students are positive about their learning experience. However, lesson observations do not always clearly identify key areas for development and, consequently, the resulting development plan and activities are not sufficiently evaluated for the impact on students' learning.
- In the best lessons, teachers are enthusiastic and highly motivated. Teachers have access to detailed information about the ability range of their students, and use this effectively to plan lessons which have a wide variety of assessment strategies to meet student needs. Teachers have high expectations of their students and plan and develop learning and assessment which enable students to extend their knowledge and develop team working and independent learning skills.
- Lesson activities creatively challenge the more able students to excel and also enable all students to aim for higher grades. Practical sessions are particularly well managed. For example, in a foundation level group, all students were challenged to apply their knowledge to the assembly of a variety of joints in a flexible and innovative pipework design and hairdressing students managed their performance through personal targets set during the lesson.
- In a significant minority of less successful lessons, improvement is required in the planning for, and assessment of, learning. Although comprehensive arrangements are in place to ensure student support needs are identified prior to enrolment, teachers do not always use this information to effectively plan learning. A narrow range of assessment techniques and an underdeveloped understanding of differentiation limit students' progress. The progress of lessons is slow and checking for students' understanding is insufficient. English and mathematical skills are not effectively integrated into vocational contexts; consequently, students' progress, standards and skills are not developed to their fullest extent.

- Excellent industry standard learning facilities and the Learning Gateway open access computer suite, with its range of online journals and assistive technology, encourage the development of students' employability and research skills. Students use the virtual learning environment (VLE) and appreciate the ability to use these facilities outside lessons to improve their grades, develop their social skills and update their individual learning plans and targets.
- Teachers do not always use learning technologies innovatively to enhance learning by creating active, content-rich lessons. In too many instances, learning technology is used to simply project learning objectives or slides.
- Tutorial support is well received by students and they appreciate the opportunity to discuss their progress and development. For example, in health and social care, students benefit from additional individual tutorials on request and sport students value the support they receive to overcome barriers to learning. Monitoring and tracking of student targets and progress are robust and take place regularly, using the college WeyTrack system. However, in some cases, targets are generic with insufficient detail on what the student needs to do to achieve the target set. In engineering, work-based learning review records do not provide an opportunity to set targets appropriately.
- The standard of students' work is high and feedback on assessment tasks is timely and detailed, providing students with a clear indication of how their performance can be improved. For example, students on sport courses receive feedback on completed work within a week of submission, enabling them to amend and improve if necessary. However, opportunities are missed to correct spelling and grammar and, in a minority of instances, written feedback is difficult to read.
- Initial assessment and advice and guidance are good and generally enable timely arrangements for student support which has improved student success. However, a few students are disadvantaged by the late introduction of support, and information on initial assessment is not always shared with teaching staff to support planning for learning.
- Increased access to additional learning support through a team of student support advisers and learning mentors is highly valued by students and teachers alike. Students are able to attend mentoring workshops which are effective in enabling them to achieve and succeed. Retention has significantly improved for students at risk of leaving their courses early and transfers to different courses are very low.
- Effective support and guidance for applying to higher education have maintained the level of places offered to students progressing to university, and access to the National Careers Service helps students to decide on their future careers.
- Much work has been undertaken to raise and develop teachers' awareness of, and ability to embed, diversity in teaching and learning. Naturally-occurring opportunities to embed equality and diversity, for example on childcare courses, are used well. However, teachers lack confidence in tackling issues as they arise and the skills needed to identify and cross-reference diversity opportunities when planning for learning and assessment.

Health, social care and early years

Learning programmes for 16-18
Learning programmes for 19+

Good

- Teaching, learning and assessment are good and are reflected in the much improved success rates in both health and social care and child care. Recent changes in leadership and staffing are having a demonstrable impact on the quality of teaching and learning and retention. Attendance and punctuality are good. The majority of students progress onto higher level courses or industry related employment.
- The small teaching team has high expectations of students. As a result, students make good progress, and are set challenging targets. The standard of their work is high. Good quality

resources are extensively used to promote independent learning, supported by a comprehensive range of memorable industry speakers and visits to support learning in specific topics.

- Support for students is good. Students highly value the support from all staff. One student attributed her decision to go to university to the encouragement and drive of her teachers. The improved availability and flexibility of support for students has helped to retain students who might otherwise have left their course. Most students’ individual learning needs are well met. However, recording of progress against identified individual learning needs is too limited and, whilst general progress is monitored, the monitoring of specific needs is not systematic.
- In the most effective lessons, students are motivated and actively participate in a good variety of innovative learning activities which lead to challenging questions from students, such as ‘Does Tourette’s Syndrome have such a low national percentage because it is hard to diagnose or because it is hard get a diagnosis?’ Effective and productive questioning is used in most lessons to assess learning accurately. In the smaller proportion of less effective lessons, opportunities are missed to develop evaluation and critical thinking skills. Group tasks do not always capture individual students’ contributions and the pace of the lesson is too fast which results in teachers not ensuring that all students are learning from the activity.
- Initial assessment is good, leading to students being placed on the right course. Good use of information ensures they are given support if needed. Students use their electronic individual learning plan frequently and effectively to monitor their grades and independently measure their own progress. They are very proficient in setting and achieving personal targets in lessons which develops a good ability to prioritise workloads.
- Assessment is particularly good. The very large majority of students are making good progress in meeting targets so that most are reaching, if not exceeding, their predicted grade. Students’ work is marked promptly with encouraging, specific feedback enabling them to improve the standard of their work and gain higher grades. Assignments reflect work placement experiences and demonstrate understanding of employability skills. Teachers use the very effective tracking system to monitor progress and, as a result, all students feel well supported and know what they have to do to achieve.
- Students acquire good English and mathematical industry related skills through confident use of professional language and vocabulary. The large majority of assignments are marked with consideration given to spelling, punctuation and grammar. Staff provide very effective additional language support in and outside the classroom.
- Information, advice and guidance are good. The large majority of students benefit from timely advice to guide them successfully through application processes into employment and higher levels of study.
- The promotion of equality and diversity in lessons is good. The curriculum is rich in content and effective examples were seen in many lessons. For example, Persona dolls are used as a powerful tool for exploring racism and social inequalities in childcare.

<p>Engineering and motor vehicle</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p> <p>Apprenticeships</p>	<p>Good</p>
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- Teaching, learning and assessment are good; this is reflected in the outcomes for both college-based students and work-based learners. A renewed focus on improving outcomes over the last year has resulted in the number of learners retained improving. Overall and timely achievement for work-based learners has similarly improved in the current year, with a high number of learners due to leave in 2012/13 already achieving their qualifications. Particularly good examples of progression include, for example, a former student who started on an entry-level programme is now a subject support assistant having achieved a level 3 qualification in motor

vehicle. The work of support assistants is valued and key to the progression and achievement of current learners.

- Improvements have been secured in both the availability and quality of additional support for students. In-class support has helped students achieve and progress to higher levels of study. Apprentices receive support through additional sessions, delivered flexibly to meet their needs. Progression to higher education for advanced apprentice learners is good and many progress through levels and onto employment. Dedicated mentors contact students if they are absent and provide effective support for pastoral and welfare issues. However, tutorials are underutilised, referring back to work completed without sufficient or detailed target setting. Whilst effective, some additional support is implemented late in the programme.
- Teaching in practical sessions is good. Students enjoy their workshop sessions, demonstrating good hand skills and understanding of their subjects. For example, students in welding show a good understanding of the way joints are tested and are able to critique their work and suggest improvements.
- Theory sessions are generally good, but a minority requires improvement; an issue identified in recent college observations. Not enough planning in lessons takes place for individual learning and many lessons do not have enough additional activities to extend more able students and maintain their interest.
- Students' use of ILT is good. For example, school pupils attending motor vehicle training used a manufacturer's database to research the torque settings used when replacing car wheels. However, students are not always able to develop and consolidate their learning during theory sessions as some of the presentation slides used by teachers contain too much text, using fonts and colours that are not easy to read.
- Resources for learning are good. Students benefit from high quality accommodation and there are good information technology facilities. Computer aided design facilities are good and welding bays have high quality equipment and new extraction systems. Cars and motorcycles are modern, and workshops replicate facilities found in the workplace.
- Assessment for apprentices is good, with plentiful opportunities to gain evidence toward completing qualifications. Assessors visit learners frequently and many use electronic portfolios to produce evidence. Assessment in the college complies with awarding body standards.
- Effective work is undertaken to identify school leavers' prior skills and knowledge, ensuring timely support for students with additional support needs. For other students, there is more reliance on self-declaration of additional needs, with some being reluctant to do so. Initial assessment of students' mathematics and English skills is carried out during recruitment, but the resulting information is not always shared effectively with teachers in order to help plan learning. Targets are set for most learners, but those for apprentices require improvement in order to help increase the speed of achievement. Apprentices on electrical courses, who have been on programme for almost a year, are yet to start their functional skills.
- Feedback to students on the quality of their work is good. Teachers take time to read and mark written assignments carefully, and comments help students understand what they have done well and what they need to do to improve.
- Language and grammar skills are developed well in engineering lessons. Students are required to use the correct terms such as 'capillary' when referring to the way in which metal flows in welds. Similarly, grammar and spelling are corrected in written work. However, teachers miss opportunities to develop mathematical skills in a vocational context. Teachers often tell students how to solve problems instead of asking them to experiment and arrive at their own solutions.
- Checks are made to ensure that learners are safe and free from bullying and harassment, but there are missed opportunities to promote equality and foster an understanding of diversity in lessons. Good examples exist, including discussions on the way people with disabilities maintain vehicles, but these examples are not commonplace across engineering. The department is successful in recruiting and retaining a high number of females in engineering.

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

Outstanding

- The quality of teaching, learning and assessment is outstanding, which reflects the very high proportion of students who consistently achieve their qualifications and develop high level employability skills. Consequently, students are well prepared for progression to employment or study at a higher level.
- Teaching is lively, interesting and purposeful. Teachers set very high expectations and are passionate about their craft; as a result, students are inspired and demonstrate enthusiasm for extending their learning. For example, a student has been supported to complete the levels 1 and 2 tennis coaching qualification and now works as a tennis ambassador for the college, and has realistic aspirations of winning a tennis scholarship to enable him to study in America.
- As a result of teachers' skilful planning and teaching, students make excellent progress. For example, students completing the community sports leadership award were involved in facilitating a mini cricket competition for over 300 pupils from local schools. During the course of the day, students developed confidence and accuracy in making umpiring decisions.
- A wide range of outstanding industry standard facilities and extensive well established partnerships support students in developing very high levels of confidence, independence and employability skills. For example, a number of outdoor activity students have completed their Royal Yachting Association dinghy and kayaking instruction awards and are employed at Sail-Laser, based at the National Sailing Academy. The manager reports that sports students he employs from the college are hard working and have excellent technical and customer care skills that have been developed during their time at college.
- Students demonstrate very high levels of mutual respect, with teachers skilfully managing students' behaviour and providing effective individual learning. Teachers keep lessons moving at a brisk pace, providing high levels of challenge so that planned activities develop higher level thinking skills. As a result, students make excellent progress. For example, students from the exercise science course matched the components of fitness to a range of elite athletes, including a paralympian, and worked out appropriate fitness tests. Students' use of technical language is extremely high and developed exceptionally well.
- However, in a small minority of theory lessons, teaching strategies do not always enable all students to fully participate due to the limited questioning of their knowledge and understanding. In these lessons, more able students are not provided with activities to extend their learning.
- Effective advice and guidance and well-planned initial assessment and induction ensure students are on the appropriate level programme to meet their aspirations, and result in many students exceeding their predicted potential. Students feel very well supported and value the coaching and support provided by teachers, tutors and learning mentors to help them overcome barriers to learning. For example, a visually impaired learner has been supported to successfully achieve a range of outdoor water qualifications including competency to drive a power boat.
- The assessment of students' work is very good. Students receive very detailed feedback with clear references to assessment criteria covered and how to improve their work. Teachers have developed personalised assessment programmes which support students' understanding of what is expected of them and how they are progressing. Students, as a result, are self-motivated and the majority are successfully exceeding their minimum targets grades.
- Students make very good progress in developing industry-related English and mathematical skills. Detailed planning ensures that there are many opportunities for students to practise these skills and there is a strong focus on the development of technical language. However, in a minority of cases, English errors in students' work are not corrected. Teachers do not always take advantage of opportunities to support students to improve their spelling.

- The promotion of equality and diversity is very good. Teachers plan effectively to raise students' awareness of diversity and teaching is interesting and stimulating. Students frequently identify adaptations to sporting activities to meet the needs of diverse groups and have the opportunity to work with a range of clients. For example, students organised a rowing competition with a range of different groups from the local community, including a group of young offenders.

Foundation English

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement, as do outcomes for students. Outcomes, although above national averages for GCSE English, adult literacy at foundation level and functional skills at entry level, are not yet good enough in functional skills at levels 1 and 2, which constitutes the great majority of the provision. Not enough teachers have suitable specialist qualifications.
- College data suggest that current achievement is good. The proportion of students completing their courses is high and improving. Attendance, although improving, is not yet good enough.
- Teachers are passionate about their work and support students well, resulting in them improving their confidence and their belief in their ability to succeed. Students can see the relevance of improving their skills and appreciate the contribution this makes to their future study and career prospects. They enjoy their lessons. Teachers provide a good level of support for examination preparation and ensure students are confident about what is expected of them. This is particularly useful for the many vulnerable students on programme.
- Teachers do not always plan well enough to meet the varying needs and abilities of students. In too many lessons those who are more able are not challenged sufficiently. Needs identified at assessment do not always lead to targeted planning and teaching. Teachers do not always use questioning well enough to check understanding and to extend and consolidate learning.
- Although staff know their students well, the formal sharing of information on their needs and progress requires improvement. A liaison sheet for subject support assistants and teaching staff contains useful details on barriers to learning and, in the better cases, provides guidance as to what exactly support assistants should do. However, in too many cases the information does not detail specific support strategies. Cover staff do not always benefit from sufficient information on students' earlier progress and current abilities.
- The links between vocational areas and functional skills require improvement. In the better examples, vocational staff integrate the development of students' English skills well into their main area of study. However, in too many lessons vocational tutors do not focus sufficiently on developing these skills. Functional skills teachers do not always use vocationally relevant resources to motivate students and to consolidate learning in various settings.
- Assessment of students at the start of their programme is not yet consistently good. The new management team is aware of this shortcoming and plans are in place to revise the process for the new academic year. The number of students choosing to study GCSE English is already increasing as a result of recent improvements to assessment, advice and guidance. Teachers' feedback on written work, although highlighting mistakes, does not always offer sufficient guidance as to what students need to do to improve. In a few cases, teachers' written feedback is not easy to read.
- Informal support for students is good, with formal support mostly good. An increase in the number of subject support assistants and a staff team who is responsive to students' needs ensure that support measures such as catch-up workshops or the use of scribes are put into place where appropriate. In a few cases, support is not provided until late into the term due to a delay in specialist assessments. A recently opened town centre site offers students good

supportive opportunities to improve their functional and employability skills. Progression onto employment or mainstream courses from students at this site has been very positive to date.

- Students from a very wide variety of backgrounds work cooperatively and supportively together in classes. Teachers do not use the section provided on the college lesson plan to identify equality and diversity issues well enough; it frequently contains generic text which could apply equally well to any lesson.

The effectiveness of leadership and management

Good

- Good leadership by the Principal and senior managers has produced a positive step change in the work and progress of the college. Appointed just nine months ago, the Principal has taken prompt and successful actions to recover the position of the college in the perception of its staff, students and the local communities. The college's considerable potential, previously untapped, is now being rapidly developed in the best interests of its students.
- Inclusive leadership puts students first in the priorities and management of the college. Leaders and managers successfully promote a vision and strategies, supported by staff, to improve the prosperity and well-being of the college's local communities. A previously demoralised staff now feel positive about their college again, as do students. Students are proud to talk about their life at college with their peers.
- Governors have improved their impact on the work of the college since their appointment of the current Principal. Working relationships between the Principal and Chair of the Governing Body are healthily robust. Challenged, and held to account by the Principal, governors better understand the college and its work. Increasingly, they rigorously monitor and test the quality of provision for students. Governors know the college's communities well and are central to the college's success in re-engaging with these. Student governors are very positive about their role and are well supported by other governors.
- A slimmed down and purposeful senior leadership team works well to a model of devolved management. In contrast to their earlier experiences at the college, managers and other staff feel empowered by the Principal to manage and make decisions. They work as teams, with frank and open debate, in a college culture of continuous improvement where blame is not considered productive. Staff know what is expected of them and feel well supported by managers. They are enthusiastic advocates for the work of their college.
- The college has recovered its position in the local community. It is once again the choice of many students and their parents, and of employers, and meets their needs well. In pursuit of this, college managers have reviewed earlier decisions to close certain courses. For example, GCE advanced level courses are to be re-introduced, as are courses for ICT.
- The success of the college's work with the local community is exemplified by the nature and range of its excellent partnerships. Key external stakeholders provide powerful evidence of the college's impact and commitment. Collaborative work embraces, for example, 14 to 19 education partnership learners, those not in education, employment or training, looked after young people, learning opportunities for offenders and support for local community partnerships. Local schools are involved with the re-introduction of GCE A levels, which will be jointly taught. The development of the enterprise and employability centre, involving local enterprises, reflects the college's commitment to business and employability.
- Performance management of staff is good. It is helping to improve teaching and learning as managers work successfully with teachers to improve their performance. Where improvement has not been achieved, an increasing number of teachers have left the college after performance procedures, especially over the last nine months.
- Newly introduced, and improved, arrangements to ensure quality, including self-assessment, are now central to the college's work. They are not yet fully and consistently implemented, but they are leading to improvement. Outcomes for learners are now good and teaching and learning are improving, but are not yet consistently good. The progress of teaching teams towards meeting

student-related targets is regularly monitored through ongoing self-assessment, including at three mid-term reviews, engaging the curriculum area, senior managers and governors. This is more successful in some curriculum areas than others. Quality improvement is now supported by the ready availability and use of reliable student data.

- The highly inclusive nature of the college pervades all it does. Promotion of equality and diversity is good. Comprehensive policies and procedures and the systematic review of key aspects of promotion are well managed. The work of the equality and diversity group and of the many equality champions is particularly valuable. Analysis of equalities data is good and any achievement gaps are identified and addressed. Staff training is good and the college has the Investor in Diversity stage 1, with a key focus on gaining stage 2. Inspectors identified some highly effective promotion of equality and diversity in lessons, although not in all.
- Very thorough safeguarding arrangements for students are rigorously implemented. The college exceeds legal and government requirements. The proactive role of governors, managers and all staff is evident. A comprehensive and up-to-date single record of disclosure and barring service (DBS) checks is maintained. Staff training, including that for learning mentors, is good and up to date. Induction, for staff and students, covers safeguarding well.
- Buildings and resources to support learning are excellent and the most recent assessment of the college's financial health was outstanding.

Record of Main Findings (RMF)

Weymouth 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	3	3	3	3	3
Outcomes for learners	2	2	2	2	2
The quality of teaching, learning and assessment	3	3	3	3	3
The effectiveness of leadership and management	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
Engineering	2
Motor vehicle	2
Sport	1
Foundation English	3

Provider details

Provider name	
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: 1370
	Part-time: 2549
Principal/CEO	Liz Myles
Date of previous inspection	October 2010
Website address	www.weymouth.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	167	52	335	93	584	88	0	5
Part-time	227	374	772	82	82	423	0	113
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	136	299	83	40	0	0		
Number of learners aged 14-16	16							
Number of community learners	912							
Number of employability learners	122							
Funding received from	Skills Funding Agency (SFA), Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Lean Education and Development Limited ■ Tribal ■ D Mantle Ltd (SR Education) 							

Additional socio-economic information

Weymouth College is a medium-sized general further education college, serving a population of 69,000. The college attracts students from the town and surrounding areas. According to the 2011 census, the proportion of residents from a minority ethnic heritage is below the national average. Students from minority ethnic heritages account for just over 3% of the college's student population. The proportion of pupils in Weymouth attaining five GCSEs at A* to C including English and mathematics in 2012, was below the South West and England averages. About 8% of Weymouth residents under the age of 18 are not in employment, education and training. Ten of the most deprived wards in England are located in Weymouth and Portland.

Information about this inspection

Lead inspector

Anita Pyrkotsch-Jones HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal (performance and delivery) 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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