

Lowestoft College

General further education college

Inspection dates		10–14 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Too much teaching and learning requires improvement and the proportion of good or better lessons is low.
- Retention on long qualifications requires further improvement, particularly at advanced level and for adults. The proportion of learners who achieve high grades or exceed their target grades is low.
- The extent to which students develop their skills in the use of English and mathematics is variable across the college. Success on functional skills qualifications requires further improvement, in particular at intermediate level.
- The scheme for the observation of teaching, learning and assessment does not sufficiently support managers to raise standards. The scheme focuses insufficiently on the way in which teachers promote equality and diversity in lessons.
- The use of targets with students to support them towards higher levels of attainment is underdeveloped and inconsistent.
- Self-assessment is not sufficiently evaluative and improvement plans do not have targets or actions that are clearly linked to measurable impacts related to students' performance.

This provider has the following strengths:

- A strong focus on supporting students to gain employment and the good progression of students and apprentices into jobs.
- Well-established links with local employers and agencies and very responsive in meeting their needs and those of the local community.
- Good provision in engineering, health, social care, and early years, and for apprentices.
- Outstanding resources in engineering used well for students and local industry training.
- Good support for learning and a good curriculum and support for vulnerable students.
- Very effective information, advice and guidance to place students on appropriate courses.
- Strong celebration of success to raise the aspirations of students and apprentices.

Full report

What does the provider need to do to improve further?

- Raise the standard of teaching, learning and assessment through improving the observation scheme, with prompt improvement actions and an increased focus on the integration of equality and diversity themes into lessons and apprenticeship reviews.
- Improve assessment planning, feedback following assessment and the use of challenging targets for students in order to enable them to make better progress relative to their prior attainment and retain more students on courses.
- Raise the standard of the teaching of English and the support teachers provide in developing students' skills in the use of English and mathematics in vocational lessons.
- Develop appraisal to ensure that it fully evaluates teachers' performance and their impact on increasing students' success. Ensure that managers set and review clear and measurable objectives for their staff, and develop middle managers' skills in appraising the performance of staff.
- Develop strategic planning so that clear milestones and timescales underpin strategic objectives and that managers measure progress in achieving these by an appropriate range of key performance indicators. Ensure managers use performance targets more widely and consistently across all aspects of provision.
- Increase the extent to which self-assessment is evaluative and link areas for improvement to specific actions within the quality improvement plan that relate to better students' outcomes.

Inspection judgements

Outcomes for learners	Requires improvement
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- Over the past three years, the proportion of students on long courses who achieve qualifications on completing their studies has risen and it is high. However, although the proportion of students retained on long courses has risen over the same period, this remains an area for improvement, especially at advanced level for all ages. A large number of students take short courses and the proportion of those who gain qualifications has remained static.
- Apprentices make good progress. Success rates have increased and they are very high at intermediate level and high at advanced level. The majority of apprentices complete their qualifications within the planned time. Students who require extra help to achieve qualifications also perform very well, especially at foundation and advanced levels.
- The proportion of students who achieve the grades expected of them relative to their prior attainment is low, as is the proportion of students achieving high grades. At advanced level, too much variation exists between subjects in the proportion who achieve or exceed their target grades. Managers recognise these issues. They have implemented initiatives in health and social care to bring about improvements in the current year and these are proving successful. However, this has not yet brought about benefits to students in other subject areas.
- Teachers successfully help students to improve their personal, social and employability skills. Students work diligently during practical and theory sessions and produce work that is of a high standard. Students gain the practical skills necessary to support them in future employment. Teachers make good use of local, regional and national skills competitions to raise students' aspirations and skills. Students across a range of subjects are often successful in winning prizes. Apprentices in engineering benefit from working with well-regarded employers who operate to excellent standards on large-scale projects.

- Teachers on vocational courses make good use of visits to industry to inspire students with regard to their future employment. For example, hospitality students visit kitchens in high profile restaurants, air-cabin crew students have training days with national airlines and public services students do residential training weeks with the armed forces. Teachers make excellent use of the college's marine engineering survival tank for team and confidence building exercises with a large majority of students. Across the majority of subjects, students gain useful additional qualifications that help them with future employment. Teachers make good use of work experience for advanced level students, but this is under-developed at foundation and intermediate level.
- Managers and teachers have made reasonable progress in closing the gap in performance for different groups of students. Success rates for adult students are increasing but remain below those for 16 to 18 year olds due to poorer retention. Although the proportion of students from minority ethnic groups is low, their success rates are substantially below those of white British students. The performance of female students relative to males has been variable with females now outperforming males, a reversal from two years ago.
- Success rates for functional skills qualifications have risen, but require further increases, in particular at intermediate level. Teachers do not plan learning and assessment sufficiently to ensure that more able students progress quickly to higher levels of achievement. The proportion of students achieving A* to C grades in mathematics and English is low. Students make reasonable progress in the development of their use of English and mathematics in lessons and through written work, but teachers are not consistent in the level of support they provide.
- Students' progression into employment is good across the majority of provision and managers and staff have a clear focus on enabling students to gain jobs and apprenticeships. In a highly effective partnership with local agencies training in skills academies helps a high proportion of unemployed people find work. The progression of students to higher levels of study is satisfactory, but it is high for school pupils attending 'taster days' at the college.

The quality of teaching, learning and assessment

Requires improvement

- Teaching and learning were good at the last inspection and this is still the case in a number of subjects, particularly care and engineering. However, the quality of teaching, learning and assessment is now too inconsistent across the college and requires improvement. Not enough lessons are good or better, a small minority are unsatisfactory and a few elements of assessment practice are poor. The outcomes for students mirror this variability; they are strong in a number of subjects and for apprentices, but not for all students.
- The most effective teachers plan lessons methodically and keep students interested through a wide range of learning activities. This leads to students being highly motivated and responding enthusiastically to challenges that teachers provide. For example, students on intermediate business courses have a strong professional ethos and develop good employability skills, and well-planned educational trips motivate public services students. Students carry out practical work well, particularly in welding and construction.
- In less successful lessons, teachers provide insufficient challenge to all students by not focusing on their differing abilities. Teachers fail to stretch students fully, for example by not asking probing questions that require further reflection and by not setting clear learning outcomes in lessons. Students often find theory lessons dull compared to their vocational practical work. Teachers do not always extend students' English and mathematical skills.
- Teachers use information and learning technology imaginatively during lessons to reinforce and extend learning. For example, during a lesson for foundation learning about attitudes to disability, the teacher showed a recording of a disabled comedienne's act and then used the

portrayal of disability through the effective use of humour to capture the attention of the students.

- Teachers do not use the virtual learning environment sufficiently to support students with independent learning. On a minority of courses, students make effective use of a wide range of resources, including discussion boards and web links. The use of electronic portfolios on apprenticeship programmes is effective. However, on too many courses teachers do not provide enough relevant resources for students to develop their learning outside the classroom.
- Assessment practices are too variable and require improvement. Teachers monitor students' progress well. However, the scheduling of assessment is poor in a minority of subjects and students spend too much time towards the end of their courses completing assignments, often with insufficient time to work towards higher grades.
- Teachers mark students' work accurately. They praise students well for what they have achieved, but in too many cases students receive limited information or guidance on what they should do to improve their work further.
- Information, advice and guidance for potential students are good with many activities, such as 'taster days', taking place as a result of the strong partnerships developed with schools. The comprehensive admissions process ensures that the vast majority of students are on the most appropriate course. Staff use assessment of all students' level of skill in English and mathematics well to identify those requiring additional learning support, but they do not use it sufficiently to plan lessons or set personal targets for students.
- Students benefit from strong pastoral support. All staff work hard to support students through any barriers to learning. Students have good relationships with staff. The successful 'Engage' project provides good support for young people aged 16 to 18 who are in danger of underperforming and most of these young people complete their studies successfully. Interesting group tutorials cover a broad range of issues and develop the personal and social skills of students.
- The impact of additional learning support, both during lessons and outside the classroom, is very effective in helping students to achieve. Support workers have very good listening and questioning skills and they help students to develop their understanding of their subjects and keep pace with their work.
- The setting of challenging and specific targets for students is inconsistent across the college. This was a key weakness at the previous inspection and managers and staff have been slow to implement improvements. Teachers in a minority of subjects, for example hairdressing, set clear short-term targets that they monitor regularly to help guide students through immediate assessment goals. Teachers do not adequately set long-term targets for students based on their prior attainment that assist them in reaching their full potential.
- Managers recognise that the promotion of equality and diversity requires improvement. A general ethos of respect is prevalent across the campus. Students enjoy participating in tutorials and various college events that celebrate diversity. However, staff do not cover equality and diversity themes sufficiently in lessons or assessment, and reviews for apprentices seldom cover these issues.

Health, social care, early years and playwork	
Learning programmes for 16-18	Good
Learning programmes for 19+	

- Teaching, learning and assessment are good and this is reflected in the success rates which have been increasing over the last three years and are now high. Retention of students on courses in the current year is outstanding. The proportion of students in 2011/12 who achieved

or exceeded the grades expected of them relative to their prior attainment was low. However, teachers have introduced assessment workshops this year and the proportion of students who are on track to achieve high grades is now high.

- Teachers plan lessons well to include a good range of activities. They use very effective questioning to encourage students to develop their knowledge and understanding of complex issues, such as how to apply equality and diversity themes in an early years setting. The standard of students’ written work is good. They present their work well and their use of carefully researched references shows a good understanding of theory and relevant legislation.
- Support for students is good, in particular for those who have significant social, physical or mental health problems. Personal tutors have positive working relationships with students. They provide regular group and individual tutorials that students highly value. Tutors use these tutorials to support students achieve their qualifications. Teachers provide tuition for a good range of additional qualifications, including mental health awareness and internet safety, which help to increase students’ employability.
- All students benefit from high quality work experience in placements that include nurseries, schools and care homes through which they gain confidence and good work skills. In many cases, students find jobs because of these placements.
- Teachers have developed good relationships with local employers and agencies which benefit students. For example, students referred by Jobcentre Plus start on a foundation level course which includes work placements. The majority of these students gain employment at the work placement and this enables them to progress on to an intermediate level apprenticeship.
- Teachers make effective use of assessments that take place prior to the start of the course. They use this to plan lessons that meet students’ needs and to provide swift support for those requiring extra assistance, which is effective in helping them to achieve.
- Teachers plan assessments well, but the feedback they provide to help students make further improvements is variable. In the large majority of cases, teachers praise students for what they have achieved and indicate how students can attain higher grades. However, in a small minority of cases, teachers do not adequately provide feedback to improve students’ work. They do not provide sufficient correction of students’ use of English in written work. On a small minority of courses, teachers do not provide sufficient challenge for students to achieve high grades.
- Teachers provide students with a good standard of information and guidance to help place them on the correct course. They are also very helpful in discussion with students about further study and finding jobs. Teachers make very effective use of guest speakers from industry to develop students’ understanding of employers’ responsibilities and to broaden their career aspirations.
- Teachers integrate equality and diversity well into lessons and students participate in the very extensive enrichment programme. This includes activities such as Bollywood dancing and helping at the local prison on family days. The proportion of students attending these sessions, which they highly value and enjoy, is high.

<p>Engineering and manufacturing technology</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 and the proportion of students and trainees who achieve qualifications is high, especially for apprentices. In the current year, the number retained on courses is also high. Student attendance at lessons is good. Teachers and managers have identified and implemented effective improvement actions since last year and these are successful in enabling more students to achieve. The proportion of apprentices achieving

qualifications within the planned time has also increased and is now high. The amount of students and trainees progressing to higher levels of training or into employment is good.

- Students and trainees benefit from very high quality resources and teachers plan lessons well. In an outstanding welding lesson, students were highly motivated, made good progress and achieved high standards. Teachers and technicians have high expectations of the quality of students' work. They provide excellent support, monitor the progress of each student closely and, through effective questioning, challenge students to apply their theoretical knowledge to practical tasks. Teachers pay excellent attention to safe working and enforce this with students and trainees.
- Teachers deliver the majority of theory lessons well. They integrate the development of mathematical skills well into lessons. They make excellent use of information and learning technology and use examples of mathematics in industry to enable students and trainees to apply these skills. Teachers integrate well-chosen examples of real life incidents relating to oil rigs within health and safety training to make the subject relevant to students and trainees' future employment. In a small minority of theory lessons, teachers' inconsistent approaches result in a poor level of understanding by students.
- Support for students to develop employability skills is good. Through an interesting assignment on boat making and testing, teachers challenged students to resolve technical problems as well as develop their project management skills. Teachers make very good use of the excellent marine engineering survival tank to develop students' and trainees' confidence and team work. Teachers raise students and trainees' aspirations well through competitions, visits to employers, guest speakers and by allocating supervisory roles to them during practical lessons.
- Teachers make very effective use of close links with employers to ensure that courses are continually adapted to meet the needs of industry, and to support students and trainees to find work. Teachers deliver technical certificates for advanced apprentices that are challenging and help apprentices advance in their jobs.
- Teachers provide good support to students and trainees and assess them for their attainment in English, mathematics and mechanical aptitude to help place them on the most appropriate course. However, teachers do not adequately inform all students and trainees about their options at the end of the course.
- Teachers keep students and trainees well informed about the progress they are making through regular reviews. However, they do not set students and trainees sufficiently precise or challenging targets. For apprentices, this limits the opportunity they have to complete their qualifications early and make more rapid progress.
- Teachers provide good feedback on assessed work and this helps students and trainees to make improvements. The scheduling of assessments on college-based courses requires further improvement as students have to complete too many units at the end of their programme, limiting their opportunity to work towards higher grades. Teachers provide adequate support to students and trainees in the development of their written skills, but in a minority of cases they do not correct errors in spelling, grammar and the structure of written work.
- Teachers promote equality and diversity adequately through induction and tutorials. Students and trainees treat each other with respect and support each other well. Teachers do not promote equality and diversity themes well enough during reviews with apprentices in the workplace.

Building and construction**Learning programmes for 16-18****Learning programmes for 19+**

Requires improvement

- Teaching learning and assessment requires improvement and this is reflected in the proportion of students who successfully complete their qualifications. This has remained the same for the past three years and comparable in-year data show this will continue to be the case this academic year.
- Teachers plan practical lessons well and ensure that students make progress in developing their skills. In brickwork and plumbing lessons, teachers set challenging targets for each individual and at the end of the session assess what the student has achieved. This helps students develop their practical skills, as well supporting them to gain useful planning and independent learning skills which will help them in future employment. Teachers make effective use of the good resources to help students produce work of the standard expected by industry.
- In theory lessons, teachers do not adequately check what students have learned in order to measure the effectiveness of their teaching. As a result, teachers fail to take into account sufficiently the needs of individual students when planning subsequent lessons.
- Teachers provide a good level of support to the majority of students and this is effective in helping them to achieve their main vocational qualification. Support for those in need of extra help is well planned and effective. However, teachers do not monitor students' progress well enough on shorter additional qualifications or on their functional English or mathematics courses.
- Towards the end of the year teachers do not plan sessions well enough to extend students' learning and employability skills. They place too much emphasis on the completion of assessments and do not challenge those who have finished their work to undertake additional tasks or qualifications, in order to achieve higher grades or improve their chances of finding work.
- Teachers use their good links with local schools and agencies to gather information about students prior to coming to college. They undertake a comprehensive assessment of each student, including their skills in English and mathematics, and use this effectively to place students on the most appropriate course. Teachers provide useful information to students to help them make informed choices about the options available on completing their courses.
- The feedback teachers provide to students following assessment requires improvement. In most cases, teachers provide feedback that clearly explains what students have done well and how to make further improvements. However, a minority of written feedback is insufficiently detailed and this does not provide enough information to students on how to improve. Teachers' visits to apprentices in the workplace are too infrequent and apprentices are not receiving enough feedback on the progress they are making.
- Teachers support students well in developing their English language skills. They are careful to explain technical terms and improve students' use of language through correction of spelling mistakes and asking students to research words using dictionaries. Teachers' support of students with their mathematical skills requires improvement. They often tell students how to work out calculations such as fuse ratings and cable sizes instead of asking them to find and apply formulae themselves.
- The promotion of equality and diversity in lessons is an area for improvement. Teachers take too few opportunities to discuss how those working in construction adapt their goods and services to meet a diverse range of clients. However, good and thought-provoking posters in workshops highlight for students the need to challenge stereotypical thinking.

Foundation English

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

Requires improvement

- Teaching, learning and assessment require improvement. Students make good progress in developing their reading and writing skills, but the progress they make in speaking and listening is not sufficient. Although the proportion of students achieving qualifications has risen in the past year, it requires further improvement, especially at intermediate level.
- Teachers' skill in supporting students with all aspects of the use of English is variable. They plan theory lessons well with a wide range of activities, including well planned and effective use of information technology, so that students develop their reading and writing skills and present work to a high standard. For example, in one lesson students further developed and reinforced their learning in written English by competing in an interactive team quiz that was fun and engaging.
- In less successful speaking and listening lessons, teachers do not plan activities adequately to meet the differing abilities of students and fail to challenge the more able sufficiently, in particular those who are capable of achieving at intermediate level.
- Teachers undertake appropriate assessment of students' English skills before they come to the college and use this to place them on the correct level of study. However, teachers do not use the information about individual students sufficiently to plan to meet the needs of individual students in lessons.
- The effectiveness with which teachers use individual learning plans with students requires improvement. Teachers set short-term targets with students and these are helpful in measuring small steps of progress. However, they do not use more detailed assessments of students' abilities to challenge those who are capable of achieving qualifications early and then progressing to higher-level courses.
- Teachers' assessment of students' reading and writing skills is good, but for speaking and listening, it requires improvement. During English lessons teachers mark students' written work accurately. They provide helpful comments that make it clear how further improvements can be made. However, teachers do not provide the same level of support when integrating the development of English skills into vocational learning. In these lessons, teachers' corrections of students' written work is inconsistent. For example, it is good in construction and art, but less effective in engineering and care.
- Teachers do not plan the speaking and learning assessments sufficiently well and the guidance they give to students is poor. Teachers are not always clear on the different standards of foundation and intermediate level qualifications and do not provide students with enough information about the grading criteria before assessments take place. This limits the opportunity students have to perform to these criteria. A few teachers are unclear about the formal examination arrangements.
- Teachers develop students' understanding of equality and diversity in lessons well. Lessons frequently include topics that celebrate different cultural events and festivals, and support students to appreciate positively the differences in people from diverse backgrounds.

The effectiveness of leadership and management

Requires improvement

- The principal and governors' vision for the college to become outstanding is ambitious, has raised the aspirations of staff and students and it has improved the college's reputation within the community. However, planning by senior managers to achieve strategic objectives is underdeveloped. Progress towards meeting objectives is difficult to measure and mixed in terms of success. Key indicators used by managers and governors to monitor students' experience do not include a measure of the quality of teaching and this limits the extent of their overview.
- The principal's drive to devolve leadership to managers at all levels is increasing their accountability and helping them develop management skills well, including through a specific leadership training course. Senior managers use a few high-level and challenging targets to raise standards, but more widespread, methodical and consistent use of targets by managers is limited.
- Since the previous inspection, senior managers have ensured a marked increase in the proportion of students on long courses who gain qualifications; in particular, pass rates have been high for the last two years. However, actions taken by managers have not focused strongly enough on increasing the proportion of students who remain on courses and this is only showing signs of slow improvement. Actions taken to support students into employment within the challenging local context are largely successful.
- The management of apprenticeships has improved and it is good. Managers have very good links with employers and they have increased provision well to match local business and industry needs. Managers' promotion of equality and diversity is not a strong feature and at progress reviews of apprentices it varies too much in quality.
- Managers recognise the need to improve teaching further, but their improvement work is not sufficiently effective as lesson observation judgements are overgenerous. Actions to address identified weaknesses following a lesson observation are not agreed with teachers in a timely fashion and are often too general to bring about improvements effectively.
- Arrangements to manage staff performance require improvement. Managers do not consistently review teachers' practice and its impact on students' outcomes through annual appraisals, or put in place specific personal objectives to support all staff with their professional development.
- Self-assessment covers all provision, but lacks rigour, is descriptive rather than evaluative and is overgenerous in grading aspects of provision. Although managers identify areas for improvement, these rarely result in precise actions in improvement plans, thereby limiting a concerted approach to managing key priorities. However, managers at all levels work closely and reactively in tackling emerging issues, which is leading to improving trends in performance.
- Governors know the college's work well and use their wide range of skills wisely in their overview of the provision. They support the good work of managers in developing the curriculum very effectively and ensure the local business and community focus remains central. Governors provide challenge and ask appropriate questions. They recognise the need to increase their monitoring of the quality of teaching and learning and they have begun to refocus their work to take this into account.
- Senior managers responsible for curriculum development promote equality of opportunity well by their development of a range of relevant courses for vulnerable or disaffected students. These developments, such as the 'Engage' programme, support students' progression well and a high proportion has responded positively to the opportunities the college provides. Managers identify gaps in the performance of different groups of students, but actions to reduce these are not clear and not fully effective. Many initiatives are in place to promote equality and diversity, but the skills of staff in implementing these vary too much.
- Senior managers, supported by all staff, promote students' safety and well-being very effectively. Safeguarding meets legislative requirements and managers deal with any

safeguarding concerns promptly and thoroughly. Managers use local intelligence well to identify particularly relevant or new safeguarding issues and train staff and students accordingly. Staff thoroughly reinforce health and safety in lessons.

- Through careful planning and use of available funds, senior managers have improved substantially the accommodation and resources. Classrooms and workshops have appropriate facilities and in engineering, they are outstanding. Student ambassadors use their role well to influence the improvement in students' experiences and this group meets regularly with managers to provide feedback. Managers welcome the feedback and take action to resolve problems. However, the use of students' views in self-assessment and in developing specific actions for improvement is underdeveloped.

Record of Main Findings (RMF)

Lowestoft 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
Overall effectiveness	3	3	3	2
Outcomes for learners	3	3	3	2
The quality of teaching, learning and assessment	3	3	3	2
The effectiveness of leadership and management	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Engineering	2
Manufacturing technologies	2
Building and construction	3
Foundation English	3

Provider details

Lowestoft College	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 1,472
	Part-time: 1,678
Principal/CEO	Simon Summers
Date of previous inspection	November 2010
Website address	www.lowestoft.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	244	99	459	144	325	168	0	0
Part-time	107	280	52	520	37	299	0	63
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	110	93	75	145	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	361							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Aspire Assessing & Training ■ Norse Commercial Services ■ Ipswich Town Football Club Company Ltd ■ Suffolk Acre Limited ■ WS Training ■ Aquila Training and Education Services ■ Achor 							

Additional socio-economic information

The college serves the population of Lowestoft, the district of Waveney, and North Suffolk. The minority ethnic population of Waveney is 2.3%. The proportion of pupils in Waveney schools attaining five GCSEs at grades A* to C including English and mathematics is below the averages for Suffolk and England. The proportion of qualified residents in Waveney is lower than the East of England and national averages for all qualification levels. The unemployment rate in Waveney is higher than that for the East of England and higher than the national rate. The 2010 Index of Multiple Deprivations shows Waveney to have higher levels of deprivation than other districts in Suffolk. The proportion of employment in manufacturing in Waveney is higher than the national average. The other highest areas of employment are in hotels, restaurants, public administration, education and health.

Information about this inspection

Lead inspector

Rieks Drijver HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the vice principal curriculum and standards 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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