

# New College Nottingham

## General further education college

<b>Inspection dates</b>		<b>21–25 January 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This provider requires improvement because:

- Success rates for learners aged 16 to 18 are low, particularly at intermediate level.
- Much lesson planning, particularly for lessons at intermediate level, are ineffective because they fail to give sufficient priority to identifying how learning will take place.
- A significant minority of lesson plans list topics to be covered and do not address how learning objectives are to be met by different groups of learners.
- Teachers dominate too many lessons and they fail to provide sufficient challenge or opportunities for learners to take control of their own learning.
- Strategies to raise the standard of provision and improve the outcomes for learners have not yet had sufficient impact.

#### This provider has the following strengths:

- Governors and senior managers have redefined the strategic focus leading to outstanding community and employer engagement.
- A safe and well-equipped environment for learning.
- Enthusiastic curriculum managers have a strong commitment to promoting improvement.
- Teachers are well qualified and act as good role models for learners.
- Learners receive good support through tutorials and highly effective additional learning support.

## Full report

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

- Raise the proportion of good lessons by ensuring that teachers are fully aware of where improvement is required, sharing good practice effectively and providing teachers with appropriately targeted staff development.
- Increase success rates, particularly on courses at intermediate level, by planning lessons to cater for the needs of all learners and providing more challenging work.
- Improve the effectiveness of learning by reducing the number of lessons which teachers dominate and providing more opportunities for learners to take control of their own learning.
- Ensure that new curriculum managers continue to establish and refine newly introduced quality assurance procedures to improve provision rapidly.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- New college Nottingham’s (NCN) overall success rate increased in the last year and is in line with sector averages. Learners aged 16 to 18 on all long courses account for more than half of provision. Just over three quarters successfully completed their programme in 2011/12, which is lower than comparable colleges. The proportion of these learners successfully completing their course at intermediate level has declined over three years and is well below the sector average. Advanced level courses remained the same. Learners’ achievement of high grades in GCE AS and A levels is low. Those on advanced vocational courses succeed in line with sector averages, but a very low number achieve high grades.
- Adult learners fare slightly better and the proportion successfully completing their programmes increased in 2011/12, particularly at foundation level. Results for adults are in line with sector averages overall.
- Learners’ success in completing functional skills qualifications has improved in the past year and is slightly above the average. Learners succeed better in mathematics than in English. The progress learners make requires improvement. Most learners achieve below or in line with expectations given their entry qualifications.
- College data indicate that retention has improved markedly as compared to the same period last year. However, attendance continues to require improvement to meet the college’s target.
- Managers and staff have ensured no significant gaps exist in the achievement of different groups by ethnic background. However, male learners generally succeed less well than female learners, reflecting the different rates of increase in success rates. The gap has diminished slightly for learners aged 16 to 18, but widened for adults. In the last year, success rates of learners with learning difficulties and/or disabilities have increased substantially and they are above those of other learners. Learners in receipt of broader additional learning support achieve significantly better than those not receiving help.
- The number of apprentices successfully completing their qualification increased substantially in the past year, but remains below comparable averages. Advanced apprentices succeed significantly better than those at intermediate level. The vast majority of learners undertaking Workplace Learning programmes achieve within the planned period, in line with the high average within the sector.
- The proportion of learners progressing to a higher level of learning within the college is low. The proportion progressing into employment has improved in the last three years, particularly for

advanced level learners. The percentage of learners moving to higher education from advanced courses is in line with similar colleges.

- The college's strong focus on employability and enterprise is beginning to have an effect on curriculum design and thereby learners' experience. Staff make effective use of extensive links with employers and industry to ensure that learners in vocational programmes develop the relevant skills for employment. Learners develop good communication and presentation skills on their courses. They have increasing opportunities for work experience and receive good careers advice to help them gain employment.

### The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment reflects accurately the outcomes achieved by learners. NCN is aware that too many aspects of teaching, learning and assessment vary across the college so that learners in some subject areas gain a more positive experience of learning and make better progress than others. Plans to improve the quality of teaching have reduced the proportion of inadequate lessons. However, more than half of lessons require improvement and inspectors observed few outstanding lessons. Teaching and learning on intermediate courses where outcomes are low requires most improvement. Courses for learners of different ages have no significant difference in the quality of teaching and learning.
- Teachers are well qualified and have a good range of vocational experience. They are good role models for learners and establish effective professional relationships with them. Resources to support learning are good. The learning resource centres are equipped well and learners make good use of them to develop their learning. The college's virtual learning environment (VLE) teachers are using with increasing effectiveness to add interest to learning.
- Learners join the college with wide variations in their qualifications and previous experiences of education. The college provides thorough and helpful advice on entry and, in most instances, matches learners carefully to appropriate courses. However, the identification of the skills and knowledge that learners possess does not always take place in sufficient detail to help teachers plan their individual learning.
- Lesson planning requires improvement because it concentrates on topics the lesson will cover rather than the learning, which should take place. Planning documentation is often too brief to give a clear indication of what learning objectives are, or how they will meet the needs of different groups of learners.
- In the best lessons, teachers develop interesting learning activities, which encourage learners to think for themselves and challenge the views of their peers through discussion. In these lessons, teachers use directed questioning well and learners make good progress.
- In less successful lessons teachers' expectations are often too low; they do not give learners sufficient opportunities to practice and develop their individual learning skills. Teachers dominate these lessons reinforcing learners' dependence on them to provide information. This restricts the level of challenge for learners, which are more able. Managers are aware of this and are now helping teachers and learners to appreciate the importance of greater independence in learning.
- Support for learning is good. Teachers provide much informal support to learners, which supplements the largely effective individual tutorials. They provide learners with good support to improve their English and mathematics through functional skills lessons and through the provision of additional learning support. Learners who receive additional support achieve success rates that are higher than those of other learners. Subject teachers help learners to develop a good vocabulary of specialist terms, but do not always provide sufficient help with improving their language and number skills.
- Assessment is thorough and fair. Teachers provide good advice to learners on how to improve their work but marking is more rigorous in some subject areas than others. In most areas,

learners are aware of how their standard of work compares with that expected of them, but their short-term targets are sometimes too superficial to be of use in directing their improvement.

- The promotion of equality and diversity in lessons is variable. In English, teachers use texts and poems to reflect the cultural diversity of the area served by the college, but opportunities to develop a wider appreciation of equality and diversity in lessons in other subjects teachers often missed.

## Science

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

Requires improvement

- The teaching of science subjects requires improvement, which shows an improvement since the previous year, when learners' outcomes were inadequate. Success rates for vocational BTEC, GCSE and GCE A2 courses were well below national averages. Those for the GCE AS courses were at the national average. Success rates for minority ethnic learners and learners with disabilities and/or difficulties were lower than other learners. However, in the current year, retention has improved when compared to the same period last year.
- In the better lessons, teachers use a variety of teaching and learning styles; they provide effective one-to-one support and they use practical work to motivate learners and reinforce theory. Teachers have a good rapport with learners and provide a strong focus on examination practice and skills' development.
- In the less effective lessons, planning for learning is poor and ineffective. Target setting, learners' profiles and assessments do not inform planning. Teachers do not cater for the individual needs of learners and the promotion of equality and diversity is poor.
- The monitoring of learners' progress is weak. The current practice for target setting relies on informal discussions with learners about their progress. Teachers do not use learners' early pieces of assessed work to refine their targets set at induction; nor do they take sufficient steps to ensure those at risk of leaving early have extra academic support. Managers do not regularly timetable optional workshops except at approaching exam times.
- Resources for learners are satisfactory. Laboratories, technician services, practical equipment and other teaching materials are mostly good. For example, the Basford Hall site has a well-equipped facility for dedicated crime scene investigation. However, resources to support independent study are insufficient. The science virtual learning environments are not interactive and learners do not use them well. Learners do not have sufficient access to the available online resources.
- Induction and initial advice and guidance are good. The college provides taster sessions during the summer at partner schools, and during enrolment, to facilitate course choices. This year there have been sessions on safeguarding, e-safety, college tours, and subject guidance tutorials to ensure the right learners are on the right course.
- Personal tutors provide effective care, guidance and personal support for learners. Learners feel safe and enjoy their courses in college. Managers and staff consult learners and use this information effectively to influence management decisions. The college provides targeted support and guidance for university applications, personal statements, work experience and careers.
- New managers and teachers have taken particularly firm and prompt action to resolve the problems facing this area. They have in place strong initiatives to raise the standard of teaching and learning and improve learners' success. However, at the inspection it was too early to evaluate the impact of these initiatives. The department is developing strong links with partners

such as schools, BioCity - Big Bang initiative and local universities to enhance the science enrichment of current and future learners.

## Building services and Construction crafts

### Apprenticeships

### Other work based learning

Requires improvement

- Teaching, learning and assessment have recently improved, but still require further improvement to be good. Vocationally skilled and knowledgeable tutors enrich teaching and encourage learners to take pride in their practical work, which is often good and occasionally very good. Success rates, which are broadly at the national average, do not fully, reflect improvements in teaching and learning.
- Teaching and learning is mostly good. Teachers plan and deliver practical sessions well to enable learners to gain confidence in developing their vocational skills and safe working practices. Learners' work is often good, but portfolios of evidence do not always reflect this standard. The resources to support learning are adequate, but most accommodation is showing its age. Employers comment positively on recent improvements, particularly in communication, that enable them to understand the needs of assessment.
- The initial testing of learners' English and mathematics identifies those with additional learning needs effectively and teachers arrange for extra support for those apprentices who need it. They monitor learners' progress effectively. However, most of the targets set are not sufficiently challenging and this restricts learners' opportunities to tackle more inspiring tasks.
- Assessment practices have also recently improved, but still require further improvement. Assessors are beginning to visit the workplace more frequently and use a wider range of assessment strategies. However, marking and feedback of assessed work emphasises the minimum requirements for the awarding body. They fail to indicate how the learner could improve due to being too brief. Verbal feedback is frequently more informative.
- Teachers link English and mathematics well to the construction context in their lessons. For instance, they develop numeracy well in most trade specific theory classes with teachers using their vocational knowledge well to illustrate its importance. In one plumbing class, the teacher used the recent heavy snowfall as an example for ensuring guttering is able to withstand the high volumes of melted water. However, teachers develop English skills less well and frequently leave spelling and grammar errors uncorrected.
- The teaching of functional skills is appropriate to meet the needs of learners. In a minority of lessons, teaching is good and challenges the learners, but others run for too long a period, with learners frequently become tired and losing interest. Nevertheless, success rates are high and enable learners to progress adequately through their apprenticeship framework.
- Staff support learners well, especially those facing difficulties. For example, staff have helped several through redundancy by finding alternative employment to allow the learner the opportunity to complete the apprenticeship. Progression to employment is satisfactory. In some notable examples, learners progressed to higher qualifications and in one case from foundation level to being employed as a college tutor.
- Information advice and guidance are satisfactory. Learners have a clear understanding of the requirements of the awards they are working toward and receive timely information on further training opportunities and progression routes. The college has particularly effective partnerships with other providers and organisations to extend the range of opportunities for learners.
- The promotion of equality and diversity is satisfactory. However, while learners have a good understanding of equality and diversity, developed through the induction and mandatory modules, staff do not check this sufficiently during progress reviews. Teachers are effective at

encouraging mutual respect amongst learners and they are developing their confidence in this area through staff development activities to improve the promotion of equality and diversity in learning sessions. However, professional discussions, particularly with learners working in domestic situations, are under-developed.

## **Hairdressing and beauty therapy**

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

### **Learning programmes for 19+**

Requires improvement

- Teaching, learning and assessment require improvement. This is reflected in success rates, which are in-line with national averages. A minority of learners achieve at levels above those expected, but most make the progress expected.
- Teachers are well qualified and use their up-to-date knowledge and experience to support learners well. In the better lessons, teachers use a good variety of activities to motivate and challenge learners. The pace is good and all learners are fully engaged. Teachers make good use of directed questioning, to assess understanding and build confidence.
- In the less effective lessons, teachers do not plan sufficiently to ensure that all learners are fully engaged or that individual learners' needs are fully met. In a minority of lessons, poor group management has an adverse effect on learning.
- Learners' practical skills are at the level expected. Most have a professional attitude in sessions and all have good client care skills. In the better lessons, teachers set and encourage high standards of work. However, in too many lessons, teachers do not routinely correct weak practices to ensure learners are adequately prepared for employment.
- Learners have good opportunities to practice their practical and customer care skills in the commercial nail salon at the Clarendon campus and hair and beauty at the high street salon at the Hucknall campus. Training salons are well equipped with a wide variety of resources to prepare learners for industry. Most rooms have good access to information communication technologies (ICT) but its reliability is variable. Teachers do not always make best use of this resource to promote learning. Access to ICT at the Hucknall Campus is minimal.
- Initial assessment, advice and guidance are satisfactory and ensure learners are on the correct course. Learners additional learning needs are identified well and those requiring support receive it. Success rates for learners accessing this support are high. However, teachers do not take enough account of learners' initial assessment and preferred learning styles in lesson planning. Learners at risk of not achieving receive very good support, with individual timetabling and additional classes.
- Tutors inform learners well of their progress through regular individual tutorials, which they value. However, tracking systems are not sufficiently robust on hairdressing courses to allow tutors to see easily the progress individual learners are making. Learners are aware of progression opportunities in their specialist subject. Progression rates are high from intermediate level to advanced level and good from advanced level to employment in most areas.
- Learners receive good feedback from both practical and written assessments. Feedback is detailed and clearly explains what the learner did well and what they need to do to improve. However, in a few instances feedback is unacceptably slow. For example, on a beauty assignment, feedback took over a month, stopping learners receiving support at an early period of their course.
- Learners appreciate how functional skills can improve their proficiency with literacy and information technology which they demonstrate in the well-presented assignments making effective use of images to improve their work. Teachers pay good attention to correcting



spelling and grammar when marking assignments. However, they miss too many occasions to integrate mathematics into learning despite many opportunities.

- Staff promote equality and diversity well through activities planned to break down barriers in group tutorials. Learners are respectful and very supportive of each other and work well together. However, in too many sessions, they miss naturally occurring instances to promote equality and diversity.

## Hospitality and Catering

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

Good

- Teaching, learning and assessment are good and contribute to the high percentage of learners successfully completing their qualifications, especially at foundation level and for apprenticeships. Learners develop good practical and social skills. They demonstrate safe working practices and have a good standard of personal presentation. A few learners' understanding of the theory that underpins their practical skills requires improvement. Progression to higher-level qualifications is good, particularly for foundation level learners. Learners work hard to complete set tasks and attendance is mostly good.
- Teachers and assessors are well qualified and use their extensive industry experience and knowledge effectively to develop and extend the skills and confidence of learners in both college and in the work place. Assessors use coaching effectively to consolidate learning and to help learners develop their skills still further in the work place.
- Teachers mostly plan their lessons well so that learners enjoy their learning. A few lessons require improvement because teachers do not provide enough different learning activities. In the weaker lessons, teachers dominate discussions and do not provide learners with sufficient opportunities to discuss their own views. At times, they do not challenge enough learners that are more able.
- Resources for learning overall are good. Highly effective use of the college's various food outlets, including a commercially run fine dining restaurant, develops learners' practical skills well. The well-equipped practical skills kitchens effectively mirror the range of equipment used in industry. Good quality text materials help learners link theory with practical work well. However, the use of ICT in lessons requires improvement, as there are few computer resources available to learners to support and develop their learning.
- Assessment is rigorous and accurate. Learners are clear about assessment requirements and deadlines. Learners organise their portfolios of evidence well although a minority of advanced level learners do not have sufficient understanding of, or involvement in, their evidence portfolio. Teachers do not always give sufficiently detailed feedback for learners to identify exactly what they need to do to achieve higher grades in their course work assignments or further improve performance in the workplace.
- Procedures for improving learners' progress through target setting are in place, but a few agreed targets are not always sufficiently precise, challenging or fully understood by all learners. Recent staff development for work-based assessors has led to an improvement in the clarity and quality of targets set.
- Learners receive good information, advice and guidance to help them select a programme that matches their interests and ability. Initial assessment is thorough and accurately identifies learners with additional support needs. The college offers good support for learners with learning difficulties and/or disabilities, although at times the use of learning support workers in classes is not effective.

- Most teachers correct learners' spelling and grammatical errors. However, in a minority of lessons they do not develop written English and mathematics in a vocational context.
- Learners' behaviour in both the college and the workplace is respectful. Learners and staff value each other's differences sensitively. However, although opportunities to consider equality and diversity issues occur in most learning sessions, teachers do not always exploit them sufficiently to develop learners' understanding. Visit report forms for work-based learners fail to identify in sufficient detail how staff reinforce equality and diversity.

## Public services and Travel and tourism

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

Good

- Much teaching, learning and assessment is good. This reflects in the improvement in outcomes for learners. Success rates are high and increasing. Learners make good progress developing their knowledge and understanding of their industry sectors. Well-rounded development of their personal, social and industry skills prepare them well for employment.
- Practical activities improve learners' personal presentation and communication skills and the ability to work well in teams. Public service learners benefit considerably from the disciplines learned in fitness and outdoor activities, which also focus heavily on learners' own personal fitness and well-being.
- NCN's excellent links with employers and public sector organisations assist learners in their skill development and most find employment in these sectors following their course. Internal progression on to higher levels of study within the college and into higher education is good.
- Learners benefit from the quality of the teaching and support they receive. They work productively in lessons, on their own, or collaboratively in small groups, and make good progress in solving problems and achieving their learning goals. Teachers engage learners in a range of enjoyable and challenging tasks to consolidate and progress learning.
- In a small number of lessons, assessment and learning activities, teachers do not always plan to meet the differing abilities of learners, with the more able not receiving sufficient challenge. In these lessons, teachers do not use directed questioning to assess learners' levels of knowledge and understanding to inform them of an individual's progress.
- Teaching and learning provide good support for English and learners improve their written work. Teachers insist on accurate use of industry terminology and verbal and written feedback encourages high standards. The development of functional skills in mathematics is good and teachers prepare learners well for their examinations.
- Tutors monitor learners' progress closely and are effective in agreeing realistic targets and strategies to improve or maintain progress. Tutors know their learners well and provide expert guidance to motivate and encourage those who may be falling behind. Assignment feedback is timely and constructive, providing clear guidance on how to improve the grade.
- Attendance is good. The few learners at serious risk of leaving early staff closely monitor and provide highly successful follow up support.
- Learners value the useful workshops designed to enable them to work on their assignments. However, in a few instances they spend long times working at a computer, without a break, and the lack of variety results in diminishing levels of motivation and work output.
- Equality and diversity are well promoted. Learners appreciate the college's approach to ensuring their safety and welcome the efforts made to respect and raise awareness of diversity. Classroom and enrichment activities reinforce this further.



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

Requires improvement

- Teaching, learning and assessment requires improvement overall and reflects the current outcomes for learners which are similar to the sector average. Managers and staff recognise teaching, learning and assessment does not always sufficiently stretch or challenge enough learners to achieve high grades.
- In the less effective lessons, questioning does not always provide in depth checks on learning, the pace is often slow and does not challenge learners sufficiently well. Learners are mostly attentive, but teachers do not ensure they work quickly enough.
- In the better lessons, learners are engaged, clearly achieve the required outcomes discuss their own learning and how it fits with future work plans. Learners are motivated and enthusiastic and they work towards clear goals and targets. This often reflects in the quality of the work learners produce. Learners also benefit from the support teachers provide. Teachers are knowledgeable about their subject, many of whom are current practitioners.
- The range of resources available is excellent. Learners have access to high quality industry standard software, equipment and accommodation. They appreciate the access they have to this outside of timetabled lessons, which helps them complete their work in specialist subjects.
- Teachers do not always tailor the planning and delivery of learning to the needs of individual learners. Much of the planning for learning is too general and focuses on tasks rather than learning outcomes. Teachers do not regularly use learners' profiles to identify outcomes that will meet the needs of individuals or to ensure they receive challenging work to achieve higher-level skills.
- The use of online personal learning plans to set high quality and specific targets, which teachers will routinely monitor, is currently underdeveloped. Managers recognise this is an area for improvement and they are developing a new system to standardise individual learning plans to ensure all learners receive challenging and clear targets that are monitored more regularly to help them achieve.
- Assessment feedback is uneven across all courses. A minority is very detailed and clearly identifies areas for further improvement, which helps learners gain higher grades. Verbal feedback in lessons also often highlights how learners can improve the standard of their work. However, in too many instances feedback on formally assessed work does not provide enough detail to help learners understand fully what they need to do to improve further.
- Teachers are integrating the development of English and functional skills into vocational courses to ensure they are relevant to learners needs. For example, teachers deliver ICT functional skills through a vocational unit in which learners have to cost and produce a theatre production. Teachers often correct learners' English on written work. Learners understand how to access additional support should they require it.
- Initial advice and guidance is appropriate and ensures staff meet learner's needs. Learners routinely audition for courses in the performing arts area and produce a portfolio or undertake a project before enrolling onto visual arts courses. Most learners progress internally to higher level courses and progression to higher education is good for those applying.
- The promotion of equality and diversity within the curriculum is appropriate. A few teachers promote the understanding of different cultures within assignment briefs. A good example, within performing arts was how learners were required to communicate well with hearing impaired audiences. However, teachers overlook opportunities to explore the use of wider

cultural influences in project briefs or to develop learner's awareness of a range of equality and diversity themes through their work.

## Independent living skills

### Learning programmes for 16-18

### Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement with too few lessons meeting the very specific needs of learners, the majority of whom have multiple barriers to learning. Outcomes for learners show an improving trend and in 2011/12 were around the national average.
- Teachers work effectively to improve learners' confidence and personal and social skills. Most learners enjoy their lessons and work cooperatively together. Teachers know their learners well, but do not always use this knowledge sufficiently to plan lessons and schemes of work with relevant and challenging content to develop specific skills.
- Initial and diagnostic assessments are not sufficiently robust, particularly for learners at lower levels of ability. The results of assessment do not inform lesson planning, teaching and target setting well enough.
- Although staff give learners good praise and encouragement verbally they do not always provide sufficient written feedback on work. Targets for learning vary too much. The better are specific, meaningful, and achievable through a series of clearly outlined and progressively more challenging tasks. However, others are too broad to offer specific guidance and the measurement of their achievement is not easy.
- Staff have a very strong focus on improving learners' functional skills. A recent initiative to group learners according to ability is starting to have a positive impact. In the better lessons, teachers provide learners with useful, relevant and meaningful activities to improve their English and mathematics. In less successful lessons, learners carry out tasks, which have too little relevance to their everyday lives or to their vocational areas of study.
- The curriculum requires improvement to meet the needs of the increasing number of learners at lower levels of ability and those with English as an additional language better. Recently introduced individual timetables for a minority of learners facing substantial challenges are proving successful.
- Welcoming and safe learning environments, experienced personal success coaches, focused additional learning support and very good links to external agencies and local schools provide learners with very effective support. Retention is improving and it is now good.
- Resources for learning are less than good. Not all classrooms have access to technology. Connectivity to the internet is too slow at one of the college sites. In most practical lessons teachers use varied and stimulating resources to support learning. However, in too many theory lessons teachers rely too heavily on worksheets.
- A very good focus on enterprise provides learners with good opportunities to increase their understanding of employment and to experience a wide variety of work-related activities. For example, working at a local farm and volunteering in the college refectory. Learners enjoy producing and selling items, including felt bags and stained glass containers. They work well together to decide which goods they will make and how they will market them. All learners work towards useful employability or enterprise units as part of their main programme of study.
- Teachers integrate equality and diversity well into their lessons and provide learners with a better understanding of the wider world. The subject area provides an inclusive environment for the varied and complex social, medical and educational needs of its learners.

## Business management and Administration

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

Requires improvement

- Teaching, learning and assessment require improvement, which links closely to outcomes for learners. These have improved and most are now in line with the national average. Success rates are high on a minority of business administration courses, but require increasing on GCE A level courses. One-to-one support for learners in lessons is good and supports their progress. Attendance rates are low and punctuality is poor in many lessons.
- Learners develop good employability and enterprise skills on vocational courses. They are encouraged to relate learning in lessons to practical enterprise projects. Teachers make very effective use of employers' partnerships, external events and guest speakers to support and guide learners wishing to progress directly into employment. Learners on more academic courses use relevant case study material and teacher experience to support their learning.
- The newly established Peter Jones enterprise Academy provides an innovative and stimulating learning environment for developing entrepreneurial skills. Learners attending the academy are highly motivated and making good progress.
- Teaching and learning is not yet good and varies considerably. In the majority of lessons, teachers do not challenge learners sufficiently to make rapid progress. In these lessons, teachers do not use information about learners' prior attainment, preferred learning style or initial assessment results to plan lessons to meet their individual needs. In most lessons, learners do not have the opportunity to develop analytical and critical thinking skills and too much teaching is teacher led.
- In the better lessons, teachers organise learning activities effectively and use questioning techniques skilfully to assess the progress of each learner. They use their expertise to make direct links between lesson content and course assessment requirements so that learners' preparation for final assessment is adequate.
- Teachers provide learners with regular and timely feedback on their assessments and course work. Written feedback is mostly detailed and positive, but does not clearly state what learners need to do to improve, especially in summative assessments. The verbal feedback learners receive during lessons as they are working on coursework and group tasks is supportive and encouraging.
- A minority of staff are very effective at ensuring learners have a good understanding of technical terms particularly when new topics are introduced. However, the development of general literacy and numeracy skills in lessons does not focus sufficiently on the specific needs of individual learners.
- Initial advice and guidance are good, helping learners choose the most suitable course. Early in the programme, staff support learners in reviewing their choices and they arrange transfers to more appropriate courses if necessary.
- The planning for, and integration of, equality and diversity in lessons is underdeveloped. Teachers do not take sufficient advantage of the frequent opportunities that arise in lessons to promote equality and diversity with their learners. Learners do not develop an appropriate understanding of these areas in preparation for the roles and responsibilities they may hold in the workplace as managers and professional practitioners. In one administration lesson, good use was made of interactive technology to assess learners' responses to an equality and diversity quiz, but the teacher did not use the opportunity to explore follow up answers in any depth.

**The effectiveness of leadership and management**

Requires improvement

- Over the past 18 months, leaders and managers, supported by governors, have successfully undertaken a major strategic review of the college. This has included appointing a new Principal and senior management team, and redefining the college's strategic priorities and values to focus more specifically on its mission of excellence, employability and enterprise for learners. The college has also redesigned the management and curriculum structure, as well as fully revising many of its policies and procedures. While the inspection has identified teaching and learning, and a number of curriculum areas as requiring improvement, some early signs show these changes are beginning to have a positive impact.
- Governors have a broad and appropriate range of skills. They have been at the heart of the recent developments and they continue to play a key role in monitoring and reviewing progress. Governors regularly receive detailed, timely, relevant and accurate data on the progress of the college and have good systems to hold senior managers to account for continuing developments and improvements. They carry out their statutory responsibilities thoroughly.
- Procedures for staff performance management are satisfactory. Managers recognise and reward high performance and address marginal performance or long-term absence, through the implementation of clear policies and procedures. Most recently managers has identified two key development priorities. These are for academic staff to focus on improving teaching and learning and for managers to access appropriate management development programmes in support of the new structure, systems and procedures. The significant majority of staff have accessed this training.
- The college's internal lesson observation process has also undergone a major review recently. Observers accurately identify key strengths of lessons and areas for development. However, the lesson observation grades tend to be over-generous. Managers use the information from observation well to help target quality improvement priorities and staff development activities. As a result, the amount of inadequate teaching across the college has reduced, but too much teaching continues to require improvement.
- The quality of teaching accommodation and resources varies considerably across the college. The best areas, such as performing arts and catering, have excellent resources and accommodation that helps improve the experience of learners. However, in a few areas such as construction and independent living skills, accommodation is outdated and lowers the standard of provision learners receive.
- The most recent self-assessment report is appropriately detailed, honest and self-critical. The report accurately identifies the key strengths and areas for development across the college, which are in line with the findings of inspectors, where the majority of subject areas continue to require improvement. In response to its own quality review, managers have recently begun to implement a range of improvement initiatives. However, it is too early to gauge the full impact of these activities.
- NCN has a broad and appropriate range of learning programmes, which meet the diverse needs, and interests of learners, local employers and the wider community in Nottingham. The college has outstanding links with employers and partnerships, which it uses to underpin the quality of vocational provision, and enables learners to acquire excellent employability skills.
- In virtually all areas of the college the college has newly appointed, enthusiastic curriculum managers. These managers embrace the new corporate priorities and core values of the college and demonstrate a strong commitment to promoting improvement. At inspection, it was too early to assess the full impact of this newly appointed team.
- NCN has a clear approach to the promotion of equality and diversity through its plans, policies and procedures, all of which have undergone full equality impact assessment. All staff and governors have received suitable equalities training. Governors and managers receive timely and

suitably detailed reports on the performance of different minority groups. However, the level of integration and promotion of equality and diversity through the curriculum is uneven across the college.

- NCN meets its statutory requirements for safeguarding learners and maintains close links with other agencies involved in the safeguarding of children and vulnerable adults. The college has the relevant safeguarding pre-employment checks in place for staff. Both governors and staff receive mandatory training on safeguarding as part of their induction. Learners have ready access to support, guidance and counselling services.

## Record of Main Findings (RMF)

<b>New College Nottingham</b>									
<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
Outcomes for learners	3		3	3	3	3			
The quality of teaching, learning and assessment	3		3	3	3	3			
The effectiveness of leadership and management	3		3	3	3	3			

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Science</b>	<b>3</b>
<b>Building services</b>	<b>3</b>
<b>Construction crafts</b>	<b>3</b>
<b>Hairdressing and beauty therapy</b>	<b>3</b>
<b>Hospitality and catering</b>	<b>2</b>
<b>Public Services</b>	<b>2</b>
<b>Travel and tourism</b>	<b>2</b>
<b>Visual Arts</b>	<b>3</b>
<b>Performing arts</b>	<b>3</b>
<b>Independent living and leisure skills</b>	<b>3</b>
<b>Business management</b>	<b>3</b>
<b>Administration</b>	<b>3</b>

## New College Nottingham

New College Nottingham



<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	14+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 6,146
	Part-time: 13,826
<b>Principal/CEO</b>	Amarjit Basi
<b>Date of previous inspection</b>	October 2008
<b>Website address</b>	www.ncn.ac.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	859	249	940	434	2,193	682	178	537
<b>Part-time</b>	136	3614	133	2,605	67	1200	10	343
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	195	313	82	343	0	0		
<b>Number of learners aged 14-16</b>	130							
<b>Number of community learners</b>	639							
<b>Number of employability learners</b>	20							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ City College Nottingham</li> <li>■ National Construction College</li> <li>■ Training Strategies Ltd</li> <li>■ Cooper &amp; Taylor</li> <li>■ Elpis</li> <li>■ Pathway First Ltd</li> <li>■ East Midlands Roofing College</li> <li>■ Dianne Smith Associates</li> <li>■ Toolbox Training.</li> </ul>							

## Additional socio-economic information

NCN is a large general further education college with five sites within and near Nottingham city centre. Nottingham is 20th out of 326 English local authorities on the 2010 Index of Multiple

Deprivation and unemployment in the city is five percentage points above the national average. Just over half of all learners are aged 16 to 18. Over a quarter of learners are from a minority ethnic background, which is higher than the proportion in the city. The proportion of the local population who hold no qualification is higher than the national average and about two thirds have achieved intermediate level qualifications. In 2011, the proportion of pupils achieving five GCSEs at A\*-C, including English and mathematics, was significantly below the national average.

## Information about this inspection

### Lead inspector

William Baidoe-Ansah HMI

Three of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the assistant principal 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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